

SCHOOL TEACHERS' CONFERENCE.

UP-TO-DATE EDUCATION METHODS.

At the continuation of the conference in connection with the Public School Teachers' Union in Adelaide on Tuesday morning, Miss Lydia Longmore (Inspector of Schools) addressed a large gathering at the Prince of Wales's Theatre of the Adelaide University. In dealing with "Liberty, as applied to education," she said it was the motto of the Montessori system. A great awakening had occurred in the infant schools through that means. It taught that discipline—the capacity for self-control—must come through liberty, freedom. The adult mind was used to analyse all the complex processes involved, and then the teacher set to work to teach the children each of those things one at a time. The pupil was never asked to do something until by some preparatory exercise he had gained the power to do it. Unnecessary and wrong commands should not be given. It was useless to tell a child to "sit still." It was against the child's constitution. All boys and girls had to do their own growing mentally and spiritually, as well as physically. It was the duty of the teacher to give a ray of light or help to the pupil, and then pass on her way and let the pupil do the work. Behind liberty in education must be a great organization to provide plenty of right and proper things for the growing mind to attempt, and to accomplish. That was the aim of the Montessori system. (Applause.) A large and interesting collection of lantern slides was shown to illustrate classes at work on the principle of liberty.

—Economics.—

Mr. Herbert Heaton, M.A., M. Com., of the Adelaide University, spoke upon "Economics in the primary schools." One of the biggest problems after the war, he said, would be reconstruction in education, without which there could not be successful reconstruction in other spheres of life. They were reminded of the cost. If money could be found for the war it would have to be found for essential reconstruction after the war. Regarding the overcrowded school curriculum, it was contended by many that the time would have to be extended at the latter end of the school-going age. It was necessary that they should revise the curriculum and decide what should be eliminated and what new studies should be added. The subjects and tuition should make the pupil a better citizen, worker, and man. They spent much time on writing, arithmetic, reading, geography, history, and other subjects, the bulk of which work bore very little relation to the subsequent activities and requirements of 99 out of every 100 primary scholars. There was need to "shake up" the curriculum. In its revision two new subjects which should be included were civics and economics, which would give the students insight into the working and organization of the modern big State, and fit them the better to successfully earn their living in the vast world of competition and production, to deal with wages and working conditions, and be prepared to assist in the economic or political development of Australia, which was leading the world in economics and social reform. Those subjects were most important, and would daily become more so. The subject of economics concerned itself with man's activity in the earning of his livelihood. It put before him certain facts in the world's working, and taught him to study cause and effect. The subject could be taught in many ways, among them as a branch of history and geography. It was a real live subject, and could be imparted in the primary schools as a "special" on the curriculum. If necessary a small book could be published dealing with economics as affecting Australia and Australian conditions. The subject would result in practical good to the student in after life and to the nation. (Applause.)

BUSINESS PROCEEDINGS.

The conference dealt with actual business on Tuesday afternoon and night. There was a large attendance.

The Treasurer (Mr. J. A. Kennedy), in presenting the financial report, stated that the increase of members for the year as shown by subscriptions, was 57, to which must be added the names of 77 men at the war, who were honorary members and would, if at home, be actively connected with the union.

The Corresponding Secretary (Mr. W. Bennet), in his annual report, dealt with happenings during the year, and especially with results from the new Education Act, including the classification and curriculum boards, which were doing good work. He added that the petition presented to Parliament last session against secular instruction, had been really opposition against the entry of clergymen into the schools, and that he did not think there was much opposition against the Bible as such. (A Voice—Oh, yes, there is.) He would like to see the registration of teachers introduced, but he supposed they could not look for that until all their own teachers were fully trained, when they would have no "six monthers" in the service.

Mr. C. Muley, in moving a vote of thanks to Mr. Bennet for his work as Secretary, urged that all schools should be

6.7.17
**UNIVERSITY OF
ADELAIDE.**

ORDINARY EXAMINATION FOR THE DEGREE
OF BACHELOR OF MEDICINE AND BACHELOR
OF SURGERY.

JUNE PASS LIST.

—Fifth year.—

First Class (in order of merit).—Cairns, Hugh William Bell (recommended for Peverard Scholarship); Gillen, John Besley, and London, Guy Austin (equal).

Second Class (in order of merit).—Beare, Frank Howard; Bean, Alan Reid; Gault, Arthur Kyle; Moore, Brian Formby, and Kendrew, George Harry (equal).

Third Class (in order of merit).—Symons, Eric Lindsay; Davies, Harold Whitridge, and Webb, John Newton (equal); Rolland, James Alexander; Broadbent, Eric Elihu, and Hall, Norman Bruce (equal); O'Neill, Sydney.

Admission 6.7.17
RHODES TRUST.

EDUCATING SCHOLARS.

LONDON, July 4.

Lord Selborne presided at a meeting of the Rhodes Trust on Wednesday. Mr. Fisher and Sir Thomas Mackenzie attended. The business was to consider a scheme to provide for a year's intensive university training for overseas soldiers who desire it. The scheme also contemplates provision for those desiring technical instruction.

Refused 9.7.17
CONFERRING DEGREES.

A special congregation of the University of Adelaide will be held in the theatre in the Prince of Wales Buildings, to-day, at 4.30 p.m., for the purpose of conferring degrees on the undermentioned candidates:

—For the degrees of bachelor of medicine and bachelor of surgery—Bean, Alan Reid; Beare, Frank Howard; Broadbent, Eric Elihu; Cairns, Hugh William Bell; Davies, Harold Whitridge; Gault, Arthur Kyle; Gillen, John Besley; Hall, Norman Bruce; Kendrew, George Harry; London, Guy Austin; Moore, Brian Formby; O'Neill, Sydney; Rolland, James Alexander; Symons, Eric Lindsay; Webb, John Newton. For the degree of bachelor of engineering and diploma in applied science—Smith, Raydon Berry. The Chancellor of the University will preside.

Admission 10.7.17
At a meeting of the South Australian Medical Board, held on Monday, when there were present Drs. London (president), J. A. G. Hamilton, and E. W. Morris, and the secretary (Captain Medlyn), the following were registered as legally qualified medical practitioners:—Hugh William Bell Cairns; John Besley Gillen, Guy Austin London, Frank Howard Beare, Alan Reid Bean, Arthur Kyle Gault, Brian Formby Moore, George Harry Kendrew, Eric Lindsay Symons, Harold Whitridge Davies, John Newton Webb, James Alexander Rolland, Eric Elihu Broadbent, Norman Bruce Hall, and Sydney O'Neill.

Refused 11.7.17
WHAT THE UNIVERSITY WANTS.

Speaking on "The two functions of the University and their cost," at a public lecture at the Adelaide University on Tuesday night, Professor Mitchell remarked:—"Parliament may very well give us a consolidating Act at its leisure, but the Act that we want now is one that gives us two things: an adequate income and adequate laboratories. The laboratories must be roomy, central, together, and in contact with the library, the mathematical school, and other essential parts. And may I say that it is they, and the medical school, that need much accommodation. The rest of us can do with the present housing, especially when the library moves as it must, being now too heavy for its walls. And if I were to say anything about residential colleges, it is that here, too, there is unanimity. Every one would like to see them, and we even begin to hope for them as we hope for the day when you can no longer see half the houses of the State from Norton's Summit. But nobody looks either to the Government or the University to found or support them. Neither the University of Sydney nor that of Melbourne owns the college there. They are the property of the churches, just as completely as our St. Barnabas College and Parkin College. That, I find, has not been understood. I must ask you, however, and it is finally, to consider the income that is necessary. We do not expect it at once, but only as the work develops and the laboratories are ready; but I urge that Parliament should fix now the amount that we may reach, so that our development can be definite, and avoid the waste that has hitherto been inevitable. It

would then be with the Government of the day to approve the rate of our growth. Without such outlook our development would be piecemeal, and I could show you in a score of ways how wasteful it has been, and must be. I will only say, and for all my colleagues, that you do not get the value from us that you might, and that you cannot get it by a piecemeal development. What we want is more work of the kind that we can do best, and that cannot come piecemeal, but only with the development of the University within the whole national economy."

11-7-14

"FUNCTIONS OF THE UNIVERSITY."

At the Adelaide University on Tuesday evening Professor Mitchell delivered a lecture on "The two functions of the University and their cost." He said there were two views of a university—the flower and the root, which were not in opposition. He then proceeded to set forth his case. He asked his hearers to put the matter of culture out of their minds, and every value but economic value. Other values were higher, but they depended on it as mental welfare depended upon health. He referred to German and American university growth, and said that the state universities of America were founded and grew with a view to the development of the material resources by research and by the development of knowledge. That was sometimes called applied science, but he preferred to call it efficiency. What people termed applied science was nothing but the application of pure science to particular classes of problems. The Germans called it "Kultur," which was also their word for civilization; but they had put the word "German" in front of it. (Laughter.) It was not the end, but it was distinguished from culture by having a practical end in view. It thereby became definite, organised, and economical. Economy did not mean that there was less pure science and other culture, but there was more for the organization. The machinery was what let it have full force and let it specialise. Britain was paying the penalty of 50 years' forgetfulness of science, of its conditions of development, and of its immense influence on the destiny of a great people. The cost of a university was not in proportion to the number of students, but in proportion to what it offered, and in Adelaide was offered all the degrees that were obtainable in Sydney and Melbourne. Yet Adelaide suffered from want of means. When the question was raised regarding the site of the University the council based its reply upon the place of science for the nation. Its appeal had hitherto been for completion of its equipment for undergraduate work. Next it brought forward its work as a university. If science was to be the core of efficiency in Adelaide it must be housed at the heart of the city, not as a matter of honour, but entirely for efficiency. The council should also have an income, enabling it to establish fellowships, whereby the best students could remain longer at the University for training in research or other expert work, and to act as tutors and demonstrators. No recent measure for education had been sounder than the increase in the number of entrance bursaries controlled by the Education Department, and awarded on the results of the higher public examination. The more the system was extended without lowering the present standard the better.

Rejuly 10.7.14

UNIVERSITY HONOURS.

The Prince of Wales Theatre, at the Adelaide University, was crowded on Monday afternoon, when a special congregation was held to confer the Degrees of Bachelor of Medicine and Bachelor of Surgery on 15 candidates, and the Degree of Bachelor of Engineering and Diploma in Applied Science on one other. The Chancellor of the University (Sir George Murray) presided, and was supported by the Vice-Chancellor (Professor Mitchell), Professor Sir Edward Stirling, Professor Kerr Grant, and other members of the Senate and Council, and the Warden of the Senate. Professor Stirling presented the candidates to the Chancellor, who congratulated them individually. As each degree was conferred the students cheered lustily. The candidates were:—For the Degrees of Bachelor of Medicine and Bachelor of Surgery—Alan Reid Bean, Frank Howard Beare, Eric Elibu Broadbent, Hugh William Bell Cairns (Rhodes and Everard Scholar), Harold Whitridge Davies, Arthur Kyle Gault, John Besley Gillen, Norman Bruce Hall, George Harry Kendrew, Guy Austin Lendon, Brian Formby Moore, Sydney O'Neill, James Alexander Rolland, Eric Lindsay Symons, John Newton Webb. For the Degree of Bachelor of Engineering and Diploma of Applied Science—Raydon Berry Smith (in absentia). The Chancellor heartily congratulated the new members of the medical profession, and referred to the fine work done by all doctors during the last three years of war. Dr. Cairns had enlisted in 1915, and returned in 1918 to complete his course. He paid him a special tribute, as he was both Rhodes and Everard Scholar, and had topped the lists. (Applause.) Dr. Davies had also enlisted and been wounded, and Dr. Gault had shared the same fate in 1915. But they had returned and successfully completed their course, and all the young staff were prepared to