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and, in the absence of any contribution from the then professional head of the department, the appendices alone supply really interesting reading. The inspectors' reports form a truly inspiring series of sagacious papers—a series of which the State has reason to be proud. Of their kind they probably stand unexcelled in the history of the department. Speaking broadly, and using the words of Senior Inspector Burgan, the general condition of the schools has not altered materially:—

Their efficiency has been well maintained in most cases, and in many instances there are most gratifying proofs that the teachers are endeavouring very strenuously to keep pace with the progress of educational ideals, and to base their teaching on the principles that are in the present day recognised as fundamental and psychologically sound. As a body, the teachers are working most industriously and enthusiastically, with untiring energy and devotion. Many of them are adopting new methods, which give greater scope for the self-activity of the children, and lead them to acquire knowledge at first hand in a way that I have long thought to be the soundest and best—viz., the heuristic, or method of discovery.

Enthusiasm counts for much, but the former Assistant Inspector-General (Mr. Whitham) points out that, "as long as we expect a young man or woman fresh from college to teach and train an average of 70 pupils, the personal influence cannot be either as deep or as lasting as it ought to be." Inspector Smyth states that the two most important features in connection with the school work were the introduction of the new course in drawing and the inauguration of a modified annual examination. Both of these are giving general satisfaction. The whole tone of the inspectors' views appear to be that, if the department will be careful to secure right teaching methods, the results may be left to take care of themselves. Inspector Whillas lays stress upon the important art of questioning children, and the immense advantage of creating great interest in reading and supplying a graduated course of fascinating literature. The serious disadvantages of provisional schools are specially discussed by Inspector Martin, who makes valuable suggestions for ameliorating the lot of the isolated teachers. He also brings under notice Hubbard's idea of a continuation school in the form of an industrial college where boys might work and maintain themselves, while receiving technical training; but he admits that the scheme presents many practical difficulties. Inspector Maughan is not alone in criticising language, composition, and manners in the schools, and he urges that particular attention should be devoted to these modes of expression. He thinks that some improvement has been effected relative to "Australian twang," the drawling and broadening of vowel sounds. Alfred Russell Wallace regards mathematical power as essential to wit; and it is interesting to observe that Inspector McBride insists that a strong analogy exists between language (spoken and written) and arithmetic (mental and slate). Though our educational system is not without imperfections, it is indeed gratifying to find that not only are authorities conscious of defects, but that the teachers are most eager to be put on right lines.

The University-trained teacher is still in the experimental stage. The Superintendent of Students (Mr. A. Scott) reports that 11 students failed to pass in a single subject, and seven others succeeded in only one, though all of the 18 had been through senior work, and, with four exceptions, had gained the senior certificate. "Is it advisable that all the pupil teachers who have satisfactorily completed their four years' work shall be allowed to enter the University?" In reply he submits two alternatives—a modification of the University course, or the establishment of a high school for potentially good ordinary teachers who are not capable of doing the regular University work. The first suggestion appears to be impracticable, and the other somewhat expensive. Still, he thinks that a change must be made, as many of the pupil teachers who are sent to the University are not able to perform the tasks set for them. A compensating fact is that three students and four past students graduated.

#### UNIVERSITY MUSIC CENTRES.

The University council has decided to establish centres at Mount Barker, Gawler, Kapunda, Petersberg, and Burra, so that examinations in the theory and practice of music, and for the primary, junior, and senior certificates, may be conducted locally. The centre at Mount Barker will be the first of its kind in the south, and in order to explain matters in connection with administration, Professor Ennis and Mr. C. R. Hodge (registrar) will visit Mount Barker shortly for the purpose of addressing a meeting. The first step to be taken in the towns mentioned will be the appointment of committees to deal with the business of the centres. Similar University centres already exist at Mount Gambier, Narracoorte, Clare, Moonta, Port Pirie, Jamestown, and Broken Hill, and at Perth, Fremantle, and the Western Australian goldfields. Students in the country are able to take advantage of the local examination instead of going to the expense of coming to the city, and in this respect the organisation of the centres is a distinct advantage.

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A cable message has been received that Mr. Edward Stokes has obtained third-class honours in the science degree at Oxford. Mr. Stokes has accomplished this in two instead of the regulation three years. His college (Magdalen) has marked its appreciation of his work by giving him an exhibition of £100 to encourage him to pursue his studies and do research work at Oxford for another year. Mr. Stokes was educated at St. Peter's College, and then entered the Adelaide University, and took his B.A. degree. During that period he was for some time assistant master at Queen's School, and obtained high commendation from Mr. Jacob-Hood for his teaching qualifications. Mr. Stokes is the eldest son of the Rev. F. H. Stokes (rector of Crutiers Parish).

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#### A PLEA FOR CULTURE.

##### A TEACHER ON HIS PROFESSION.

During the recent sittings of the South Australian Teachers' Union, Mr. W. G. Nettleship, B.A., secretary of the New South Wales Teachers' Association, was to have delivered an address on "The teacher and culture," but time did not permit. Mr. Nettleship accordingly handed the paper to the press for publication. Mr. Nettleship strongly advocates a university training for teachers. He states that in many institutions the facts were studied mainly for the purpose of adding to the mental store. In the university the number of facts seized was mainly secondary, the thing aimed at was culture and the power of pursuing knowledge in the true living spirit. The recognised need in the future was for more profound study on the part of teachers and the development of a cultured liberal profession. Of course the main raison d'être of a training school was the professional training of a teacher in the practice of educational principles, but if the teacher were to have the training of a developing soul, with wonderful possibilities for good or evil in accordance with the influences of his teaching, should not his instructor be able to breathe in the love of learning? And how could he do it if he had it not himself? The exhausting nature of the daily tasks and the need for preparation of school work precluded any thought of self-culture, except to that man who realised the progressive nature of his calling and the daily need for keeping abreast of intellectual advancement. Unfortunately his intercourse with fellow-teachers savoured greatly of the school, so he was thrown back on himself. It was the desire to shake off professional bias and narrowness which had caused the formation in certain lands of teachers' institutes, summer schools, &c., which were addressed by the leading lights in the intellectual sphere.

A university was unable to give the full benefits of her training unless her students breathed the university air, unless they sat at the feet of her high-minded professors, unless they felt themselves as living members of an institution which had nurtured some of the noblest thinkers of the age; unless they regarded her as an alma mater she had failed in her mission. It was the spirit that she put into her sons, not the facts, that made her alumni a power in the land. This question was never a matter of debate to a man who had enjoyed the privilege of listening in her halls.

Dealing with the study of history, Mr. Nettleship observed that to Dr. Arnold, of Rugby, belonged the credit of first teaching history not as an aggregation of dates, but as having a bearing on life, and life in its turn having a bearing on literature and history. Except in the light of continuous history, our laws, religion, and innermost life were unintelligible. With this principle ever before the teacher of history, he made his subject a living one, not a mass of dry bones. History became one of the most attractive and elevating subjects. A no less important place must be assigned to literature. Much that they taught would be forgotten by their pupils, but the development of the feelings and imagination would persist. The impressions of the good and the beautiful would not vanish. But the master must have felt the influence of literature to create a love for books and to be able to enter into the true meaning

ing or any set author. The under-graduate teacher could not realise what he lost if he did not pursue a course of logic, psychology, and philosophy. These subjects, apart from the mental training they provided to the individual, were indispensable to the man who realised that the mind developed in accordance with well-ascertained laws, and it was beholding to his responsible calling to understand mental growth. The practical man boasted that he needed not this theory, but while the theoretical man might not be practical, the practical man must know theory.

In discussing the practical value of university training, Mr. Nettleship puts the question as to what is the measure of success—money making or the full life. There was in some quarters an unattractive prejudice against the graduate teacher. The university could no more make a teacher than she could make a poet, but she could make a true teacher a better, because a more enlightened, one. There was a universal demand now that the practical teacher should also be a cultured professional man. This had been the characteristic of

Scotch, and also now the requisite of German teachers. Unless a man was blind in his prejudices he must see that the recent discussion of educational reform had for its keynote—Reform the teacher and you reform the system. It was because of the absence of high ideals among teachers that there was such a lack of coherence. It had been due greatly to the noble addresses of the high-minded university leaders that, through the medium of teachers' conventions the whole morale of the service in England had been raised. It needed no prophetic voice to foretell that the teacher of the future, besides his teaching skill, must have scholarship and be a man of reasonable culture. It had been remarked in criticism that a teacher did not need to go to the university. No; and the carpenter did not need to know geometry, nor the farmer the chemistry of soils; but who would question the advantage of this knowledge? Up to recent times the schoolmasters in Scotland had all to be college graduates—Masters of Arts. The high status of education in that country, and the practical ability of the people, were directly attributable to this fact. It had been computed that to-day six-tenths of the important official posts in the British Empire were held by Scotchmen. The possession of degrees by masters further enabled the Scotch lad in the most remote centres to be prepared for the university. In England the teachers of the secondary schools were required to possess a liberal education before employment. Their training in college was then practically restricted to acquiring professional knowledge and skill. For over a hundred years the teachers of the secondary schools in England had been drawn from the universities, and this it was that explained the high character of the intellectual and moral atmosphere of her grammar schools, and made her secondary teachers the aristocracy of the profession, the best educated, the best paid. In America the teachers' institutes virtually carried out a wide and systematic university extension system.

Alluding to the question of introducing pedagogy as a study at universities, Mr. Nettleship said the foundation of a Chair of Pedagogy at the Sydney institution was only a question of funds and the assurance of support from the teaching body. The senate had already by resolution committed itself to its desirability. When that chair was established a progressive and earnest teacher would not be able to stand aloof from the university. He did not recommend the handing over of the practical training of teachers to professors of pedagogy, although he could quite understand that a scheme could be evolved that would in no way sacrifice the practical side—a scheme such as had been successfully adopted at Cambridge. One often heard the most baseless fears expressed with regard to the usurpation of the function of a training school.

In concluding, Mr. Nettleship emphasised the importance of personal character in the teacher, and quoted the following from Laurie:—"It is, in fine, the teacher we have to educate. It is in him, as a personality, that the moralities and humanities must be found; and he must be so penetrated with the ethical nature of his task, and so governed in all he does by the ethical aim of his vocation as giving life and significance to all he teaches and all he does, that he cannot fail to mould the thoughts of his pupils to those high conceptions of duty and justice, humanity, and religion, which are the bond of society and the sole guarantee of its stability and progress. He must, in short, himself be dominated by ethical passion; and both the subjects taught and the methods pursued must be regarded by him as instruments for attaining an ethical result."