

breathe of the sad and strenuous days of war for the most part. The contents are divided into five sections:—"Three prefatory sonnets," "On the edge of the desert," "Songs of the expedition, 1915," "Songs of the sick," and "Afterwards." The author writes of what he has felt, seen, and experienced, and it is no marvel, therefore, that the songs gush from the heart. Those which tell of the most intense conditions naturally have the strongest appeal, for the best poetry is that which is most true. Most people can jingle rhymes, but something more than rhymes are needed to touch the imagination and the sentiment of the reader. The Australians, when they first reached Egypt, were camped near the immemorial Nile in the shadow of the Pyramids, and under the sightless eyes of the Sphinx. Many of Mr. Gellert's poems are inspired by this environment, while they are haunted by recollections of the loved ones in the land he has left behind. The Gallipoli poems tell of a world that "rolls wet with blood, and the skinny hand Death gropes at the beating heart." Where "Sleep has a scarlet bed, dreams are wet with fear, and honor sifs in hell." Yet there are other thoughts which are in the classic air, and impel the poet to exclaim, "Could I but see old Homer, tall and dark, and hear the battle-laughter of his lays!" A poem full of truth and pathos is that entitled "The Three Concerned."

#### The Man.

He lies forgotten 'neath the watching  
 skies,  
 The blood upon his bayonet scarlet  
 bright;  
 The red moon shining in his glazed  
 eyes,  
 The "Last Post" crying, crying in the  
 night.

#### The Woman.

She proudly sits within her home of  
 gloom,  
 And reads and reads his lines with wist-  
 ful smile:  
 Then, eyes aglisten, seeks the empty  
 room,  
 (And he within his bloody grave the  
 while).

#### The Child.

His wooden war-horse stands beside his  
 bed,  
 His tiny pillow "bears a head of gold.  
 He dreams of all the things his father  
 said,  
 He dreams of all the tales his father  
 told."

The gloomy forebodings which will come to the most heroic spirit at some seasons are well expressed in "the grey world," and there is realism, too, in "A night attack," when "A sound of rifles rattles from the south, and startled orders move from mouth to mouth." All these brief glimpses of battle are instinct with revelation. "These men know life—know death a little more. These men see paths and ends, and see beyond some swinging, open door into eternity."

Everyone has seen photographs of Anzac Cove. Here is Mr. Gellert's word picture of that immortal spot:—

There's a lonely stretch of hillocks,  
 There's a beach asleep and drear,  
 There's a battered, broken fort beside the  
 sea.  
 There are sunken, trampled graves,  
 And a little rotting pier,  
 And winding paths that wind unceas-  
 ingly.  
 There's a torn and silent valley,  
 There's a tiny rivulet,  
 With some blood upon the stones beside  
 its mouth.  
 There are lines of buried bones,  
 There's an unpaid waiting debt,  
 There's a sound of gentle sobbing in the  
 south.

The "Songs of the Sick" contain some fine sonnets full of a haunting sadness, but there is a note of sweet thankfulness in the poems, which tell of home-coming and of the longings for the old companionship.



D. Herald 23.5.17

## DIPLOMA OF EDUCATION.

HOBART, May 22

The Tasmanian University Council is considering a scheme for the establishment of a diploma of education. It is hardly likely that it will be introduced yet on the score of expense.

Advertiser 23.5.17

## MUSICIANS IN CONFERENCE.

### AN EXAMINATION SCHEME.

Sydney, May 23.

At the inter-State conference of representatives of the Music Examination Boards, Professor Laver and Mr. J. G. Bainbridge represented the Victorian Conservatorium, and Dr. Matthew Ennis the Elder Conservatorium, South Australia, and Mr. G. Sampson the Queensland University. The present conference is the outcome of an invitation passed at an inter-State conference held in Melbourne for New South Wales to co-operate in a scheme of public examinations in music which had been inaugurated in Victoria and South Australia.

Professor Laver said the proposed scheme of public examinations was urged in the first place because it would complete the pan-Australian scheme for the conduct of public examinations in music. It would give Australia a more perfect system of examination than could possibly be offered by any other examining body. From a musical point of view it would prevent thousands of pounds going out of Australia annually and would enable a greater number of scholarships and exhibitions to be given to talented Australian students. With the concurrence of the Australian universities the English examining body had been invited to consider the question of discontinuing the practice of sending examiners to Australia in favor of an Australian examination.

In the ensuing discussion Mr. Sampson urged that examination syllabuses should be revised in order to provide for rhythmic and sight-reading tests. He claimed that music should be made a compulsory subject in all educational schemes. The desirability of establishing a Chair of Music in New South Wales was emphasised by the conference, which will resume its deliberations to-morrow morning.

Advertiser 23.5.17

## PROFICIENCY

### NEED IN EDUCATION

#### BACKWARD AUSTRALIA

#### IMPORTANCE OF TECHNICAL TRAINING.

The course of the economics class of the Workers' Educational Association was diverted somewhat last night when, instead of the customary lecture by Mr. H. Heaton, M.A., a discourse was delivered by Dr. Chas. Fenner, D.Sc., F.G.S. (Superintendent of Technical Education in South Australia), on "Modern Industry and Technical Training." It was most interesting and instructive, and was much appreciated.

Dr. Fenner said education of the wrong type was practically useless. The whole fabric of life was constantly being remodelled. The time had been when even the introduction of the English language into certain schools had been strongly opposed. There was dissatisfaction in England in connection with the secondary education at present in vogue. That was of interest to Australia, for her system was based upon the English. It was being shown to-day that technical education was most important. Too much reliance was placed in primary schools on the spoken work of the teacher. The need to-day was to find out the desires of the different pupils and they must find the best sort of education for the various sorts of schools. It was not desirable that their school teachers should all be men of great literary attainment.

—More Practical Men.—

They wanted a more practical type of man in the schools, because they had to suit their system to the needs of modern industry. Each State, because it best understood its own affairs, must



evolve its own system. In Japan they had over 800 technical schools, and the system had been evolved to suit national conditions. It would not do to transplant any system *holus-bolus*, because they must build education to suit their life. In the old days primary and secondary schools had been disjointed. That was not desirable, and there should be co-ordination between the two.

#### —South Australia's Needs.—

The requirements of South Australia were for 440,000 persons on 86,000 square miles, and in 80 square miles of that area there were 220,000 people. So there were two problems—one of the thickly populated area and the other of the sparsely populated. Ten thousand lives came yearly into the hands of the school headmasters. Free and compulsory education was the benefit of the child, but only if it were of the best sort. They wanted to look at what jobs those children had to do. There were 82 per cent. of the women dependants—that was, domesticated persons, home makers and keepers. What was being done to educate the women and girls to be home-makers? Unless they were doing that they were not giving the best sort of education. So far as the male wage-earners of the State were concerned they found that about 4 per cent. were professional, 2 per cent. domestic, 16 per cent. commercial, 11 per cent. transport workers, 31 per cent. workers in industry, and 30 per cent. in agricultural and pastoral pursuits. What was being done for those persons? Much was being done for the professional classes, but practically nothing for the others. Their work was not made interesting.

#### —Specialised Schools Wanted.—

That brought them to the point of specialised schools. It was necessary to have specialised schools, and it had been found that the best age to begin special training was 15 years. Some countries began at 14, but they should tackle the problem early. Most boys had time to collect cigarette cards and to forget the best of their education between the time they finished their primary schooling and began work. He looked forward to the time when the age for leaving the primary school would be 15. That would protect the child until the time for a special education, which would not lead it to a blind-alley occupation.

#### —What Figures Reveal.—

At 15 years of age over 3000 boys and girls in South Australia were not being educated. Too many were allowed to go their own gait. They got a good primary education, but they were neglected at the critical time. The new Education Act would work well, but a great deal more was needed. Compared with the United States of America, Australia was in a bad condition. The maximum number of children of America attended school at the age of 15 or 16 years, and there were proportionately far more between 14 and 20 at school in America than in Australia.

#### —America's Position.—

In America, between the ages of 10 and 15 years, 96 per cent. of the children were receiving education. In Australia and South Australia the figures were 80 and 72 per cent. respectively. Australia had much to learn in the way of vocational training. That matter was being looked into to-day by educationists everywhere, and they were looking forward to the time when every tradesman would have to be registered, as plumbers were in New Zealand to-day. Western Australia had taken a stand that a workman must pass an examination (the result of technical training) before he could become a journeyman. That was a most desirable condition, and he hoped it would soon come in South Australia.

#### —Manufactures.—

Regarding manufactures, South Australia had not been blessed with coal, water, or other power. Her forest reserves were small for timber, and even iron had to be imported. But there was one important factor which South Australia might have, and which would probably enable her to overcome the other disadvantages. He referred to the factor of properly and carefully trained workmen. The supply of good workmen was a wonderful advantage. In Victoria in 1913 there were 850 per thousand of the population engaged in manufactures. South Australia had been doing well for a time. She had increased until in 1910 she had reached her maximum, but since then she had declined, and thousands of men had left manufacturing work.



They must discover the reason, and must combat it. The finest way to do that was to increase technical education.

—Education Scheme Advocated.—

He thought a scheme should be evolved by which children would begin to specialise at 13 years in technical, high, domestic, or commercial schools, to fit them for the work which they desired. Children would then have a chance to develop along proper lines. At 15 half of them would go out to work, but there should be evening continuation schools to help the boys and girls to develop until 20 years. The points to be noted were—First, that there should be special schools of a practical character; second, that education should be continued until the age of 15; and, third, schools should be in close touch with the industries. The technical education of apprentices must be continued in some form for three years of the apprenticeship and part of that instruction, at least, should be given in the day time. Technical training was a movement which they must keep abreast with or their workmen would be competing under unfair conditions. They must build Dreadnoughts whether they liked it or not; and they must undertake technical education whether they liked it or not.

Mr. C. R. Baker moved a vote of thanks to the lecturer, which was carried by acclamation.

*Advertiser, 24.5.17*

## THE CONFERENCE OF MUSICIANS.

### THE EXAMINATION QUESTION.

Sydney, May 23.

At the inter-State conference on the subject of musical examinations to-day, there was an exhaustive discussion on the possibility of arranging a series of examinations which would represent equivalent studies for children taking music as one of the subjects in the intermediate and leaving-certificate examinations. A general understanding was reached, which will form a basis of further consideration by New South Wales. In the meantime Mr. Verbruggen intimated his willingness that Professor Laver should convey to the forthcoming inter-State conference of the music examination boards that if an agreement could be achieved on certain technical matters, New South Wales would entertain a scheme of co-operation, provided that it was found to be consonant with Conservatorium activities. It was also agreed that delegates from the New South Wales Conservatorium should attend an examination to be conducted by the music examination boards in Melbourne in September next.

*Register, 25.5.17*

Mr. Frederick Bevan, of the Elder Conservatorium, left by Thursday afternoon's express to attend a conference of the united universities of Tasmania, Queensland, Victoria, Western Australia, and South Australia, with regard to public examinations in music to be held in Melbourne.

*Advertiser, 26.5.17*

## THE UNIVERSITY COMMEMORATION.

Years ago it was the custom for an address to be delivered by one of the professors at the annual commemoration in connection with the University. It is intended to revert to the old system, and it is understood that Professor Renne has been asked to deliver the first address on some subject connected with chemical science.