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in the country. Last year I pointed out that very many of our model schools in England we had plots of land set aside for agricultural and horticultural lessons, which many of the boys regularly attended. There is no doubt that the elementary facts of agriculture and horticulture will be taught, and are interesting to boys, and that many lessons on the industries of the neighbourhood can be profitably taught both to the boys and girls. (Hear, hear.) Such knowledge, for instance, as is obtained by the pupils of Professor Lowrie would enable producers to get far more out of the soil than they do at present, and by degrees you will be enabled by such knowledge to minimize the disastrous effects of droughty seasons. (Hear, hear.) I was in Denmark not long ago, and there the technical teaching in schools and the travelling Professors have wrought in a few years a marvellous change in the health, the happiness, the wealth of the country. The boys learn many branches of farming, the girls learn dairying, and I am told that their experts all assert that "fishiness" in butter arises entirely from want of absolute cleanliness. Thirdly, by producing butter for the English market, Denmark has grown from one of the poorest of countries into one of the richest. (Hear, hear.) Before I sit down I should wish to repeat my warning, given many years before by me, that pupil teachers cannot possibly be expected to absorb like sponges and to be always teaching from morning till night. (Applause.) In his able report, Dr. Torr notes this, and also the importance of affording pupil teachers large opportunities for private study. There is a story of an interview between the poet Southey (I am sure most of you have read his "Life of Nelson") and a Quaker friend. Southey used to devote his time punctiliously — his days and much of his nights into divisions, in which he did different specified work. He told this to his friend the Quaker, who listened very patiently, and then exclaimed, "Well, but friend Southey, when dost thee think?" (Laughter.) These are all the suggestions that I have to offer you at this annual meeting, and I trust you will forgive my mentioning them. I know that thoughts from some one outside the "mill" are sometimes of use, and I assure you that I make my observations in no spirit of criticism, but with a high admiration of the educational work done in South Australia, and of the masters and teachers, who deserve the utmost praise, and whose services ought to be recognised throughout South Australia. I find that they have appreciated the great truth that to be able to teach well, one must have one's heart in the work, and be so conversant with the subject to be taught, that one can explain it to a boy or a girl as if it were a matter of every-day ordinary experience. (Cheers.)

The Minister of Education (Hon. E. L. Batchelor) said he was sure they would all sympathize with him when he told them that he felt very much like a junior teacher giving a lesson before a senior Inspector. (Laughter.) He knew what that feeling was, and so did they. (Laughter.) He had been connected with the department as a pupil teacher, and he saw amongst the audience his Head Master, and his schoolmaster, and a large number of those who were in the department at the same time as he was, and who had studied education necessarily ever since. They had made it their life work, and thoroughly knew its limitations as well as its potentialities. For the last twenty years he had been right away from educational work, and he felt somewhat diffident at that stage in addressing them. The little anecdote which His Excellency told at Gawler about Robinson, jun., had, however, given him moral courage, otherwise he would sooner have stopped in his chair and listened to the other speakers. (Laughter.) It was with great pleasure that he had listened to His Excellency's practical address. Lord Tennyson had always kept himself in touch with educational matters—long before he came out to South Australia—and since his residence here he had identified himself with their schools and work, and with the Education Department and teachers, and the public of South Australia were under a deep debt of gratitude to him for the interest which he and Lady Tennyson had displayed. (Applause.) Lord Tennyson had mentioned a number of subjects which they as teachers were to think about, and he had also mentioned some things for him—the speaker—to think about. (Laughter.) So far as the Library was concerned he admitted straight away that the Public Library was not kept up in the manner he would like. The only excuse he had to offer was that they had to plead poverty. Let them hope that in the future it would be rectified, and that they would get a supply of standard books. Attention would certainly be drawn to that at the coming meeting of the Australian Library Association to be held next week. There were other matters which His Excellency had touched on—notably the visit of a teacher to Western Australia. It would have been exceedingly difficult to have spared any first-class teacher for that purpose during the last six months. (Hear, hear.) They had had a drain on the department, and just then were perhaps shorter in the matter of teachers than they had been for many years. The scheme for the training of pupil teachers discussed at the last Conference was now an accomplished fact, and working satisfactorily. (Applause.) It was the chief item in connection with educational matters last year. He had only heard of one objection to the scheme, and it was one which had his sympathy. He did not, however, see how they could possibly overcome it. It was put to him in the following way—the professions were practically exclusive—they were the preserves, if he might be permitted to call them so—to the upper and middle classes, who could afford to pay the expense attendant on a long term of training. The profession of teaching—one of the noblest—had the advantage over the other professions in that it was not exclusive, in that as in other colonies teachers were represented by all shades and classes of society. It was equally possible for the child of the poor parent to become a teacher as those who were specially favoured by wealth. There was, however, no doubt that the extension of the term of apprenticeship and the smaller payment which must necessarily follow would not give them such a wide choice in the selection of their pupil teachers. It was the only objection, and it was counterbalanced by the fact that no trade or profession of which he knew gave so little service for what was done for them. He put it advisedly. What he meant was that they gave four years out of the six up to tuition almost entirely to lessons of education and the training of the pupils. His Excellency had referred to the great harm that might be done by keeping the pupil teacher too long on the grindstone, but he did not think they could now bring that charge against the South Australian residents. In the first two years a pupil teacher would not be required to teach, the next two would be devoted to teaching, and the last two would be spent at the University, and the pupil teacher would be required to do no more teaching than was absolutely necessary to keep his hand in. The regulations had, of course, necessarily been altered owing to the adoption of the scheme, and the department, taking advantage of the opportunity, had generally revised the regulations, and it would be a matter for congratulation to them he thought to find that five of the notices they had down on the paper for discussion had been dealt with in that alteration. The regulations were not quite ready yet for publication, but he might just as well mention that the regulation referring to the political rights of teachers had been brought into conformity with the rights affecting the Public Service generally. (Cheers.) Some would say that it was a mistake to allow teachers to interfere in politics, but he was well satisfied that their staff would not go beyond the bounds of what was prudent, and would not bring themselves in conflict with local questions. The department also proposed to reduce the fees for attendance at the Advanced School for Girls. That was necessary, because at the present time the school was more than paying working expenses. The Government did not want it to do that, and so the fees would be reduced to such an extent as would only allow of the working expenses being paid. He wanted to say one or two words about agricultural education. The University had agreed to allow students to take up an optional course at the Agricultural College, and the department was making arrangements for students and teachers who visited the College to be provided with board and lodging for such time as they might be able to stay. (Cheers.) Agricultural education was a form of technical education which was most valuable for a colony like South Australia. It was not done in the expectation of stopping the rush from the country to the city, but to give the people a love for agricultural work. He also wanted to say something to those who had criticised the result system. It had been suggested in newspaper criticism that payment by result was the only great blot on the South Australian educational system. If the critics had examined the pass-lists he thought they would abolish that idea altogether. They set out their results in percentages, but if they were to use the terms excellent, very good, good, &c., right down to bad and very bad, half the criticism would be abolished. That was all that the percentages expressed. There was no payment by results of examinations—it could be better expressed as promotion by efficiency. (Cheers.) He had noticed that the teachers in common with other branches of the Government Service had pushed their claims for promotion to rather too great extremes. In certain avocations and businesses it might not matter, but if promotion by seniority was recognised amongst them it simply meant a destruction of enthusiasm and zeal and a tendency to produce rather mediocrity. (Cheers.) He had given considerable attention to the matter, and during his term of office he had had more personal interviews with teachers than any of his predecessors—so he had been informed by Mr Bath. The result had been that he had had to uphold the Board of Inspectors in, he thought, every case. Teachers, as well as other people, should not run away with the idea that they were being overlooked. They should remember that amongst their equals some one must be last, and that they were not apt to be overlooked. He congratulated them on the large number who had given up their holidays to go there and discuss matters of mutual benefit and education generally. South Australia was proud of the zeal and efficiency of her staff of teachers, and he hoped that the conference would be useful and instructive to all. (Cheers.)

On the motion of the President, seconded by Mr. L. W. Stanton, a hearty vote of thanks was accorded to Lord Tennyson for his attendance and address.

His Excellency said he was exceedingly obliged for the cordial words spoken by the mover and seconder of the motion, and for the very kind and warm manner in which they had received it. He would have liked to stay until the end of the session, but had received a telegram from the Admiral stating that he intended calling at Government House at quarter to 1. He, however, would be delighted to stay until the end of Professor Douglass's address.

Professor Douglas said that when the Secretary of their Union asked him to address them, much as he appreciated the honour he did him, he was nevertheless very unwilling to accept his invitation. In the first place, he naturally felt some diffidence in consenting to follow speakers who had so wide a knowledge of educational questions as His Excellency and Mr. Batchelor; secondly, he shrank from giving utterance to his own views on education in the presence of masters and mistresses, many of whom had had a much longer teaching experience than he could boast; thirdly, a tendency to didacticism was not one of his vices; and he was not anxious to give utterance to his views on a subject, the difficulty of which, he must confess, appeared greater to him every day that he lived. (Hear, hear.) His only excuse for standing there was that not only had he interested himself for a long time in educational questions, he also had some first-hand experience of the difficulties of teachers. As manager of a public elementary school, as an instructor of pupil teachers, as a form-master in a secondary school, he had been brought face to face with many of the problems which they were met together that week to discuss. In debating upon educational subjects it was necessary again and again to go back to first principles; it was necessary to make sure that those with whom they were discussing them were in agreement with them in their definitions of the terms used. To define education in such an assemblage as that might seem to some to be tiresome and unnecessary. But it must not be forgotten that a large proportion of the educational blunders committed in this generation had owed their origin to the fact that the perpetrators of them had never clearly understood what education really was. (Hear, hear.) Take, for instance, the man who demanded a "practically useful education" for his child. Too often he confounded education with the acquisition of practically useful knowledge. (Hear, hear.) Now, the acquisition of knowledge was by no means the most important part of the early education of the intellect, and the education of the intellect itself was only one branch of education. There were, and had been, great and fruitful systems of education, scientific as well as classical, in which the pulpil had learnt very little that was practically useful. Education in its broadest sense was the cultivation and disciplining of the intellect, the will, and the feelings. (Applause.) It included, also, the proper training of the body. (Hear, hear.) The most important thing in the education of the intellect was to teach the pupil how to learn. (Hear, hear.) It should be the object of the teacher, as Professor Huxley reminded them, to make his pupil's intellect "a clear, cold, logic engine, with all its parts of equal strength, and in smooth working order, ready like a steam engine to be turned to any kind of work." (Applause.) The imparting of knowledge was a secondary consideration with the enlightened teacher, and he was sure that any clear-headed intelligent business man would rather have in his office a boy who had been taught to observe and to reason, who was quick to learn, even though he had at the outset little practically useful knowledge, than a boy who knew a great many things, but who did not know how to learn. But whilst the primary object of the education of the intellect was to teach children how to learn, to train them to observe and to reason, to implant in them the habit of accuracy, it was not to be questioned that a certain amount of useful knowledge might be imparted even to the youngest child. (Hear, hear.) And first of all, children ought to receive some instruction in the laws of nature. Nothing could possibly make up for the absence of that knowledge. (Hear, hear.) In their earliest years their boys and girls should begin to learn that the world was not governed arbitrarily, but by certain definite laws—(Hear, hear)—that a breach of any one of those laws brought infallibly its own punishment, and that no deus ex machina would intervene to save them from the consequences of such an infringement. (Applause.) But a mere intellectual knowledge of the laws of nature was not sufficient. (Hear, hear.) They know, and he knew men who were thoroughly well acquainted with nature's rules, and yet who constantly broke them. Ignorance was by no means the only cause of such sins. It was not sufficient to instruct a child in the knowledge of these laws. It was necessary also to train and discipline his will and his emotions. (Hear, hear.) To endeavour to implant in a boy the sentiment of duty by the aid of reason alone was not enough, important as it was that he should realize that their ethical teaching was reasonable. Other refining, restraining, elevating, inspiring influences should be brought to bear upon him. (Hear, hear.) It was well for him to sit at the feet of the great poets of his own country. It was well that he should know something of the words and works of the world's great teachers and benefactors. (Hear, hear.) They ought to seek to communicate to the children under their charge some real love of humanity, and to produce citizens who should be ready to sacrifice themselves for the poor and the wretched—citizens who would take a high view of their responsibilities, and who would not look upon polities merely as a sordid game, a mean contest between tricky egoists, a struggle between pinchbeck Machiavellis who did not hesitate to sacrifice their country to their own petty private interests. One of the greatest hindrances to true moral education was a faulty system of discipline. (Hear, hear.) On the subject of discipline many teachers cherished the most erroneous notions. He heard recently a conversation on this subject between men of long educational experience which positively appalled him. They did not seem to realize that in education as in other things force was no remedy. They did not recognise that the man who ruled by fear was not a strong man, but a weak man. (Hear, hear.) They were obviously not aware that for a teacher to resort to the rod was in nine cases out of ten a confession of failure. (Hear, hear.) It was a weak excitable man without force of reason, without dignity, without patience, without the faculty of convincing the reason of the children comitted to his charge, who most frequently resorted to force. And not only was the teacher who ruled by force a weak man, he also tended to make weak men. How often had he heard some muddle-headed old fogey, some laudator temporis acti, some stark fellow-countryman of his own, state the exact contrary of this! How often had he heard such an one sing the praises of the rod! Surely history should have taught him that those who attempt to impose a severe system of morality by force create a race of moral weaklings. Surely (he said it with shame) the statistics of his own country ought to have led him to doubt the efficacy of his sovereign remedy. (Hear, hear.) If they ruled a child by fear, by compulsion, as soon as their heavy hand was removed he would follow his own inclinations. If, on the other hand, they showed him that the world was not governed arbitrarily, but by law, if they convinced him that if he sinned against law certain consequences would inevitably follow, then he would have a Mentor with him who would instruct him when they were no longer with him. (Hear, hear.) Nothing could well have been worse than the system of moral education practised by some of the fathers and forefathers. The parent or teacher was an arbitrary autocrat. He did not condescend to appeal to reason. He regarded himself as a despot by Divine right. To seek to discover the rational basis of his decrees was regarded as the first step in the direction of rebellion. And according to his system of theology, the Deity ruled the world on the same principles. He could not conceive any system of education more morally demntating. Natural curiosity in a child was the sign of a healthy intellect. The mind of a child, his rational faculty, ought, like his body, to be continually hungry. It should be the object of the teacher at once to stimulate and to satisfy that hunger. He ought to be at great pains to convince the child of the reasonableness of his master's orders. A sane scepticism was not inconsistent with modesty or docility. Every time that they convinced a child that the rules were just and right and in accordance with the principles on which the world itself was governed they had won a moral triumph; they had shown their true strength. Of course, there were occasions when in the interests of the whole class wrongdoing must be swiftly, suddenly punished. But a wise teacher would reduce those displays of force to a minimum. He would not look upon force as a remedy but as a temporary palliative, and, if he was humble, would often realize that it was through his own weakness, his own want of consistency, his own carelessness and inattention, that he had to use it at all. (Hear, hear.) Theirs was a noble office. It was their privilege to labour as artisans in the workshops where citizens were made. (Hear, hear.) It was their duty to help to fashion the stones out of which the great fabric of this new Commonwealth of Australasia was to be built. (Applause.) A painter told them that in the course of his travels in Japan he found himself one day in the neighbourhood of a certain beautiful temple. He was told that that temple had been built by workpeople on their holidays. He drew near to the building. It was not quite finished. The ropes used in the process of construction were still hanging about it. He examined those ropes. He found that they were made of women's hair, grey, and gold, and brown, and black. The women of that district had given their hair for the building of the temple of their god. They and himself were helping to build a great temple. Should not they who boasted a higher type of civilization than the Japanese builders show, something of the same spirit? (Applause.) Should they not apply themselves to their work with diligence, with enthusiasm, with self-devotion? (Cheers.)

Mr. Carter expressed the great pleasure which he felt in again visiting Adelaide—his birthplace. He complimented them on the great success of the annual concerts. As on previous occasions, the singing of the children had been most beautiful, the discipline and organization of the highest order, and both his fellow-delegate and himself had been charmed and delighted beyond measure. The importance of such gatherings as the present could not be over-estimated. The work of a teacher was of such a nature that he had a strong tendency to labour in a narrow groove, and to limit his vision to the extent of that groove. Hence the necessity of affording him opportunities of interchange of ideas, and of gaining information from the experience of others. When he found that human nature was much the same everywhere, and that those troubles which beset his path were also encountered by other honest seekers after the right, how much more contented with his lot did he become, and with what vigour did he determine to live down his annoyances, to conquer his failings, and to do his duty more faithfully. They had not become teachers by chance, merely because there happened to be vacancies, which they were lucky enough to fill. Their work was of too vast importance for them to entertain any such idea. They had a mission to fulfil, and they were called upon to honestly fulfil it. The issues of our calling were most momentous, and on them depended the future of their great Commonwealth. (Cheers.) Should they raise up a nation faithful and zealous in the performance of every duty—not neglectful of the seemingly unimportant—giving equal attention to all, or should they send forth a community careless and neglectful, thoughtless with regard to others, and forgetful of what was due to the Creator of all? Those were questions which they were bound to ever keep before them, and they dared not forget them if they would be faithful to their trust. The near approach of the commencement of a new century and the accomplishment of federation naturally appealed to them as a fitting time in which to hold a Federal Intercolonial Congress, and they had been endeavouring to arrange for such a demonstration in Melbourne, at which to secure the attendance of delegates from all the States. They would then meet—not as educators from different colonies, but as brethren from different quarters of one glorious Confederation.

On the motion of Mr. A. Williams, seconded by Mr. G. Scott, a hearty vote of thanks was accorded to the Minister of Education, Professor Douglas, and Mr. Carter for their addresses.—The Minister of Education acknowledged the compliment.

When the Conference reassembled at 2 o'clock it was announced that there was only one nomination for the position of President, and Mr. J. Donnell was thereupon elected to the office.

The election of officers resulted as follows:—Vice-Presidents, Messrs. A. H. Neale (city representative), T. G. Roberts (country representative); Treasurer, Mr. R. T. Burnard; Corresponding Secretary, Mr. C. Charlton; Minute Secretary, Mr. A. W. West; Assistant Secretary, Mr. M. F. Uren; Auditors, Messrs. F. F. Wholohan and S. G. Sullivan.

Mr. Gent moved—"That teachers of sewing be paid as formerly." It had been said by the Inspector that the rate paid for teaching sewing was an exorbitant one, but it was not so. He spoke of the difficulties the country teacher had to contend against, and stated that he knew of one case where the teacher had to call in the assistance of his wife, who was living two miles from the school, and another where the landlady had to be called in.

Mr. Martin seconded. He thought the department had already admitted that it was their duty to pay for this work, and was sorry that they had gone back on their previous decision.

In the discussion that followed the opinion was freely expressed that teachers of sewing should be paid for their services. The New South Wales delegate explained that in his colony the sewing mistress received £12 per annum. The motion was carried unanimously.

Mr. Carter moved and Mr. Wainwright seconded—"That in schools where no adult lady teacher is employed provision be made for the appointment of sewing mistresses." Carried.