

But it is difficult to select songs from a book in which each page holds the interest. The poet has made some fine phrases. They should be read in his own book.

Mr. Gellert is just 25 years of age. A son of Mr. J. W. Gellert, now of Marysville, he was born at Walkerville. He received his primary education at different State schools, and then attended the Adelaide High School, studying with the object of becoming a teacher. He subsequently entered the service of the Education Department, and at the beginning of 1914 began teaching at the Hindmarsh school. At the University he studied for the bachelor of arts degree, but the work of peace days was interrupted by the call of war. When Australia sought volunteers for the first expeditionary force Mr. Gellert was one of the first to respond. He entered camp at Morphettville in August, 1914—a memorable camp, hastily planned; the first training ground of the 10th Battalion. Before he left this first camp he bore upon his sleeve a corporal's stripes. He was promoted again in Egypt, and when he landed on Gallipoli, on the grim morn of April 25, he was a lance-sergeant of the 10th. He went through the fierce fighting before noon untouched. During the day a pellet struck him in the face. In the afternoon he took a message down the line, and after its delivery he was standing a little to the rear of an Indian mountain battery. A shell burst near by, and he was stunned by the concussion. Half an hour, or perhaps a longer space, elapsed before he recovered his senses, and he then sought to make his way back to the firing line. He did not find his own battalion, however, until the following morning. There followed three months of life in the trenches, with its constant threat of death, and during this period he wrote many of his songs. He was made a full sergeant before septic poisoning removed him from the Anzac position. He was taken to Malta, and there he contracted enteric. Mr. Gellert voyaged to England, and was placed in the Wandsworth Hospital. Then came a time of furlough, and he was subsequently sent to Weymouth, where there was a camp for those who were deemed unfit for further active service. After six months in England he suffered a recurrence of the effects of the shell-burst which stunned him on the day of the Gallipoli landing. The next order was Australia, and the soldier-poet came back over the seas in the same ship that had carried him and his comrades to Egypt. He arrived about May, 1916, and after being discharged from the forces he was engaged as a school physical instructor by the Education Department. Yet he did not deem his duty fully done. He enlisted again, but after three or four weeks in camp he was relieved of further military work. He returned to his post as physical instructor in schools, and is still occupied with this work. Mr. Gellert has since become well known throughout Australia as the writer of the campaign songs which won him the Bunday prize.

Mr. Gellert is an unassuming Australian, earnest in his desire to accomplish something further in his literary work. He speaks of another volume of poems which will include some new war songs. Pleased as he naturally is with the reception of the first book, he yet seeks to satisfy himself in his art. His is a new name in literature, but if he fulfils the promise he has given it is one which will be written in big letters in the future. He has the gift of poetic expression—the culture of the student, and his experiences should be of the greatest value to him. Leon Gellert should have much more to say.

Sydney Morning Herald
July 4th 1914.

JAPANESE.

UNIVERSITY CLASS.

Mr. S. Shimizu, Japanese Consul-General, was yesterday the recipient of many messages of congratulation on his promotion to the highest rank in the Japanese consular service. His selection for this distinction is not only a compliment to himself, it is also a compliment to Australia—a recognition of the increasing importance of the trade and other relations between the Commonwealth and Japan.

Australia, for her part, is fully aware of the important part played by Japan in this war, particularly in regard to the policing of the Pacific, and is awakening to the fact that the trade relations between the two countries are likely to assume very large dimensions, when the war is over. One illustration of this is to be found in the recent appointment of Mr. James Murdoch, M.A., as Japanese lecturer at the Duntroon Military College. It has now been decided to establish a Japanese class in connection with the Sydney University, and Mr. Murdoch's services have been requisitioned in this regard. It is proposed that he shall divide ~~time~~ between the Military College and the University. The teaching of Japanese has also been spoken of in connection with the Royal Australian Naval College at Jervis Bay. In furtherance of the general scheme, it has been decided to invite several more Japanese teachers to settle in Australia.

Mr. Shimizu is furnishing a special report on the subject to the Japanese Government. Speaking to a "Herald" representative yesterday, he said that it was a matter for congratulation that the relations between Australia and Japan were so friendly, and he hoped they would always remain so. The war had done much to promote this feeling of friendliness, and whilst he was naturally very pleased at his own promotion in the consular service, he felt sure that it was primarily due to the Japanese Government's recognition of the growing importance of Australia. This especially applied to the trade relations between Japan and Australia which he felt sure were destined to increase very largely in the future. The decision to start a Japanese class at the University, he added, was a welcome sign of the times, and he regarded it as a forward step of very great importance. He was certain that his Government would hear of it with very greatest pleasure.

The first meeting in connection with the University class was held on Monday afternoon, when between 50 and 60 persons attended. The classes will begin next Friday, and will be continued weekly.

① Winn Journal

3.7.19

AN ICONOCLAST

TEACHER BREAKS IDOLS

IDEALS IN EDUCATION

THE "EFFICIENCY" CATCH PHRASE.

"Idols and Ideals" in education was the title of the address delivered to the Teachers' Conference yesterday to the by the president (Mr. B. Bronner).

He said the first idol, at whose shrine we have worshipped quite a long time, was the

—Cult of Appearances.—

It owed its existence to a fallacious appraisal of the outward and visible signs of civilisation. It was quite true that civilisation manifested itself in some or all of these externals, but the converse was not true. A nation might possess all those things and yet be steeped in ignorance and superstition, or be instinct with a savagery but a few removes from primitive barbarism. The accepted standards of a community, known as public opinion, must ever color, if not actually determined, the atmosphere of the schoolroom. It was that exaggerated importance attached to the external which was mainly responsible for the prevailing examination cult, which judged the examinee by the knowledge or semblance thereof he was able to bring to the surface at a given moment and in a given time. It seemed strange that a properly attested leaving certificate, based on the student's progress under normal conditions, would not furnish a more reliable guarantee for his fitness for higher studies than an examination which frequently failed to distinguish between the honestly taught and the elaborately crammed pupil.

—Cramming.—

The same idol was further responsible for the quantity ideal which still bestrided, like the old man of the sea, their educational establishments. The man who would stimulate the physical development of a child by overfeeding him, would be set down as an imbecile, but were they not daily endeavoring to stimulate the mental growth of their scholars by food for which their intellectual digestive apparatus was not ready? The question should be, "How little need he be taught so that a child's normal self-development may not be impeded, and that he may arrive at maturity with his physical, mental, and moral energies fresh and unimpaired." The habit of aiming at the outward and visible was finally responsible for the breathless haste with which children were propelled along the inverted educational chute.

The second idol, which he viewed with even greater apprehension, was being raised under the attractive title of

—Efficiency.—

It was efficiency as defined by Mr. Lloyd George when he said:—"We must fit every unit of the nation to yield the last ounce of productive power;" and by Mr. Hughes, who said, "We must strain every nerve to reap the full benefit of the economic advantages accruing to us from the war;" and by the French Minister of Public Instruction who recently said that economics and applied science must replace the subjects of mere academic value. That efficiency aimed at an intense specialisation on purely materialistic lines, an exploitation of every marketable talent with a complete disregard of the ethical and aesthetic side of human nature; an elimination from curricula of the humanities, and a substitution for them of subjects of purely utilitarian value; in short, efficiency as the Germans had understood it for the past 20 years or more. The Christian idea of life was altogether wanting in that ideal, and there was nothing more noble in it than in the action of an individual who used every endeavor, trained every faculty of his mind, and pitilessly suppressed every generous impulse of his heart for the purpose of amassing wealth. Such an individual was a danger to society, and the nation which subordinated everything to efficiency was a standing menace to civilisation. If they meant to be a great nation, they must teach their children to respect the moral law. They must impress upon them that the weak had rights which must not be invaded, and that power carried with it responsibility. They must show them the beauty of self-sacrifice, of Christian charity, and impress upon them that no object, however desirable, was worth gaining at the expense of wrongdoing. The bane of the German system had been the intrusion of the expert into every grade of school. The primary school teacher might well add a further petition to his litany, "From the expert in our primary schools, good Lord! deliver us!"

—Religious Aspect.—

They had not even the consolation of being able to attribute the deplorable results of the German ideal to the absence of religious training. He knew of no country where Bible reading and definite religious teaching formed so indissoluble a part of the national system of education, and he contended that that very religious instruction was largely responsible for the moral obliquity of that nation which had shocked the civilised world during the past three years. The character of a nation which taught its youth to profess and admire the lofty precepts and tenets of Christianity, and openly denied them in its social, public, and national life, must inevitably become strongly impregnated with the meanest of all vices—hypocrisy.

—The True Ideal.—

What, then, should be the ideal? It was nothing new. It was given to the world by Plato 400 years before the Christian era as a simultaneous training of the brain, the emotions, and the muscles, restated by our own grand woman, the late Helen Spence, as the training of the head, the heart, and the hand. It was proclaimed by Froebel as the harmonious development of all our powers; defined by Herbert Spencer as a preparation for a higher life; and again by Ruskin, the apostle of English culture, in the words:—"Love of our neighbor, industry, a desire to combat ignorance, to succour human misery, and the aim to leave the world better and happier than we found it."

The first condition of happiness was contentment, a reasonable limitation of our desires and ambitions, a subordination of the ego to the alter ego, a ready recognition of the rights of others. The function of the primary school, then, as he saw it, was not to furnish the mind of the child with a stock of half-digested marketable knowledge, but with a bias for right thinking, right living, and right acting, with many-sided interests, with innumerable points of contact with all that was best in the world around him. He recognised that the claims of utilitarianism could not be disregarded, but in the elementary school they should have but a subordinate place.

—A Thirst for More.—

His conception of the ideal of education on the primary stage was to send forth their children with but a moderate outfit of positive knowledge, but with a thirst for more, with their mental and moral reflexes responsive to all that was good and noble in life. The first and foremost and the indispensable conditions to at least an approximation to this ideal was a body of well-trained teachers. The weakest and most disquieting feature of their system to-day was the wholly inadequate training they gave their teachers. It was said that they could not afford to give a longer training. Rather should it be said that they could not afford not to give it. Nothing would suffice short of a well-equipped, well-staffed training college, which, to a fair general education, would superadd a sound professional training, a thorough understanding of the laws governing the growth of a child's mind, and imbue the student with a whole-souled devotion to his work, and that enthusiasm and spirit of service which alone could make a truly successful teacher of the young. The province of the inspector was, while carefully safeguarding the interest of the taxpayer, to keep the teacher in good heart, by being to him a source of courage, hope, and inspiration, a sympathetic counsellor rather than a captious critic. South Australian teachers were perhaps more fortunate in this respect than some of their brethren across the border. Time there was when the visit of the inspector was a visitation rather than a visit. To-day he believed there were few schools where his visits are not welcomed by both teachers and children.

—A Dream.—

The opportunity of the school committee was to bring together teachers and parents, so that they might learn to know and understand each other. A teacher could

not do the best for the children without the goodwill of the parent, and that was best cultivated by personal contact. Especially should he come into close touch with parents of children about to leave school, when the choice of a profession or trade had to be made. Nobody could fully realise the amount of unhappiness, disappointment, and positive misery caused through boys being guided or allowed to drift into occupations for which they were physically, mentally, and temperamentally unsuited. If the school committees did nothing beyond minimising this prodigious waste, their existence would be amply justified. They might say his conception of their work was a dream, but a dream was worth while if they could bring even something of their vision into reality. (Applause.)

Daily Herald 3.7.14

TEACHERS' CONFERENCE

"YOU WORK TOO HARD."

DIRECTOR MAUGHAN'S ADDRESS.

The twenty-second conference of the S.A. Public School Teachers' Union was commenced at the Adelaide High School yesterday morning. There was a splendid attendance of teachers and interested educationalists. There were on the platform the president (Mr. C. Bronner), the Director of Education (Mr. M. M. Maughan, B.A.), Superintendent of Technical Education (Dr. C. Fenner), the Superintendent of Primary Education (Mr. J. V. Charlton), Hon. F. S. Wallis, the members of the executive, and Messrs. F. Burge (president), and H. Shea (vice-president) of the Queensland Teachers' Union.

Mr. Bronner, after welcoming the visitors, said it was usual for presidents on occasions like the present to voice the needs and grievances of the department. These were smaller classes, modern furniture for the children, better housing for the teachers, larger playgrounds, free school material, provision for the separate training of mentally deficient children, more adequate remuneration for acting-assistants and head-teachers in the lower grades, and better provision for training teachers. The remainder of Mr. Bronner's address which dealt with "Idols and Ideals in Education," is published elsewhere.

An address was delivered by the Director of Education. In referring to the needs of the schools, he said that the department had need of a quarter of a million of money to put schools into proper and up-to-date order. His subject was "Freedom in Education." He had paid particular attention to the freedom of the teacher. Many teachers worked a great deal too hard. (Hear, hear, and laughter.) Three-quarters of the hard work they did was thrown away. Why not mend it? The children did too little. Some teachers had learned the art of getting children to work. Inspectors were mostly concerned as to whether children worked because they wanted to work. Possibly "unfit" was the cause of some teachers' failure. Teachers ought to sit down more. He implored them to sit down more. (Laughter.) It was a good thing for teachers to go out of the room occasionally. If they could not do that there was something wrong with the training the children were getting. He wanted children to do as much as they could, and the teachers as little as they could. Teachers made a mistake in talking too much. It was unwise to "help" children too much. They would be ten times better off if they did things for themselves. Freedom was not doing whatever they liked. Freedom was liberty to do what they ought to do. It was important that they should teach that kind of liberty to the boys and girls, because what they were the race would be. The prefect system was an excellent thing to make the boys and girls feel growing responsibility. The prefects were not the prerogative of the high school. Even in the primary schools the prefect system had thoroughly justified itself. It had developed the prefect's own character; it had created a fine spirit in the school children; and it had created a splendid behavior outside of the school altogether. The system bridged a gulf between the elder scholars and the teachers. There had not been enough teachers for years. He felt that if there was a different understanding between teachers and elder scholars there would be more teachers. He explained the system in detail, and contended that if the system were introduced in schools it would give the teachers much more freedom.

Two musical items, "Abide With Them" (A. F. Stanley), and "The Mountain Lovers" (W. H. Squire) were contributed by Mrs. H. Rose. Miss M. Harvey was the accompanist.

A vote of thanks to the speakers and musicians was proposed by Mr. W. H. Hand, and carried by acclamation.

RABRIED

ORIENTAL LANGUAGES.

TO THE EDITOR OF THE HERALD.

Sir.—It was with great interest that I read your article in Saturday's issue, June 16, on Oriental languages, especially where you honoured me by a reference to my "Joseph Fisher" lecture, which was given at the University of Adelaide.

of the Gaelic Celts, "Ha til, ha til, ha til mi loidh." In the words of my native land, Scotland, this may be given as "Lochaber no more;" and its equivalent for Australia does not need further expansion.

I am, etc.,

June 22

J. CURRIE ELLIS.