

generally a woman. None but the Inspector knew of their patience and loving devotion to their work away out in the wilderness. He had often felt almost humiliated when he thought of the easy life he lived as compared with the lonely, devoted, and noble lives of the young women thus sent away from civilization. If he wanted to talk about the duties of State education to his Conservative friends he would ask one of them to pay a visit to one of the young ladies to whom he had referred. (Applause.)

What was the real work of the school, and the effect produced on our civilization? He was not going to speak of teaching reading, writing, &c. State education in the best and highest branch had to be a preparation for life. Did our schools do that? If he followed a child into school he clearly saw that the lad was learning two or three things for the life for which the system of education was a preparation. That child was learning to work for himself, and by himself. So it went on right through. To learn to work was a most valuable lesson, and so was bringing into his young life some idea of co-operation. Lastly, and perhaps not the least valuable, he had to work under others. The pupil was learning obedience. None knew better than the teacher the enormous value of promoting obedience. (Cheers.) Obedience—it was within the power of every teacher to enforce, by his own example—the first principle of duty. If the teacher went to his work as to a task, that principle of duty was not associated with his labours.

Besides, there was one great thing taught in every school with more or less success, and if it was well taught, he cared little for the percentage. He referred to the virtue of truth. (Loud applause.) Truth was not an innate virtue of humankind. (Hear, hear.) The liking, however, for truth could grow in one's mind. His personal experience was that he did not learn truth at school, but afterwards. The seeds of truth, however, had been planted in his mind during his school days by father, mother, and teachers. (Cheers.) That was the work they had to do—to implant in the minds of their pupils the strongest love for truth. If a teacher had not it, he could teach it, but the more a man had truth implanted in his heart, the more he could teach it.

There was one more virtue which could be taught, and he believed it was taught—the admiration for justice. (Hear, hear.) That began on the first entrance to the school. If it were observed, then there would grow up in that school an admiration of justice, as well as an admiration of the fairness of the teacher, which was also valuable. There were certain defects in the schools; but he was not speaking of Victoria now—(laughter)—but about over the Border. The children might be taught to have more consideration for others. (Hear, hear.) He felt grieved to hear the tone in which some children addressed their teachers; but he heard it most in the streets. Not unfrequently had he been pained at the utterly inconsiderate way—the offhand way—they spoke. If those remarks were equally true in Victoria he trusted they would not be

offended by his suggesting to the teachers to put forward an effort to cultivate more consideration by the children for others. (Applause.)

He thought, too, schools might be made to develop the true spirit of patriotism or love of country. The South Australian Premier had issued instructions for the use in the schools of "The Song of Australia," which, although it might not be a masterpiece musically, expressed very pretty sentiments. At any rate, it was a beginning in the schools to cultivate a love of our country. While he would not yield his love of Australia to any man's, he was no sympathizer with the cry "Australia for the Australians," which meant "Victoria for the Victorians;" then "Ballarat for the Ballaraters;" "Kaniva for the Kanivans;" "Serviceton for the Servicetonians," when they came to the Border and could go no further. (Loud cheers.) Nor did he forget his home, and would yield in his admiration for it to no one. He was proud to remember he was a member of a great race. (Enthusiastic applause.) No! and he never could forget—

The sweet spring days
With whitening hedges, and uncrumpling fern,
And bluebells trembling by the forest ways,
And scent of hay new mown.

(Renewed applause.) It was because we belonged to that great race he wished that the subject of patriotism could be more dealt with in the schools. England would never have been what it was to-day but for the trials it had to face. (Cheers.) What developed in the United States the best and strongest feeling of love of country?—not that war by which England lost her fairest province! but the intense struggle of 1860. They then learned the horrors of war, and also the heroism it developed. We did not want an experience like that. (Applause.)

A little more poetry, too—good poetry, not rhymes—and a little more good music should be introduced into the schools. There was one subject upon which he had to touch, or otherwise it would be cowardly. Speaking as an educationalist, he would not be just to his convictions if he were to pass over the subject entirely. He was aware there was nothing more unfair and untrue than the criticism which called the schools godless and irreligious. (Applause.) That was nothing more nor less than a libel. He knew of one man particularly—a teacher—who could not accept the theology of any Church; but his conduct in the school was absolutely above reproach, and his influence over the children equally admirable. He was not for a moment saying that religion as a distinct subject of instruction should be introduced into the curriculum of State schools, because, honestly, he did not think it ought. In no sense was it a subject of instruction. When he was a lad at school the lesson which to him was the most distasteful was, to the great grief of his father, the Catechism. Since he had grown up he had found the reason why he disliked it. It was because he had to learn it, and he did not understand it. Its effect, therefore, upon his mind was not in the least degree good. Religion, however, which dealt with the emotional side of our nature should be taught, and if some progress towards teach-