

Register 7.11.17.

ADVISORY COUNCIL OF EDUCATION.

ADDRESS BY MR. STYLES.

At a meeting of the Council, held at the Education Department on Tuesday, there were present:—The Director of Education (Mr. M. M. Magellan, B.A.), Dr. Halley, the Very Rev. Price Power, Professors Mitchell, Chapman, and Percival, Dr. Fenner, Messrs. Bakewell, Bayly, Claborn, Charlton, Melbourne, and Wholohan, and the Registrar (Mr. H. A. Curtis). The Minister of Education (Hon. A. W. Styles) attended, and gave the following address:—

"There is some soul of goodness in things evil would men observingly distil it out." So says Shakespeare. The great and terrible war we are now engaged in is showing the people of the British Empire their faults, weaknesses, and deficiencies, as well as their virtues and good points. Those who have wisdom will so rectify those faults that "out of evil may come good." Of the many measures that we are told must be adopted and carried out "after the war," one is certain—that of education. To so train and educate the coming generation to hold—in every sense of the word—the heritage which their forefathers won and built up, and which their fathers and mothers are now helping to save and to keep, is undoubtedly the supreme duty of the teachers of to-day. There are various ways of doing this training—spiritual, i.e., the forming of character, mental and physical, all three together and not one less than the other. I feel that this Council can do much to show the way for the Government of this State to carry this out. I am, I know, asking this of ladies and gentlemen, the majority of whom are not bound by officialism and "none are for party, but all are for the State." You can therefore speak and act with perfect independence. I therefore ask you to bring forward, to discuss among yourselves and to recommend from time to time to me, as the representative of the Government, any suggestions and subjects which you think may improve the education system of this State. You are aware that the Prime Minister of England, the Right Hon. Lloyd George, recently selected Mr. Herbert Fisher to be the President of the Board of Education (i.e., Minister of Education) for England, though he was not a member of the House of Commons at the time. Such is the determination of old England to show that she has learnt a lesson from this war. Mr. Fisher may be known personally to some of you. I know him only from reading his speeches—speeches from the reading of which I have enjoyed the greatest pleasure and learned a great deal. His vast knowledge and his statesmanlike treatment of the subject—his clear and arresting statement—(as the report of *The Times* speaks of it) must impress all who are interested in education. Though we may pride ourselves in having some, perhaps most, of the things he is striving for, we have still to keep on moving, in order to do our duty to the children in our charge.

I have seen from a perusal of your first report to His Excellency the Governor that your Council have given attention to the very important question of:—The co-ordinating of public examinations, and that you have made some recommendations which I expect will soon be adopted, if not already done. I hope that the large question of the system now conducted by the University will be fully explored into and that a definite recommendation will be made by you. You have since considered "The Technical Education of Apprentices." I thank you very heartily for your valuable recommendations, which were of the greatest help to me personally, when introducing into and carrying through the Legislative Council the Bill for that measure. All your suggestions were embodied in that Bill. When it becomes an Act—as I hope it soon will—it is proposed to carry out its provisions by degrees, and not before we have a sufficient number of properly trained and skilled instructors. In this connection I will quote the words of Mr. Fisher on the subject when introducing the Education Bill in the House of Commons in August last:—"I would ask the employers of this country who may be tempted to question the wisdom of this measure to reflect how greatly the success of an industry depends on the character of their employees. A factory is like a ship. One bad hand rots the whole company. The employers of this country have a supreme interest in the formation of industrial character." Your Council may be indeed well able to give sound advice on technical education when one considers the practical experience of such of your members as Sir Langdon Borthwick, your Vice-Chairman and President of the Adelaide School of Mines and Industry, an institution so successfully, I will say so wonderfully, well controlled by him from its infancy for nearly 20 years. Mr. Chapman, Professor of Mathematics and Mechanics at the University of Adelaide; Mr. Lipson Hincock, the general manager of the great mining works at Moonta and Wallaroo; Mr. W. C. Melbourne, with his practical experience of printing trades; and Dr. Fenner, the lately appointed Superintendent of Technical Education, with his scientific and practical knowledge, supported by an earnestness and vigour which have charmed me.

I now have to come to the point at which I am going to ask for more such good advice. First, on the subject of the curricula in our schools—primary and secondary—which has already been submitted to you. We hear of complaints from parents and others that "too many subjects are being taught," "that the primary school curriculum is overcrowded," that "subjects which are of no use are being taught," that "the health of young people is being ruined by overworking and over-study." I am not going to meet any complaints, but parents anxious for the true welfare of their children—and I can speak as one who father of six—may sometimes be persuaded of, with Oliver Goldsmith's villagers, when "till the wicker crew

That one small head could carry all he knew." But if I can have the opinion of Professor Mitchell (Vice-Chancellor of the University), Miss Jack (Principal of Teachers' Training School), the Very Rev. Price Power, Messrs. Bayly and Claborn (head masters of Prince Alfred and St. Peter's Colleges), Professor Percival (Director of

agriculture), and asks Dr. Hailey to look after their health and to check over-exertion. I shall not fear to speak clearly on the subject.

The next and, let me say, most important subject is that of the salaries we pay, or should pay, to our teachers of all grades, from the junior teachers to the assistants, in our primary schools, and to those working in our high schools. Again I quote Mr. Fisher in one of his speeches—"a discontented teacher is a dangerous person." I do not think our teachers have cause to be so discontented that they are a danger; but I do know that some, if not many, are dissatisfied. Not one of you but has probably felt the pinch of poverty in your early careers. Those of you who are certainly in a position to speak on this subject from personal experience are those who began at the bottom rung of the ladder in the Education Department of this State—Mr. Maughan (the Director of Education), Mr. Charlton (Superintendent of Primary Education), Mr. Whelohan (the head master of the Goodwood School, where I spent a very pleasant hour only last Friday), and last, but not least, I believe Miss Jacob, who was for years a faithful and devoted teacher at the Adelaide Advanced School for Girls (now the Adelaide High School). If these will recall the days of their youth, they will, I feel sure, be able to give justice, tempered with mercy. While Messrs. Bakewell and Thompson, as representatives of the South Australian Employers' Federation and of the South Australian Chamber of Manufactures, with the representatives of the Trades and Labour Council, should be able to appraise the value of the work done by teachers from the standards of remuneration outside the service. As Minister of Education, I have one great wish: it is to give and to get justice for every child in the community and for every teacher in the Education Department.

I respectfully submit to you, as a council of educational talent, whose voluntary services this State is fortunate in having, that in considering this question a too close following of what is done in other States or in other countries may be avoided, and that what is recommended by you to the Government is that which will fairly and justly meet the needs of the children and the merits of their teachers. The Director of Education tells me that the difficulty of obtaining sufficient young people to be trained for the service—starting as junior teachers—has now been virtually overcome. The real trouble is to keep them after some years have been spent (apart from the expenditure of money) in training them for the particular work of teaching. This can be done only by treating them as generously as other Government or private institutions can afford to do. This subject I have mentioned but, but I shall be glad if you will give it precedence over all others. I again thank you very much for the time and the advice and help you have given voluntarily and so ably, and I ask you to continue your earnest labours on behalf of education.

Register 9.11.14

LIEUT.-COL. FRY.

News has been received that Dr. Kenneth Fry, who left Australia with the troops in October, 1914, has been promoted to the rank of lieutenant-colonel.

Advertiser 9.11.14

Our Melbourne correspondent telegraphed last night:—His Excellency the Governor-General and Lady Helen Munro Ferguson to-day held a reception at Government House, during which his Excellency also held an investiture, at which Sir George Murray, Chief Justice of South Australia, was invested with the insignia of Knight Commander of the Most Distinguished Order of St. Michael and St. George. Sir George Murray is the guest of the Governor-General and Lady Helen Munro Ferguson at Government House.

Advertiser 10.11.14

The Rev. Dr. Jefferis has resigned as a member of the University council, and Mr. F. Chapple, C.M.G., Professor J. M. Eavis, Dr. Helen M. Mayo, Professor W. Mitchell, and Dr. B. Poulton retire by effluxion of time. The six vacancies will be filled at a meeting of the senate on November 28. The offices of warden and clerk of the senate, respectively held by Mr. Chapple and Mr. T. Ainslie Caterer, will also become vacant by effluxion of time, and will be filled on the same day.

Advertiser 14.11.14

WESTERN AUSTRALIAN UNIVERSITY.

FREE SYSTEM MAINTAINED.

Perth, November 13.

The University convocation last night dealt with the report from the committee appointed to consider the question of changing the free system to one of charging fees, half of which were to be devoted to allowances to needy students. The majority report recommended this course, but the minority of two Labor representatives strongly objected, and the convocation decided by 26 votes to 18 to receive both reports and take no action.

AUSTRALIAN UNIVERSITIES

A SCHEME OF CO-ORDINATION.

FORESTRY, PLANT, AND ANIMAL BREEDING.

MELBOURNE, November 13.

The report of the committee appointed to consider a reply to a letter from the Minister of Education on the question of co-ordination of courses in Australian universities was before the council of Melbourne University yesterday. Expecting an increase of students, the committee did not favor any lesser number of agricultural courses in the Commonwealth. The committee, however, considered that the agricultural facilities available in Melbourne should be made use of by Tasmania, and those in Sydney by Queensland. The method recommended was that of utilising the local university for one or more years, as far as the earlier subjects of a course could be adequately taught there, with the provision of a certain number of scholarships to such other university as was prepared, by reason of staff and equipment, to teach the more technical and later years of the course leading to the degree or qualifying standard. Thus the universities of Tasmania and Queensland would, in the agricultural course, teach the student for the first year, and then scholarships would be provided for the succeeding three years of the course in Melbourne and Sydney.

The committee recommended, with respect to veterinary science; that students of States other than Victoria and New South Wales should take their first year in their own State university, and similarly in New Zealand, and that scholarships should be provided enabling a number of students to attend either the Sydney or Melbourne school for the following three technical years.

A course of forestry is given at Adelaide University by a university lecturer in forestry, but there is no special forestry school. In Victoria there is a State forestry school, not connected with the University, which trains cadets for the service as forest officers. At a forestry conference held in Adelaide in 1914 an agreement was come to by which university work in forestry was to be concentrated in Adelaide, and the Victorian school at Creswick was to be used as a technical school to serve both Victoria and other States. The committee adhered to the agreement in the main. It recommended for the present that a student in Melbourne desiring to take a forestry course be granted, after the completion of a preliminary science course in the Melbourne University, a scholarship to complete his course in Adelaide. Similar arrangements, the committee said, should be proposed to the State and university authorities in Tasmania, Western Australia, and Queensland.

The committee was impressed by a statement of the losses to the Commonwealth by reason of plant and tree diseases. Rust of wheat alone had caused a loss in one year of £3,000,000 in Australia. The most important matter was to get research workers in this subject, and to this end it was recommended that Melbourne University should provide a post graduate school in plant diseases. This would require the appointment of a lecturer, with only light teaching duties, but mainly engaged on research. The other universities would be asked to cooperate by sending third and fourth year botany students, by means of scholarships, to complete a course of plant pathology and engage in research.

In view of the importance of plant and animal breeding to the economic welfare of Australia, the committee recommended that facilities be provided for a systematic study of breeding by the establishment of a chair of genetics at one of the Australian universities. If the University of Sydney should see fit to establish such a chair, it was recommended that scholarships in courses fitting for research related to this subject in botany, agriculture, and veterinary science be provided, by which Melbourne students and those of other States would be enabled to continue work in this subject at Sydney University. For both the lectureship and research work in plant pathology and the chair and research in genetics, the committee suggested that Federal support should be forthcoming.

The report was adopted.

Register 16.11.17

UNIVERSITY OF ADELAIDE.

DIPLOMA OF ASSOCIATE IN MUSIC.

—November Examination Pass List.—

First Year.—Budenoch, Constance Mary, principal subject singing; Barrett, Mildred Muriel Lily, singing; Coomb, Billa Norleen, singing, Dunstan, Ivy Alia Hermione, singing; Goodrich, Edith, singing; Grivell, Edith Anstey Robert, singing; Holman, Frank Bertrald, cello; Jones, Lewis La Vence, violin; Keen, Lillian Geard; piano; Koch Ernst Hugo, piano; Leahy, Winifride Mary, singing; Lock, William Esart, singing; Palmer, Ethel Rose, singing; Phillips, Muriel Edith, piano; Scammell, Eibewyn, singing; Traynor, Constance Ella, singing; Virgo, Violet Myra, singing.

Second Year.—Gard, Harold, singing; Leaver, Gwen, singing; Levasseur, Kate, piano; Martin, Louisa Elizabeth, singing; Palmer, Ethel Rose, singing; Biedel, Melita Wanda, piano; Soleriew, Gladys Lemax, singing.

Third Year.—Alexander, Mary Vera, piano; Brown, Kathleen Mary, singing; Horon, Eileen Margaret, singing; Howard, Winifred Jean, singing; Jones, Vida Margretta, singing; Martin, Thelma Dorothy, singing; Morgan, Kathleen Mary, violin; Simcock, Hilda May, singing; Wall, Myrtle Triby, singing; Whittington, Glycie Myrtle, singing.

Advertiser 17.11.17

THE STUDY OF FRENCH AND GERMAN.

Since the outbreak of the war the study of the German language has suffered a slump in South Australia, quite apart from the fact that it is no longer permitted to be taught or used as a medium for teaching in any primary school. As far as the secondary schools are concerned, both public and private, the falling-off in the number of students of German is marked, and no better illustration can be given than that afforded by the entrance lists of the University public examinations this year. Mr. R. J. M. Clucas (secretary of the Public Examinations Board) informed a reporter on Friday that in the Junior this year only 1½ per cent. of the candidates are sitting for German, as against 19½ per cent. in 1914, and 4 per cent. in 1916. In the Senior the number is 7 per cent., compared with 19 per cent. in 1914, and 10 per cent. in 1916. Among the Higher Public candidates there has been a decline from 19½ per cent. three years ago to 8½ per cent. On the other hand, the study of the language and literature of France has been greatly stimulated. Since 1914 the Junior examination candidates sitting for the French paper has increased from 17½ to 31 per cent., and in the Senior from 17½ to 26 per cent. In the Higher Public this year the number of students of French is the same as three years ago.

Advertiser 17.11.17

RESEARCH AT THE UNIVERSITIES.

Commenting on Friday upon the Melbourne proposals for the co-ordination of research in connection with the Universities in all the States, Professor Mitchell (Vice-Chancellor of the University of Adelaide) said the Minister of Education in Victoria had raised the question whether, instead of Melbourne attempting to do everything in the matter of research and the training of experts, they should not specialise along certain lines. The report of the committee suggested that as the science of agriculture was so important, all the Universities should give attention to it, but as regarded veterinary science, forestry, the diseases of plants, and genetics, it would be better if the more advanced students from the different States were collected in one place. The report seemed to say that the higher work in veterinary science should be assigned to Melbourne and Sydney, forestry to Adelaide, plant diseases to Melbourne, and genetics to Sydney. "The reason actuating the recommendations," continued the Vice-Chancellor, "is twofold. First, there is the matter of expense. If private gifts enable a University to establish research work, so much the better, but as far as public funds are drawn upon it would be better to concentrate work as proposed. The other reason is that in all higher work, especially in research and the training of experts, the more the division of labor the better. This can best be done when the work is concentrated in one place. As regards Adelaide, we certainly hope, through the munificent bequest of Mr. Peter Waite, to develop agricultural research to the utmost, and the better we do so the more we may expect that expert students will come from the other States. But in all such work it is not the number of students that is important. The important thing is research. It is through this mainly that the students are trained. Those in charge must have ample time and be in full communication with what is being done in the same