

Home, at Brighton, was the first establishment of its kind in Australia, and the work that was being done there for the weakminded under its control was now recognised everywhere as indispensable. He wished to make a plea for children who were not really weakminded, but were of low mentality, or, as they were usually called, "mentally retarded children." In nearly every civilised country there were special schools with properly trained teachers for those children, and the time had come when South Australia should have at least one such school. He had in mind the cases of children growing up in their midst, physically strong but mentally quite undeveloped. They attended the schools, but could make little or no progress with their lessons. Had they been trained in a special school they would be in a far better mental condition to-day, and would probably be now earning their own livelihood. He commended the Montessori system both for normal and mentally retarded children, and asked, knowing what the latter children could accomplish if the proper methods, right equipment, and trained teachers were provided, was it not their bounden duty to see that something was done.

Training of Teachers.

For years the union had desired the establishment of a proper training college for teachers, and they were delighted to know that at last the question would be an accomplished fact. He welcomed the pronouncement of the Premier that a site had been obtained and that a sum would be placed on the Estimates for the erection of a substantial building. He trusted that it would be a residential college. At present students from the country experienced great difficulty in securing homes, and often when obtained they were not such as were conducive to study. The uplift, both mental and moral, by the continual contact of mind with mind, that would be gained by such an institution, should be sufficient inducement to spend the extra money involved. The students would become more broadminded and powerful, would get greater breadth of vision, and attention could be paid to deportment and all-round development, in a way that could not possibly obtain at present. The character of the training would largely determine the teachers' view of their work, and in that lay all hope of improving their system of education. The best results could be obtained only by having a carefully selected, well educated, properly trained body of teachers. Under the new scheme, when adopted, the junior teacher, as an educational force, would disappear. No one would rejoice more than the junior teachers themselves, for under present conditions they had anything but a happy time. They were trained at the expense of the children, and their experience was dearly bought both for themselves and the children. They were placed in responsible positions, with little or no previous experience, and at too early an age. They had to face comparatively large classes, with but a faint idea of what was expected of them, and with insufficient knowledge of child nature to be able to gain their attention. Another point embodied in the scheme, and one that had often been urged, was the provision for gauging the teaching power and interest of the young people before they proceed far on their course—and those who had not the teaching instinct would be saved further loss of time. This plan of training would mean a great uplift to the service generally. The various grades of teachers should be more broadminded, better educated, and better trained, and the money spent would be returned to the community a hundred-fold. (Applause.)

Technical Education.

They were pleased to learn from the Premier's policy speech that the Government intended to establish a technical high school in Adelaide. That was a distinctly forward movement. In every other country they saw trade schools and technical education absorbing the youth at the adolescent age—the age when he was full of fresh enthusiasm—the age when the vital spark of pride in workmanship could flame into the ruling characteristics of a boy's future life. In this State the high school doors were open wide, but only a portion were ready for that intensive higher education. To the great majority there came a dead end. Were they content to let other countries step in and provide them with things that the eager, capable Australian could do just as well, and might he say, better? The boy was waiting on the threshold—the parents were eager. Then let them have trade education. He felt that in the Director they had a man who not only saw over the rainbow's rim into the promised land of to-morrow, but who also possessed the power of practical organisation. All who had seen Dr. Fenner's splendid work at the trade schools for returned soldiers knew that with two such men in their midst the Government would be quite justified in launching a compre-

hensive scheme. Of ever-growing importance was the problem of the adolescent girl. The development of the finer impulses of life, coupled with complete domestic training, would mean much to the country, if looked at from the economic standpoint alone. Training in home-making in every detail should go hand-in-hand with a great knowledge of the glorious heritage of English literature. In that respect he wished to record their hearty sympathy with the reply made by the Minister of Education to the deputation of women who waited on him last week, asking for greater extension in domestic art school work. (Applause.) His Excellency the Governor, when addressing the members of the Commonwealth Club on the question of economics, said:—"There should be conditions which would enable the young fellow, whom nature has endowed with skill and ability, to rise to the highest post in the State. This is not really and entirely a question of economics; it is a question of education and morality. I have all my life held strongly that there should be for every child, into whatever society he is born, a fair chance." The people of the State were not yet awake to the necessity of properly equipping their children

so that they should have a fair chance in the battle of life that was just ahead of them. Most of the other States were fast rousing themselves. They must keep abreast of the times on the question of education. Their watchword must be "Progress." The teachers were in general a loyal, enthusiastic, and capable body of people who felt their responsibilities, and who gave their whole hearts ungrudgingly to their tasks. Not only were they engaged during the day at their work, but often voluntarily spent a great deal of their leisure in enriching their minds, and making themselves more fit to mould the young who came under their control. To those he would say, "Persevere, whatever your difficulties, so long as your health holds good continue with your self-imposed tasks." If for nothing else the uplift in vision and the broadness of outlook would be their own reward. The work of the teachers was often so wearisome and difficult that it was necessary daily to gain some stimulating and inspiring influence, and to do that they must keep in touch with greater minds and fuller natures. They must learn to realise the importance of their work as teachers, their opportunities and their responsibilities, for on their influence depended to a great extent the character of the future builders of the nation. If the next generation was to be a better one than the present it was the teacher who must make the improvement. (Applause.)

Woman's Point of View.

Mrs A. L. Mithke (vice-president of the union and president of the Women Teachers' Progressive League) said she had been asked to speak of matters educational from the women's point of view. What she would say, however, would be from a woman's point of view. (Laughter.) She asked what was the cause of the seeming indifference of so large a majority of the public in general, and the parent in particular, to so vital a question as the conditions under which their children spent at least eight of their most impressionable years. If a father engaged a coach for his son, or sent him to a night school, he made enquiries about the best man or institution to be had for his money. A mother who sent her daughter to learn music made enquiries about the teacher's competence. But did those same parents make similar enquiries regarding the wholesome-ness of school conditions, the fitness of the teacher, the effectiveness of his work? The parent gave both thought and interest in matters where he was directly responsible. Was that because he was given no direct part in the general education of his boy, that he gave so little time to the local school, and what it was aiming to do for that boy? Referring to the teachers' calling, she said if the teachers regarded it as not necessary to learn their work before entering upon it, the work itself could not appeal to the general public as a very worthy one. The idea had grown that teaching was something that anybody could do, instead of a realisation that the unskilled teacher had every chance of making a travesty of a great and important work. Three main conditions cried for reform and relief before the importance of education could secure community recognition. They were:—(1) The raising of the status of the teacher by higher valuation of that triple qualification which he must possess in order to be effective, in respect to personality and leadership, teaching-ability, and academics. That matter was already receiving consideration, for the Minister had approved the recent recommendation of the Director, and they had every reason to hope that that consideration would continue until they were brought into line with the other States. (2) The raising of the status of the work—recognition of the worthiness of the work by insisting upon full training and preparation before that work was entered upon. That, too, was receiving considera-

HONOURED BY THE UNIVERSITY.

A Brilliant Assemblage.

The crowning glory in connection with the visit of the Prince was the special convocation in connection with the University of Adelaide on Friday morning to confer the degree of Doctor of Laws upon him. It was a most impressive, and also a spectacular, function, and was representative of the arts and sciences, and included the most prominent leaders in the learned profession, and many leading citizens. Long before the time of arrival of the Prince at 11.25 o'clock there was a big crowd of eager spectators outside the University grounds, and the spacious Elder Hall, where the investiture was held, was crowded to its utmost capacity. During the interval of waiting for the royal visitor Dr. Harold Davies (in the absence of Mr. Harold Wylde, F.R.C.O., on account of a family bereavement) gave a recital on the pipe organ, and he also was conductor of the Conservatorium Women's Choir. A guard of honour in military uniform was formed of members of the University who had been on war service. At 10.45 a procession of the members of the Senate was formed, and it included Bachelors of Arts, Medicine, Laws, Science, Engineering, and Music, Masters of Arts and Engineering, Doctors of Medicine, Laws, Science, and Music, Lecturers at the University, and the Acting Warden and Clerk (Mr. T. A. Caterer).

His Excellency the Governor (Sir Archibald Weigall) arrived with the Premier (Hon. H. N. Barwell), who subsequently donned his academic robes, and Capt. the Hon. Nigel Somerset, D.S.O., M.C. (A.D.C.) at about 11.10. Among others present were several of the Ministers of the Crown, the Military Commandant (Brig.-Gen. Antill), and the Commissioner of Police (Brig.-Gen. Leane). The Prince and members of the royal staff appeared at 11.25, and were accorded a wonderful reception. University students were massed on the lawns, and they cheered and cheered His Royal Highness, who graciously acknowledged the tribute. The royal visitor was received by the Chancellor (Sir George Murray), the Vice-Chancellor (Professor Mitchell) the council, professors, and the heads of faculties, after which he signed his name—"Edward P."—in the Visitors' Book. Professor Robertson and Sir Douglas Mawson acted as marshals of the procession, which comprised the registrar (Mr. C. R. Hodge), members of the professorial staff, including—Professors Phillipson, Wood Jones, Robertson, Howchin, Grant, Darnley Naylor, Mitchell, Cleland, Wilton, Davies, Osborn, Chapman, Henderson, and Rennie; members of the council, including—Sir J. L. Bonython, the Hon. Sir J. L. Stirling, M.L.C., Sir Joseph Verco, Professors Chapman and Rennie, Drs. W. T. Hayward, Heian Mayo, and B. Poulton, Messrs. T. A. Caterer, H. B. Crosby, W. J. Denny, J. R. Fowler, W. G. T. Goodman, W. J. Isbister, W. R. Bayly, M. M. Maughan, H. A. Parsons, A. J. Perkins, T. H. Smeaton, and S. Talbot Smith, and the Hon. F. S. Wallis. His Excellency the Governor (escorted by the Vice-Chancellor), and the Prince (escorted by the Chancellor). As the procession lined into the hall Dr. Davies played "Men of Harlech," and the people applauded, and when the Prince (who wore naval dress and the scarlet robe of Doctor of Laws of the Oxford University) ascended to the dais "God save the King" was sung.

—Address of Welcome.—

Professor Darnley Naylor read (in Latin) the following address of welcome

from the University to the Prince:—"Most heartily do we desire on this day to welcome your Royal Highness. Nineteen years ago, amid general rejoicing and acclaim, we greeted your father within these walls; and now in this same place, and with no less enthusiasm, we delight to welcome you. Distant though we are from the centre of the Empire, the goodwill of His Majesty makes itself felt even in our far country, and to-day this goodwill becomes a living reality in that he has sent you, his son, over land and ocean, by us to be seen and heard. What you have done in other parts of Australia is as well known to us as it is highly valued. Your conscientious performance of public duties has won our esteem; your gracious personality has endeared you to us; your energy in peace and courage in war have earned our admiration. But, above all, we of this University give you glad welcome because it has pleased you to accept at our hands an honour similar to that conferred upon you by the University of Oxford. Our earnest prayer is that your sojourn in South Australia may be attended by nothing but happiness, that you may throughout enjoy the best of health,

tion (3) The necessity of getting into closer touch with parents, instead of working in a world apart, letting them understand their aims and objects, asking for their voice and opinion. So surely as the parents began to feel that the local school was a personal concern, so surely would they feel responsibility for its well-being, and such responsibility was the first step towards general interest in the whole educational scheme. (Applause.) So far-reaching would be the effect of such an interest that she placed special emphasis on the third point. But would the parents respond if given the opportunity? During her work in the

Children's Patriotic Fund she had unique opportunity of learning how warm and responsive was the heart of the South Australian parent. She was confident that parents would agree that never was there greater need for rallying their best forces in the interests of the State. Did they not feel that there was overmuch of pleasure seeking, and love of material things? Did they feel that the jazz, the dance, extravagant dress, the best of everything at any price, were obsessing too large a proportion of the youth of our city? Did not the general attitude seem to be, not "What can I give to life?" but "What can I get out of it?" (Applause.) She was glad to note that the examination fetish was passing from the primary school, for its danger lay in narrowing the scope of the teacher's work by the perpetual question of "What will be asked?" instead of "What is best for the child?" If they were to combat the materialistic view of the young people, they must keep to the true teaching. They must fire with enthusiasm for the good, the true, the selfless, the enduring appreciation of the effort rather than the goal. (Applause.)

What is Truth?

Mr. H. Heaton, M.A., addressed the Conference on "What is Truth?" He said the worship of truth was a comparatively modern religion. It was not found to any great extent in ancient systems, and it must be confessed that there were many backsliders amongst the moderns. (Laughter.) Truth had not always been regarded as essential in writers of history. The world had gradually developed to a better idea of what was necessary. That was seen in the pains which the modern writer of history carried out his researches. There were many things which told against truth. Amongst these were the shortness of the public memory, the lack of the critical faculty, and the tendency to partiality. Then again many people liked the truth, but not the whole truth. Or they liked a good deal in addition to the truth. They liked ornamentation. (Laughter.) And they liked to hear and accept things which fitted in with their desires. It was easy to slip into inaccuracies. The teacher should endeavor to get his students into a frame of mind which would lead them to enquire concerning the accuracy of what they heard or read. (Applause.)

THE MONTESSORI SYSTEM.

An extension of the Montessori system of education was suggested by a deputation that waited on the Minister of Education (Hon. G. Ritchie) on Thursday. The speakers were Messrs. Smeaton, M.P., and Vardon, M.P., Archdeacon Hornabrook, Dr. P. Bollen, Miss M. Lockwood, the Rev. J. C. Kirby, Dr. W. G. Torr, and Hugh Morris, and Mr. W. Hudley. They proposed that one full Montessori school should be established to carry the pupils through all grades. Similar classes had been formed in New South Wales, and had been most successful. Great benefits would accrue to South Australia if such a course were adopted. No great expense would be involved, because it would simply take the place of a regular State school.

The Minister said he realised the importance of the request and had much sympathy with their views. He considered it to be his duty to see that every child had an efficient primary education and then a good secondary education. During the three months he had been in office he had introduced two new important schemes of education. One was the establishment on North-terrace of a training college for teachers, and the other was the appointment of a superintendent of secondary education. That appointment would be confirmed by Cabinet that afternoon. The annual salaries bill of the teachers would be increased from July 1 by £66,000. He hoped by that means to have a more contented and efficient staff. That was a good deal to do for the present, and he was unable to see any possibility of the extension sought being granted on account of the shortage of money. That was the great difficulty. The establishment of the proposed school would cost at least £10,000, and there would be expenses incurred for the staff and materials. He frankly stated that he could not hold out any hope of that amount being placed on the Estimates this year.