

The New Examinations.

The Inspector-General of Schools pre-
faced his address by a congratulatory refer-
ence to the influential position occupied by
Sir Langdon Bonython in Australasian edu-
cation and to the valuable address which
he had delivered. (Hear, hear.) The
speaker said he thought it would be oppor-
tune to say something about the new plan
of examination of schools and on some
aspects of their work that it gave rise to.
When their present Education Act of 1875
was passed some of them might perhaps
remember that the condition of the bulk of
the public schools was what might have
been expected from the fact that the teach-
ing was being done by a body of men and
women who, as a rule, had had no profes-
sional training. Naturally the inspec-
tion and examination of schools established
and conducted under such conditions
would necessarily be of a very
different form from that required
where a country was being served
by a band of trained persons. (Hear, hear.)
Primary education in the State might
now be said to be entering the stage of a
rigid dictatorship, a benevolent despotism,
and finally a healthy democracy. (Applause.)
As the management and teaching of the
schools became emancipated from official
minuteness and formal exactness, the work
of the supervisor must become wider,
deeper, and more liberal. Payment by re-
sults had been dead for many years, never
to have a resurrection. (Applause.) Exa-
mination for results, as expressed in a per-
centage, might also be said to have fully
served its purpose, and need not again be
heard of. That was a gain to all concerned.
(Applause.) The inspector had now liberty
and opportunity to test the quality rather
than the quantity of the school work.
(Hear, hear.)

Greater Freedom.

Such a change had mildly revolutionized
the work of the teacher, who would now be
entrusted in the main with the examina-
tion and promotion of his own pupils. He
considered that a decided gain. (Applause.)
Many teachers had in the past, though no-
minally conducting periodical examinations
of their pupils, managed the business in
such an unskillful way as not really to
become aware of the intellectual condi-
tion of those under their charge. The new
procedure would foster a deeper feeling of
responsibility in the teacher's mind. (Ap-
plause.) Every head teacher, of whatever
size school, would virtually become an in-
spector of his own and his subordinates'
work. One benefit to the children that
he hoped would flow from that would be
that the teacher would be emboldened to
make promotions among his scholars of-
tener than once a year, and not necessarily
at one fixed annual period. There had
not always been a readiness to act in that
direction, and the new trust would give
greater freedom of action. (Applause.)
The relief from the former drudgery that
the inspectorial staff had to undergo would
conduce to elasticity of mind, and the habit
of taking a broad and general view of the
work submitted to them would make them
large-hearted and cosmopolitan in their
mental range.

Sound Judgment and Correct Conduct.

No one desired more than he to see the
importance of examinations gradually
diminish, and to find greater prominence
given to the idea that the ultimate aim of
all training of the young was not that they
might satisfy an examiner, but that they
might become possessors of sound judg-
ment and exponents of correct conduct.
Examinations were not to be lightly dis-
posed of, as they were obliged to be toler-
ated for want of a fitting substitute.
Rightly appreciated, the new system of
drawing provided for the development of
power in more than one direction. It
enabled children to see material objects
in their just proportion, and gave them
power of expression. Reading was another
illustration of the point, and that led him
to say that the power on the part of the
pupils to reproduce any ideas they might
have developed was not by any means at
a high level in their schools, judging by
the contents of the reports that came under
his notice. The teachers should set up an
ideal for the child, and encourage him to
strive after it. Self-dependence and self-
responsibility were the keystones of cor-
rect conduct. (Applause.)

Educational Ideals.

The Rev. John Reid, in a cultured ad-
dress on "Educational Ideals," said he had
been impressed by the greatly increased in-
terest taken, not only by members of
Boards of Advice and parents of children,
but also by the general public in our school
system. It spoke volumes for the efficiency
of the teachers and for the value attached
to their beneficial influence wherever they
were located. (Hear, hear.) The ideal of
the teachers should be thorough earnest-
ness. (Applause.) Even the smallest
school was no child's play. (Hear, hear.)
The truly earnest teacher could not work
save at cost of great personal sacrifice.
With each day's work he parted with
something of himself to his pupils. He
knew no work that, thoroughly done, heart
and brain put into, made greater demands
upon the worker than teaching did. The
more necessary, then, that teachers should
learn to use wisely the very best recupera-
tive agencies within their reach. Thanks
to the rivalry of publishers, good books—
the very best recuperative tonics they
could use—were within the reach of all.
Why, 5/- wisely expended could now pro-
cure a stock of classics sufficient to keep
any one going in mental activity and
spiritual vigour for 12 months. They must
distinguish carefully in their choice of
books between what might be called
ephemeral and permanent literature. The
writer who catered for the fools of his
generation was always sure of a large circle
of readers. (Laughter.) Bad and worth-
less books were intellectual poison; they
sapped their intellectual power and
destroyed the mind. (Applause.)

Votes of Thanks.

Votes of thanks to the three speakers
were moved by the Chairman and Messrs.
J. Kollische, M.A., and A. Clark, and car-
ried with heartiness.

Drawing Lesson.

Prior to the formal opening session Mr.
H. P. Gill, A.R.C.A., conducted a drawing
class at the University Science Theatre.
About 120 students attended, and the in-
structive remarks of Mr. Gill concerning
the new system of drawing were highly ap-
preciated.

On Monday afternoon the members of
the union, their wives, and friends, at the
invitation of the President and the coun-
cil, visited the School of Mines, and spent
a pleasant and profitable time. The guests
were received by Sir Langdon Bonython
(President), Lady Bonython, and the fol-
lowing members of the council:—Messrs.
H. Adams, R. E. E. Rogers, J. Grayson,
and J. T. Scherck, and the registrar (Mr.
J. A. Haslam, B.Sc.), who conducted them
over the beautiful edifice. Among those
present were Lady Way, the Premier
(Hon. R. Butler) and Mrs. Butler, the
Chief Secretary (Hon. J. Vardon), Sir
Charles Todd, Mr. Justice Homburg, and
Mrs. Homburg, Lady Bray, the Inspector-
General of Schools (Mr. L. W. Stanton),
Cr. and Mrs. Lavington Bonython, Mr. R.
Kiffin Thomas, Inspectors Whitham, Plum-
mer, Whillas, Smyth, and Bureau, Mr. A.
Williams (President of the Union), Mr. F.
Chapple, B.A., B.Sc., Revs. J. Reid, M.A.,
and W. Shaw, Mr. T. A. Adamson, M.A.
(head master of Wesley College, Mel-

bourne), Professor Angus, Professor Mit-
chell, and Mr. H. P. Gill. After they had
inspected the various classrooms and labo-
ratories, and watched the students at work,
the guests adjourned to the spacious Book-
man Hall, where afternoon tea was pro-
vided by Sir Langdon and Lady Bonython.
In a few minutes everybody was in animat-
ed conversation, but this was suddenly
hushed by the peremptory ringing of a bell,
followed by a double request from two
photographers at the rear of the hall to
"Turn this way, please," so that photo-
graphic records might be taken of the
gathering. The snapping having been ac-
complished, the interrupted chats were
continued. A capital programme of musi-
cal selections was contributed by Lotie's
String Band. The catering was in the
hands of Messrs. F. D. Beach & Son.

THE EVENING MEETING.

The Adelaide Town Hall was filled on
Monday evening by an audience expectant
of educative addresses at what may be
termed the formal public opening of the
conference. Sir Lancelot Stirling (Presi-
dent of the Legislative Council) occupied
the chair, and he was supported by the Pre-
mier (Hon. R. Butler), the Minister of
Education (Hon. J. R. Anderson), the In-
spector-General (Mr. L. W. Stanton), Pro-
fessor Henderson, Mr. F. Chapple, B.Sc.,
the President of the Union (Mr. A. Wil-
liams), and members of the executive. From
7.30 to 8 the City Organist (Mr. W. R.
Pybus) entertained the growing assembly
with a programme of music, which included
the following items:—"Trumpet march"
(Jude), overture "Poet and Peasant"
(Suppe), andante (Batiste), and minuet
(Kendall).

Chairman's Address.

The Chairman said that one were blind
as the proverbial blind man that would
not see if one failed to realize the high
part teachers played in the advancement of
the welfare and progress of a nation by
the training of the youth of that nation. He
feared, however, it was too often not fully
appreciated. The boy and girl in the
thoughtlessness of youth too often regard-
ed their teachers as the source of half, if
not more, of the petty trials of their
lives, and only in after and maturer years
realized the use and influence of the tyrant
of earlier times. The parent, too, often
saw in the teachers' criticisms and well-
founded complaints a slight to the cher-
ished belief in all the excellences attributed
to a spoiled child. The Government and
Parliament, amid well-turned phrases, shel-
ved the dire recognition by an adequate re-
muneration of the uphill work with which
a conscientious teacher had often to con-
tend. If the system be not all one desired
it might be because it had to be made ap-
plicable to the bright as well as the dull,
and to the honest as well as the dishonest
of a nation's children—disadvantages that
were not easily remediable. With natures
so variable as were to be found in the per-
sonnel of any school and until some dividing
of the willing from the unwilling could
be brought about any uniform system of
teaching must develop weak spots. In
some respects he should like to see the in-
fluence of teachers zealously applied to a
substantial mitigation of the oft-abused but
still existing examination system. Teachers
in both private and public schools united in
its condemnation, and they saw more clearly
than others its defects. Where the boy
or girl, no matter what her or his mental
calibre or attainments, was driven along
the same circumscribed road to the yard
where they were to be tested by the same
methods and sorted out for the same qual-
ifications, could the result be satisfactory?
Even the boasted satisfactory percentage
results could not at heart satisfy the teach-
er, though it might be apparently gratify-
ing as the only public manifestation of his
success possible. Education should mean
the development of the apparent or latent
instincts of the child towards the lines of
usefulness in some sphere of life, or fitting
it to fairly fill the notch in life towards
which its parents and its surroundings
might have destined it. These latent in-
stincts did not always tend to the making
of teachers, professors, or commercial men;
and yet, under our system of examination,
it would seem that each child had appar-
ently this and the same prospect before it.

Equal Opportunities.

In these days they heard much of a
well-sounding, if Utopian, clamour for equal
opportunities in life's struggle. So far as
our educational system was concerned this
opportunity was equally given to all, and
to the brilliant child these were of a first-
class order. But he often asked the ques-
tion whether, when these opportunities did
not find a congenial soil for a vigorous
growth, they were wise in forcing those
apparently unfitted for the learned paths
of life too far along the road of learning
and weaning them from healthy and useful
lines of employment to which they were
apparently more adapted by Nature. Our
world was, on the whole, made up largely
of the commonplace mind. The thinkers
formed the smaller part, and while much
resulted from the genius of the brilliant
officer, his designs were carried out
and the battle won by
the unthinking Tommy Atkins.
In our country districts more particularly,
where the children congregated to whom
the future of our agricultural prospects

would be confided, many, no doubt, obtain-
ed enough learning to create a yearning
for a clerical pursuit, but not enough to fit
them for its fulfilment. A good farmer
was best, and probably an indifferent poli-
tician evolved in the process. There was
another and perhaps a very controversial
subject on which he wished to touch. It
was to remove the ill-founded conception
that the introduction of a higher scale of
moral and religious teaching in our school
curriculum was going to have such dire
results in the production of sectarian an-
tagonism. Call it religious teaching if they
would, but its influence in the homes of a
nation had been for a nation's good, and
if so, why should its results in school
teaching have such an opposite effect? He
had always felt incensed at the statement
often made that the teachers were op-
posed to any such change. He thought
too well of them to believe such a calamity.
The answer they might give was that this
was a matter for political influence, in
which they could not interfere. If the
teaching was an essential to the develop-
ment of a good citizen—and he could not
doubt it was—then it was part of the
duty of those administering the educational
system to urge its desirableness through the
children on the parents by creating a de-
sire for such teaching. The primary ob-
ject of these conferences was, no doubt, to
promote that interchange of thought and
experience which must prove of incalcu-
lable value in the useful exercise of the
teaching profession, but he was not with-
out hope that they might also tend to-
wards creating a greater public interest
in the work, and sympathy with the per-
sonality of the teacher himself. If parents
could educate themselves to a better re-
cognition of the high place and useful in-
fluence involved in the character and sur-
roundings of those to whom they delegated
the carrying on of work begun by them-
selves, they should criticize more closely
the methods of their work and the re-
sults of their influence. Such scrutiny could
but result in a greater sympathy with the
teachers themselves, give a higher incen-
tive to the attainment of fuller results,
and react for lasting good on those to
whom parents lavished their affection, and
of whom they cherished their highest
hopes. (Cheers.)

The Teachers Appreciated.

The Minister of Education said he was
gratified that in his short tenure of office
he had been afforded an opportunity,
through the courtesy of the executive of
the union, of addressing the teachers en
masse. Having during the past few months
renewed old acquaintance with a number
of teachers, and made many new acquain-
tances, it was pleasing for him to be able
to convey to the teachers generally some
appreciation of their work. So many times
they had been lectured as to their duties
and adjured to further effort that he
thought the time had come to place on re-
cord a recognition of the valuable services
which were being rendered by teachers in
the cause of education. It was nearly 30
years ago since Sir Samuel Way and Sir
James Boucaut, who were then associated
in a Ministry, succeeded in passing an Act
which brought into existence a system of
State education, and ever since then South
Australia had been fortunate in securing
the services of men who had devoted their
lives to the perfection of that system.
Under the care of the late John A. Hart-
ley—(cheers)—the young tree was nursed,
and he had left a band of disciples
who were still carrying on his work en-
thusiastically and devotedly, who kept his
memory green, and who were still inspired
by his example. Unfortunately many held
that too much money was being spent on
education. Doubtless, they did spend a
large sum, but thinking people recognised
that education was a national asset—
(cheers)—and he was not afraid that it
would be imperilled for want of funds.
He wanted to show that the money was
being well spent, that the State was get-
ting value for its money, that the teachers
of South Australia were a body of men and
women who were animated with a true
public spirit and a devotion to that high-
est of callings, the intellectual and moral
training of the young. Though teachers
might be discouraged at the lack of pro-
motion, the absence of increased salary, or
transfer to a larger school, they should re-
member that in other countries similar
conditions prevailed. Might he say a spe-
cial word for provisional teachers—those
who were conducting some 400 of the small-
er schools in the back country. They were

doing the practical work in an excellent
and enthusiastic manner. The majority
were female teachers, who were working
in the face of considerable diffi-
culties and discomforts, in many
cases at great distances from
their homes, and on small salaries.
How many had they in South Australia
leaving their homes, going so lonely out-
posts in the bush, doing their work as
earnestly and fervently as those in city and
suburban schools! (Applause.) To the
district inspectors they looked to encourage
these teachers by their kindly advice, and
by their influence to stimulate them in
those isolated situations. He hoped the day
would come when they would have summer
vacation schools for the benefit of those
advance guards of civilization, and later
when they should have the combination
schools suggested by Inspector Plummer in
his annual report for 1904. It had been said
that their provisional teachers were un-
trained, but the economic conditions would
not permit of teachers being fully trained
before beginning teaching. The work of
increasing the number of trained teachers
could only be gradually done. The Premier
might look back with pride to his occupancy
of the office of Minister of Education, for
it was in his day that the present
system of training teachers
was inaugurated. Of the great body of
teachers what could he say but good? His
visits to the city and suburban schools had
taught him that they had an army of men
and women trained to perfection, cultured,
earnest, loyal to their calling, carrying on
one of the noblest works that could be
entrusted to mankind, giving their services
ungrudgingly, and each vying with the
other to excel.

Public Teachers' Union.

Who could say how much influ-
ence their union had upon the
schools? The primary function of all unions
was to watch and guard the interests and
wants of its members, and to obtain red-
ress for their grievances, and their union
had been active and vigilant on those
scores. Their President (Mr. Williams),
Vice-President (Mr. Clark), Mr. Pavia
(head master of the Lefevre's Peninsula
School), and others, had visited on week-
end holidays country centres, and explain-
ed "the new drawing course," and lectured
on "The influence of singing in schools"
and on "Literature." In all parts of the
country the teachers' associations were
doing the same kind of work voluntarily.
Names of members of the executive of the
union figured on the committee of the
Feral and Industrial Society, which
held splendid exhibitions of school
manual work. They were man-
agers of the Public Schools' Decoration
society, which, with money raised by con-
certs, had placed in several of the larger
schools hundreds of appropriate pictures.
In place of vividly coloured maps and hide-
ous representations of man's anatomy
which used to meet the eye they now
found artistic reproductions of the works
of the best painters. For all those improve-
ments the State owed a debt of gratitude
to the self-denial and energy of the execu-
tive of the union and those who worked
with them. In the year just ended over
£1,500 was raised by concerts, and utilized
for the purchase of hand instruments,
school prizes, sewing machines, pianos,
manual work, cricket sets, footballs, and
the like. On all sides were to be found en-
thusiasm and self-sacrifice. Some were
teaching horticulture and astronomy, and
others were devoting their own time to the
preparation of candidates for exhibitions
and bursaries. He was not sure that the
teacher who devoted his time and money to
the teaching of agriculture was not doing
the greater work. He had been delighted
to observe in schools teaching calculated to
prepare a boy for entry into the School of
Mines, which was doing a great work in
teaching the technical arts and sciences.
He understood the difficulties which con-
fronted teachers, and he recognised their
good work. Seeing that the Constitution
of the Commonwealth made the people the
rulers it was essential that every citizen
should be trained to think rightly and to
act uprightly. This could be done by the
teachers, and by them alone, and while
they had teachers of the stamp and charac-
ter of the present staff he had no fear but
that they would nobly perform the sacred
duty committed to their charge. (Ap-
plause.)

Plea for Scientific Education.

Professor Henderson said that he made
something in the nature of an attack last
time, which they took very kindly.
(Cheers.) Now he considered himself in
the temple of concord, and he was going
to try and find out what they might con-
sider to be common ambitions, an end to-
wards which they all might be struggling.
Most people were agreed that they could
not dispense now with that ground of
training which was represented by study-
ing, reading, writing, and arithmetic.
There was a time in the world's history
when it was considered dangerous to teach
too much to the masses of the people. That
time had passed. They had reached another
stage when it was becoming recognised that
it was not only advisable to teach those
elementary subjects which assisted them to
communicate with one another in the or-
inary business of life, but they were be-
ginning to feel that the prosperity of a
nation depended very much upon charac-
ter, on what they might call higher or
scientific education. England had in re-
cent years awakened to the fact that a
great part of the progress made by Ger-
many and America was due to the kind of
education which they had in their second-
ary and scientific schools. It was becoming
more and more recognised that the more
they could apply scientific knowledge to the
ordinary duties of life, the more they
got away from that rule of thumb the bet-
ter for the future of the State. They had
arrived at that stage in the history of educa-
tion when it was believed that scientific
education was desirable in the material in-
terests of the State itself. (Cheers.) That,
however, was not the point he wanted to
get at. He wanted to talk about ideals of
education and about the way in which they
were trying to affect the mind and tem-
per of the rising generation in South Aus-
tralia. He wanted to talk about higher
education, not only as it affected the Uni-
versity or the secondary schools, but as it
affected all the schools in the State and
the nation generally. They would ask
him what he meant by higher education—
by this culture, a word which he was
afraid in danger of being misunderstood.

Training the Mind's Eye.

He would tell them ultimately it was the
capacity to see invisible things—things
visible to the trained eye of the mind that
looked through the bodily eye and saw
law, order, proportion, symmetry, beauty
where the untrained eye of the mind saw
nothing but a dull, irregular piece of
ground. He made his first general propo-
sition affecting this question of culture and
higher education—What they were trying
to do, what deep down they should like
to do, was to try and discover or to unfold
to the minds of the men and women who
came under their control those hidden
sources of interest which were teeming in
this beautiful world. (Cheers.) One great
difference between a man who was cultured
and a man who was not cultured was that
the man who had that inward eye trained
was able to make things exciting instead of
waiting for the excitement to come. If
that be so, then he would go further and
claim that the man who could help to train
that eye of the mind to see invisible things
was day by day doing something towards
the development of the power within the
individual which would make him not only
a happier man by reason of the resources
he had within himself, but would make him
a stronger man, because, in addition to
being able to brest the blows of circum-
stance the better, he was enabled the bet-
ter to render service to his fellow-man.
(Cheers.) The more resource an individual
had within himself the less he needed with-
out himself. (Cheers.) Your strong man,
if he was to be a stable individual himself,
must have many interests and strong in-
terests to fall back upon in times of diffi-
culty and distress.