

say that not one of the boys under his charge had ever attempted to run away, after, perhaps, the first week or so, nor had any of the boys who had been through the institution ever appeared in a police court in the position of defendant. It was a great record, but when Brooklyn Park and other similar institutions asked that the allowance of 6/6 be raised to 7/6, the Government raised its hands in horror at the extravagant request and allowed them 6/9.

Payment of Women Teachers.

One of the blots on the education system of South Australia was the pittance awarded women teachers. He knew of instances where female teachers had spent lengthy periods in the service and were now drawing the princely salary of 25/ per week. There was a distinct understanding among the members of the Education Commission that this sort of thing should cease, and that there should be a minimum salary of 8/ per day. It had been a source of deep regret to him and to other members of the party to find that the remuneration of women teachers was so shockingly inadequate.

Bridging the Gap.

Too much could not be said about the work of the men who had gone before. It was to the late John Abel McPherson that they owed the establishment of that useful class of instructors known as pupil teachers. E. L. Batchelor followed that up by establishing the payment of pupil teachers. And Thomas Price carried the movement a step farther by establishing high schools as stepping stones between the State schools and the University. Had it not been for Thomas Price all University students would have been burdened with heavy extra fees in the shape of compulsory subscriptions to the sports clubs. A threat to withhold Government support while this regulation remained soon induced the University Senate to capitulate. Later on Mr. Price asked Parliament for £187,000 for the purpose of establishing high schools. He failed in his request, but during recess took matters into his own hands with the result that the first high school became an accomplished fact. The system was elaborated by Mr. Coneybeer, and since then there had been nothing of it but eulogism. It represented the open door. And so long as the Labor Party stood for anything it would stand for an open pathway from the smallest primary school to the highest position in any university in Australia. (Cheers.) Furthermore, the Labor Party stood for the extensions of such beneficent institutions as the Minda and Queen's Home. As a Governor of the former for nearly 17 years he could testify to the absolute necessity there was for greater attention to the educational needs of weak-minded children. The Queen's Home did excellent work, but why was there any necessity that the girl or woman who sought admittance there should be forced to produce her marriage certificate? The Labor Party if returned would endeavor to have the home exist for the benefit of anybody who needed it, and would see that not too many questions were asked. (Hear, hear.)

Remember—.

In conclusion he appealed to the people to look at the difference between the party which promised and the party which acted. If they remembered the stand which the Labor Party had always taken in support of education they could not better show their appreciation of it by returning the party to power, so that it might continue its noble work. (Cheers.) He could not do better than conclude by quoting the words of Professor Jules Simon (President of Columbia University) to the effect that—"The first people is that which has the best schools; if it is not the first to-day, it will be the first to-morrow."

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Our Lobethal correspondent writes:—On her visit to Adelaide in November last Madame Melba expressed a desire to hear Miss Clara Serena (Miss Kleinschmidt) sing. Miss Clara Serena was invited to Government House, and her singing so greatly pleased Madame Melba that an invitation to be her guest at Lilydale, Melbourne, was extended and accepted. Miss Serena left for Lilydale by the express on Tuesday.

Daily Herald

January 26, 1915

THE EDUCATION SYSTEM.

From Mr. Thomas Ryan:—In the very excellent report on the speech I made yesterday, in which I referred to the reformatory systems of the Commonwealth, I find that my statement re the Magill Reformatory is likely to convey an impression which was far from my mind at the time. I was explaining how on a previous occasion, after speaking on the same subject, the Hon. the Chief Secretary (Mr. Bice) drew my attention to some statements which were attributed to me which were not correct, and which were not made by me at any place. I then said that I wished it to be understood that this was no fault of the officers of the reformatory; they had to act as directed by the rules. The men who were to blame, if the rules were bad, were the Chief Secretaries, who allowed the condition of things to exist until the commission discovered it, but these conditions having once been discovered Mr. Bice is greatly to blame, not because of the hobbles—they were there before him—but because he and his Government have not carried out the commission's recommendations, which read:—"But we are convinced that the sooner the majority of the boys can be removed from the deadening influence of the Magill Reformatory the better." I should be glad if you could give the utmost publicity to this correction, for to in any way blame the present Chief Secretary (Mr. Bice) for that specific case would be doing him a very grave injustice, but when I remember the disadvantages under which the speech was delivered, and the consequent editorial condensing, I do not for a moment wish to blame the reporter for the mistake which was probably caused through the rapidity with which I found it necessary to speak. I am sending a copy of this letter to the Chief Secretary this morning.

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February 5, 1915.

ALLEGED EXAMINATION FRAUD.

Some excitement has been aroused in educational circles by the discovery of what is alleged to be a proved case of impersonation in the recent junior and senior public examinations held by the Melbourne University authorities (says the "Age"). Suspicion was aroused a few weeks ago, and charges were laid against two of the candidates, one of impersonation and the other of procuring impersonation. The matter was investigated by the professorial board, and it has been decided that the 1914 examinations of both the candidates in question shall be disallowed; that they shall be excluded from all future examinations and lectures of the University; that the other Australian universities and the Education Department shall be informed; and that both names, with the board's decision, shall be posted on the notice board until March 31.

On January 27 the members of the staff of the Mental Hospital, Parkside, assembled to bid farewell to Dr. Cleland, resident medical officer, on the eve of his retirement, after 36 years' faithful service in that institution. Dr. Downey presented the retiring officer with an illuminated address, expressive of esteem and respect and genuine regret at his departure. The address was signed on behalf of the staff by Dr. Downey, Messrs. W. J. Watson (acting secretary), and P. O'Leary (head attendant), Miss H. Kearse (matron), Mr. W. G. Dawson (assistant head attendant), and Miss G. Ganley (assistant matron). Dr. Cleland, in responding, thanked the staff for their kindness and good wishes.

Dr. M. H. Downey has been appointed acting superintendent of the Parkside Mental Hospital during the absence on leave of Dr. W. L. Cleland and Dr. J. C. R. Lind has been appointed acting deputy superintendent.

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NEW MINISTER OF EDUCATION.

Message to the Teachers.

On Thursday morning the President of the South Australian Public School Teachers' Union waited upon the Minister of Education (Hon. Angus Parsons) to convey to him the congratulations and good wishes of the union upon his appointment. In reply Mr. Parsons took the opportunity of sending a message to the public school teachers of South Australia. He said:—

—Unionism—and Unionism.—

I am very glad to receive you, the President of the Teachers' Union. I am not, and never have been opposed to unionism. In one sense I belong to a union myself. From the earliest times, and throughout a splendid history, the lawyers of the British Empire have been members of societies whose objects on the one hand have been to protect the rights and privileges of the members, and on the other hand to uphold those traditions that make for efficiency on the Bench, fearless courage on the part of the Bar, and even-handed impartial British justice to the general community. The teachers represent a great body of workers who have common aims; they have wrongs to be redressed, rights to advocate, and privileges to assert. These can conveniently be represented through the medium of an association, so long as it is composed of teachers inspired by the ideals of their profession and officered by men of experience and wisdom. For any profession to retain its privileges, it must command the goodwill of the community. In the main, the community grants this goodwill for services rendered or expected to be rendered to itself. The sacrifice—from one point of view—made by the teachers in the interests of the children earns public gratitude and ennobles the profession. If the Teachers' Union were to become an organization merely to secure its industrial rights, it would forfeit that goodwill and at the same time jettison its ideals.

—Courage and United Effort.—

The outlook for us all is not desperate, but it is anxious and uncertain. I cannot immediately do all that the teachers know I want to do for them, and what in normal times should be done. When the great nations of the world are blazing into the air something like nine millions a day, and have continued this for six months, with every promise of a prolonged continuance, we must all suffer. When we find the British Government seriously considering the censorship of loans—that is to say, the prohibition of the raising of loans for purposes which are not absolutely necessary—we can gather something of the financial position of the world. In this regard our drought is but a circumstance. We are situated 14,000 miles from the heart of the world, and we are apt to think that our local affairs alone matter. In their true economic aspect and national perspective they are relatively insignificant. We have to live the life of our times and bear the burdens and enjoy the opportunities which are coincident with them. We shall either be fools or knaves if we do not face the financial facts of the times. It is easy to make promises, but it is scandalous to do so fearing that they cannot be kept. We are entering on a phase of financial life which we have not known before, and we shall need all the courage and manhood that are ours by nationality; and, for the immediate present, we shall have to look less to our individual rights and more to the obligations of our common citizenship. I say this to the teachers because it ought to be said to men and women who think and because upon them is cast the splendid responsibility of training the children. It is not a time for tears or lamentations or nervous apprehension, but it is a time of crisis which can only be surmounted by courage and united effort; with these we shall win through; and these we can command.

—To Encourage Efficiency.—

I shall watch the work of the teachers with the greatest interest. While I am at the head of this great Department of Education, I want the teachers to realize that their interests are my own, and that everything I can do to help them will be done. I know their work is exacting. I hope to remove unnecessary excrescences. I start with the impression that the service is not over manned, in some respects underpaid, and that the work is done at high tension. I shall do everything that is possible to improve the conditions. I shall encourage efficiency, and shall watch for evidence of it, and, having that evidence, shall reward the efficient. I shall welcome suggestions from the teachers for the improvement of the service, and I shall be careful to remember those who have made the suggestions that have proved to be valuable. My best wishes are for the teachers so that the children of our country may benefit.