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-A Sine Qua Non to University Training-

Perhaps they would say, in regard to all that, that while it might be true that it was the duty of the University to develop those qualities in the minds and in the hearts of the individual; while it was their duty to train the intellectual and artistic, and perchance indirectly the spiritual, qualities in the soul of their students, it was rather too lofty a point of view to have much effect upon what they called the primary educational system in a country. He would like to say upon that, that if the work was to be done successfully then it must be necessarily upon the basis of the work that was done before the scholar came to the University, by the primary and secondary schools. The main point in regard to education and the necessary correlation between the different branches of education was that unless the child managed to master the technique before he came to the University they did not give the University staff a proper chance to develop those intellectual and artistic faculties which were dormant in the life of every individual. It was the duty of the University staff to turn the minds of the students to those intellectual and artistic interests, but they could only do it because the teachers had begun that interest in them which had enabled them to master their technique—to read their books, to do their parsing, and overcome the other difficulties. That was one point which made him so pleased when he came to this country—to find such harmonious relations existing between the Department of Public Instruction and the

University. (Cheers.) Look at the problem how they would, they could only produce the best results when those bodies worked harmoniously together. One of the greatest problems in England was the correlation of the different branches of education. It was one of the most difficult problems in New South Wales, but to a considerable extent it had been solved in South Australia. There was a healthy feeling of harmony between the Department of Instruction and the University, and it was a most cheerful situation. It was most helpful, and it enabled them to do their work more economically and better than if they were not in unity. He did not want them to think for a moment that he meant it was only when people went to the University that they were likely to get intellectual or artistic training. In the very work the teachers were doing they were liberating those faculties of the mind which enabled the individual to see with the mind's eye.

-Indirect Results of Concentration-

They were far too much inclined to think that their little schemes were failures because they did not secure directly what they aimed at. He sometimes thought they should look at the indirect results. A man at Oxford worked to secure his blue, but it was not the attainment of that blue which carried him through in the end. What had really happened to benefit that man was that the blue was the point of concentration. It was something towards which he disciplined his nature, and it was in that discipline that he got the development of a man's power. They thought it ridiculous for a footballer to kick a ball through the goal. If that were all it might be ridiculous, but what happened by the way? The development of fibre and muscle the capacity to kick the ball through, and the development of the spirit which taught him to be a rival to another man and yet be one of his best friends. (Cheers.) So it was with the University system. Examinations might, of course, be overdone. But he might be allowed to say a word as an individual who had had some share in increasing the number of examinations. If they had not those examinations they would not have those points of concentration which he considered to be so valuable in the development of the scholar. It was all very well to say let the individual read for himself. He believed as human nature was constituted a man would dissipate his nature and not discipline it at all. When a man was set to read his books and to perform his tasks he might at the end know only a little more about his Milton, his Cromwell, or his Francis of Assisi, or the Constitution of his country, but that was not the main point. He would probably forget ninety-nine hundredths of what he had learned. Would it be a failure? By no means. What had happened by the way? In the struggle to attain the task before him he had a chance to learn a glimpse of truth and to see beauty. If he had learned either of those, or, still better, if he were on the way to learning both, then that was quite enough to justify higher education. (Applause.)

-An Illustration-

Take any great historical movement and they would find that the important results were not those that were originally sought but what had been gained by the way. The Crusaders set out to recover Jerusalem. That was the point of concentration of their work, but what did they to-day consider the great results of that campaign? Not the capture of Jerusalem, for that was lost in 100 years, but the development of commerce that came from the contact of the east with the west and the development of romantic literature. It meant also the development of no fewer than 93 communes in France, where men attained, at all events, civic liberty, which was on the way to national liberty. He hoped the teachers would not imagine that their tasks were merely preparatory. When they set their tasks, let them consider what happened by the way. The mind of the child was concentrated, and because of that there was that struggle set up in the inward life to attain something, and in that struggle the faculties of the mind were developed, those qualities that enabled him to see were developed, and he became more and more a cultured being.

-Duty of the People-

Now, the people were the masters of the country. Those in opposite parties were agreed on that point. The greatest force behind everything was public opinion or the will of the people, and not even an army could defy that power in the long run. Therefore had the teachers not the greatest responsibility in trying to direct that force in what they considered to be the right way? (Cheers.) It had been his duty lately to look up the early history of South Australia, and he had found that from the earliest days there were men here who did care for intellectual things. Men came here because they believed in certain principles, and not because they were sent out. (Cheers and laughter.) They had very high ideals regarding the public tone of the community. If that was to be preserved, if their boys and girls were their best asset, if they believed that the qualities that made for the stability and character of a nation were inwardly contained, and if they believed that what a man carried in his heart and mind was of more importance than what he carried in his pocket, then it became their duty as citizens of the State to realize their responsibilities in the matter, and turn their attention to those things they considered to be fundamental, and not to allow South Australia to slip back to a subordinate position in relation to any other State in the Commonwealth. The teachers had done well in the past, and he hoped that they would get enough encouragement from public opinion as would enable politicians to take an advancing step in the education movement, and would enable them to feel that they could rely on the goodwill of the people. Convince the people who were the masters in this direction and their education would not suffer. (Loud cheers.)

The Byngo Quartet rendered four excellent numbers. A comprehensive vote of thanks, moved by the President of the union, closed the gathering.

EDUCATION AND THE UNEMPLOYED.

[By the Rev. Bertram Hawker.]

Returning to this State after coming in contact with the education movement in England, one arrives at this land of advanced ideas in a mental state of keen enquiry, tempered, no doubt, with an element of criticism. By that courtesy, characteristic of our public departments, information on the subject has been freely offered, and facilities given for visiting the public schools. To a young country untrammelled by vested interests, unburdened by the weight of enormous population, and enlightened by intelligence above the average, one naturally looks for ideals and methods beyond the ordinary. After visiting some of the schools in both town and country, one is not in this respect disappointed. The system for teaching arithmetic, for instance, is strikingly good, and before long it is possible that the Education Department in England may introduce a system modelled on similar lines. The system of reading, too, uniting as it does the phonetic, and in part the look-and-say system, and the use of cardboard letters for word building is exceptionally good. It would, perhaps, be too much to expect to find all subjects and conditions on the same level; and before touching on others there is one regulation which lies across the way of progress like an adder in the path, and how so practical a community can sanction its existence is difficult to understand. It is to the regulation affecting attendance that I refer. The schools are open on an average for 56 days each quarter, and the children need attend on 35 only. In other words, the community is being taxed to pay the whole teaching staff and the expense of the upkeep of the school buildings for 84 school days, i.e., 17 school weeks in the year, on which the children may stay away and play marbles or run errands for their elders. Where is the business man in this State, one is tempted to ask, who would conduct his affairs on lines such as these? And yet we have public speeches and articles on national economy. Nor is the question merely one of waste of money. Money in general is the least valuable of forces wasted. So here. There is the waste of the teachers' energy; and any one who has had to do with teaching will know how

disheartening it is to try and instruct a class that is irregular in its attendance. It is alike bad for the teacher as it is for the teaching. But the greatest waste is the waste of the children themselves, for whose benefit the whole scheme of education is presumably devised. The aim of modern education covers too wide a field to be dealt with in an article, but who would not admit that, whatever it may or may not include, the habits of regularity, punctuality, and of discipline are elements too valuable in life to be excluded from it. How many lads are there who have lost good positions and openings through lack of these, and drifted downwards step by step. And yet the system of attendance is as effective an encouragement to their neglect as could well be devised. Not only are the teachers hampered and the standard of school life lowered, but the State itself is sowing the seeds of irregularity and truancy which mature in idleness and help to produce that unwelcome class of society—a problem in the State and a vexation to every statesman—that of the common loafer, a class which brings discredit on the term "unemployed," and makes the lot of the honest workman when out of work so much harder than it otherwise would be. At present there is a movement to assist the deserving unemployed, and if the endeavour is to be one of reform and not a temporary palliative, the source of the difficulty must be located and removed. That the causes of unemployment are very various and cannot be accounted for under any one head goes without saying; but there is one at least which is in the power of the Government to reduce, and that one the most easy to be dealt with in its incipient stage, and the most difficult to eradicate when once allowed to develop. The system of the Board of Advice has its advantages, and can do excellent work;

but to burden it with the onus of dealing with cases of bad attendance is a doubtful expedient. In sparsely populated districts, where personal connections are strong, there is likely to be a delicacy in reporting the delinquencies of near neighbours. An attendance officer, appointed for the purpose, who would visit the schools periodically to check the register, and have a large district under his supervision, would be likely to carry more weight, and the personal factor would be practically eliminated. Where summonses are necessary it would be his duty to have them issued; but it is probable few would be needed; our citizens are too intelligent. Whichever party assumes the reins of government, no measure would more rapidly affect the health of the State than that of making attendance at school compulsory for every day in the school year upon which the school is open. There are other items worthy of attention in the educational question, but this particular one is so far reaching in its results and so urgent in its claim for reform that it demands first place.

UNIVERSITY EXTENSION LECTURES.

The first of a series of lectures on "Sir George Grey" will be delivered at the University this evening by Professor Henderson. The professor will deal with Sir George Grey's administration of South Australia from 1841-5, which was the most critical period in the history of this province. When Capt. Grey arrived the colony was bankrupt, but by the exercise of an extraordinary amount of energy, skill, and endurance he carried out a policy of land settlement which was in the end justified by complete success. The record of such a performance should arouse considerable interest in South Australians, especially as the professor's lecture is founded upon a study of original documents which have not been consulted by any biographer of "the great pro-consul." Those intending to be present are recommended to obtain a syllabus from the registrar of the University, and examine the statistical table on page 7. The lecture will be illustrated by lantern slides of maps, portraits, and views referring to the Governor and the period of his administration.

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A PIONEER EMPIRE BUILDER.

SIR GEORGE GREY.

UNIVERSITY EXTENSION LECTURE.

At the Adelaide University on Tuesday evening Prof. G. C. Henderson, M.A., opened a course of three extension lectures on Sir George Grey, whose early connection with South Australia makes the subject one of special interest in Adelaide. The lecturer said he had come to the conclusion that if one wanted to study Imperial history in the nineteenth century it might very well be done in a study of Sir George Grey's life. He was much the greatest of the pioneers of empire south of the equator. When the subject of his discourse came to South Australia the country was in a state of bankruptcy, and Lord Glenelg had sent him out in the belief that he was the kind of man to face the difficulties of the times. Sir George (then Captain) Grey having had previous colonial experience as Resident Magistrate at King George's Sound. There was another reason for the choice. Since the time of the French Revolution people had begun to take an interest in native tribes—an interest that was practically unknown before. The result of that great movement was to idealize primitive man; indeed, the teaching of Rousseau was that a natural man had some advantage over a civilized man. The British people were specially desirous of doing what they considered to be a fair thing towards the natives inhabiting countries where British sovereignty had been established.

-Love for the Natives-

Sir George Grey had exhibited extraordinary interest in the aboriginals of Western Australia, on whom he had written an unpublished book, and his sympathy for them was a factor in his selection for the Governorship of South Australia. At that time the natives had been particularly troublesome. The company of the wrecked brig Maria had been massacred, and parties travelling overland with stock had been seriously molested. Governor Gawler had said that they were particularly savage, that they lived beyond the settled districts, and that therefore they must be treated as enemies of the British Crown. Mjr. O'Halloran was allowed to exercise belligerent rights in avenging the murder of the Maria's company. In other words Governor Gawler applied the law of war to the natives, who had developed what was called swelled head. That was a common failing of primitive people, notably the Kallirs, whose actions almost led one to believe that the British Government made a mistake in granting them so many rights. However, there was a radical difference in the policies of Governor Gawler and Governor Grey. As regard to the treat-