

Rev. 1.10.19.

THE NEW DIRECTOR.

Arrival of Mr. W. T. McCoy.

There was nothing in the form of a demonstration when Mr. McCoy, the newly appointed Director of Education, arrived in Adelaide by the Melbourne express on Tuesday morning. He was quietly met at the station by the Acting Director (Mr. C. Charlton) and the President of the South Australian School Teachers' Union (Mr. R. Sutton), and proceeded to the Grand Central Hotel, where he will reside temporarily. He was interviewed later in the day by a representative of The Register, and stated that, although his heart was still sad at leaving such a beautiful country as Tasmania, and at parting from such a large number of good and



MR. W. T. MCCOY.

loyal friends among the teachers, nevertheless he felt very much honoured at being selected to fill the position of Director in South Australia. He was pleased to come to such a delightful city as Adelaide, and hoped that he would soon feel at home with the officers and teachers, who, he had every reason to know were keen, capable, and enthusiastic servants of the State. He was not altogether a stranger to South Australia, as he had paid three previous visits, and had had the honour of meeting many public men in this State who were interested in the cause of education. He had visited some of the primary schools and high schools, the School of Mines, and the University, and had come into personal contact with such prominent educationists as Messrs. Maughan and Charlton and the late Mr. Williams.

—South Australians in Tasmania.—
Questioned in regard to the doings of South Australian teachers who have gone to Tasmania, Mr. McCoy stated that most of them are doing well. He considers that Tasmania owes a good deal of its present success in primary and secondary education to the zeal, enthusiasm, and efficiency of several South Australians who migrated in 1906 and 1907, including Mr. G. V. Brooks, who has recently been appointed Director of Education in Tasmania. As an educational centre, however, South Australia was considerably more important. Tasmania had 461 schools, with 37,083 children in attendance and 1,087 teachers; South Australia had 885 schools, 79,935 children, and 2,214 teachers.

—The Fixed Ratio.—
Mr. McCoy could not be drawn on the matter of the fixed ratio. When questioned on the subject, he remarked "It is not mentioned in the arithmetic books. From what I can gather, it is a rule peculiar to South Australia, and I do not care to express an opinion upon it until I have thoroughly mastered it." He found that the cost of the South Australian Department was the lowest of all of the states. The Tasmanian system was economical, but the cost was slightly higher than in South Australia.

—Tasmanian Reforms.—

When he went to Tasmania nine years ago, said Mr. McCoy, there was little else than primary schools; there was no comprehensive system to carry on from the kindergarten to the university. Now, in consequence of the way in which Parliament had voted the necessary funds, the department had been enabled to make arrangements which had completely overcome this difficulty. There was also now a complete system of primary schools with kindergarten and Montessori rooms attached, and the methods of teaching in the primary schools were such as produced intelligent and thoughtful children as well as the children who had mastered the "three R's." Above a primary system, the child had the choice of entering the junior technical schools, which prepared him for his work as an apprentice, or the high schools. Five distinct courses were provided for—commercial, domestic, industrial, secondary, and teachers'. Then there were higher technical schools, which carried a boy on to the finer branches of technical work, and there was a movement on foot to connect this with the university, especially in regard to electrical science. Mr. McCoy explained that there is no marked difference in the curriculum in use in any of the states so far as the actual matter is concerned, but he said he was impressed with the fact that in South Australia more importance was attached to the actual results of the "three R's"—reading, writing and arithmetic; then, he thought, was warranted.

—The Montessori System.—

Mr. McCoy considers that the Montessori system is a fine thing to develop the individuality of a child. These little children, he observed, came to school from a free world, where there had been no parental direction, and they had done practically what they pleased. To place them in a formal school, with all the disciplinary restrictions, would create a distaste for school, and repress the child's individual ability. This system of education was designed to overcome that. At present it was employed only in the lower schools, but experiments were being made in one of the practising schools of New South Wales, with a view to extending the principle through the primary course.

—Isolated Districts.—

When asked what methods were being pursued in Tasmania to deal with the education of children in isolated and scattered districts, Mr. McCoy said that two schemes were in operation. One was a system of subsidized schools, by which the Government subsidized a private governess or tutor to the extent of £6 a year for every pupil in regular attendance, and the other was a system of teaching by correspondence, which was inaugurated by the Minister of Education in January last. One school was opened with an enrolment of 20, all of whom lived from seven to 40 miles away. There were now three teachers in the same school, and the enrolment had extended to more than 100 children. The books showed that a considerable advancement had been made, but it was yet too soon to judge the value of the system. One thing, however, was certain, it was better than nothing. The develop-

ment of technical education, as outlined in the report prepared by Mr. Mungle, of New South Wales and himself, was to be noted in Tasmania. The scheme was only two years old, and its development had been considerably hampered by the inclusion of the more important and urgent repatriation work.

—His Recreations.—

Questioned in regard to his recreations, Mr. McCoy stated that he was a keen but indifferent performer at bowls, and somewhat less proficient as a golfer. Because of the illness of their daughter, Mrs. McCoy will not arrive in Adelaide until next week. Mr. McCoy's only son is undergoing a medical course at the Sydney University.

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EDUCATION

WHERE THE STATE IS LACKING.

In the Assembly on Thursday Mr. Angus Parsons moved:—"That, in the opinion of this House, there is urgent necessity for the extension of educational facilities, and a revision of salaries paid by the Education Department." The State, he declared, was not paying the attention to education that it should. The South Australian educational system was referred to at length, and its weaknesses were pointed out. Two-thirds of the women teachers of the State, said Mr. Parsons, had little training, and there were only 409 of the 1200 odd women teachers properly classified. In the metropolitan schools there were 149 unclassified teachers. Little was done in the direction of teaching young girls the domestic arts. Only 1100 were at present being trained in that direction throughout the State. Before the children left school they should be taught rudimentary principles of cooking, sewing, &c. The majority of girls engaged in industry had little or no knowledge of domestic arts. Most of them left school at 14, and thereafter until they were married received no tuition whatever.

Mr. Denny—We want to rectify the mothers and fathers.

The Premier—The young people could be trained much better in the home. I should say.

Mr. Parsons (to Mr. Denny)—The hon. member knows little about mothers and fathers. (Laughter.)

Proceeding, Mr. Parsons said he would like to see a two years' course of training, in the day or evening, adopted. The University course of geometry, algebra, &c., was useless to our girls. (Hear, hear.) The High School was all right for boys and girls going on to the University, but was of little use to the vast majority of girls. The speaker dealt at some length with the position of affairs at the University, pointing out that £25,000 was needed for temporary buildings, on account of the constantly increasing number of students. Congestion was seriously handicapping operations. The Premier would be asked to further consider the question of granting financial assistance. If that were not given the training could not be given, and the institution must go back. The University compared very unfavorably with that of Melbourne. There was the responsibility of properly caring for 70,000 children. He could not see how he was justified in staying in that House if 70,000 children were being intellectually starved. It was no excuse to say there was no money. It was a duty the State owed the children to adequately educate them.

Mr. Smeaton secured the adjournment of the debate until November 19.

Ad. 4.10.19.

THE VERBRUGGHEN ORCHESTRA.

Verbruggen's Orchestra, which will be with us next week, is the evidence of a great musical movement in the senior State. The New South Wales Government has grasped the idea that music is an integral part of the people's lives, and a refining and elevating influence. It has therefore not hesitated, even in these days of financial stress, to endow with remarkable liberality the education in music furnished by an orchestra of the very highest class. The Governments of France, Russia, Italy, and Germany, have long accorded music its proper status, and by huge subsidies have raised their countries to the summit of musical distinction. Endowed by the New South Wales Government to the extent of £14,000 a year, Verbruggen's State Orchestra represents an important departure for the Commonwealth, the significance of which will not be lost on other States. Music is the most modern of the arts. It has in the last two centuries enormously expanded its means of emotional expression, and to-day none of the arts more adequately reflects the modern spirit. No people rising in the scale of civilisation can afford to neglect it in any of its varied developments. But without a great orchestra, enriched with all the instrumental resources now at the disposal of composers and executants,

and directed by a conductor of genius, the sublime forms of abstract and poetic music which we owe to the masters of sympathy must remain practically unknown to the general public. The Commonwealth has at last become possessed of an orchestra fit to take rank with many of the most famous old-world organisations, and in Henri Verbruggen, the great Belgian, it has a conductor of international reputation. Brought at heavy expense to Adelaide, the orchestra will give next week four concerts, at which some of the most inspired productions of both the classical and romantic schools will be interpreted in such a way that the performances are likely to prove epoch-making. This State, which demonstrated its enlightened interest in musical education by the establishment of its Conservatorium, can hardly remain unmoved by such an object-lesson. The programmes to be submitted range from Beethoven to Tschaiakowsky, with examples of the latest musical thought in Ravel and Balfour Gardiner. We are promised that tremendous drama of human fate, the Fifth Symphony of Beethoven, and the thrilling themes and imposing harmonies of Tschaiakowsky's "Pathétique," not to speak of an impressive selection from the most celebrated works of Berlioz, that consummate master of instrumentation, Weber, Mendelssohn, and Saint-Saens. To hear such masterpieces from an orchestra of selected and trained musicians, directed by a conductor of profound insight and magnetic personality, will be to many a positive revelation.

Rev. 6.10.19.

An advertisement this morning announces that in the reconstruction of a well-known legal firm in consequence of the elevation to the Bench of Mr. T. S. Poole, M.A., K.C., Miss M. C. Kitson, the first and only South Australian lady lawyer, who is in her twenty-fifth year, has been admitted as a partner in the new firm of Johnstone, Ronald, & Kitson. Miss Kitson began her University course in 1912, took the LL.B. degree in 1916, and two years ago was admitted to the Bar, after having been articled to Mr. Poole. Mr. Ronald is a son of the late Mr. E. J. Ronald (who was a well-known barrister), and he was on active service in the war for two years.

Rev. 8.10.19.

ADELAIDE AND MUSIC.

It is not generally realized that the public examinations in music, instituted in Adelaide in 1887, were the forerunners of a similar movement throughout the Commonwealth. This was dwelt upon on Tuesday by Professor Rennie, Vice-Chancellor of the University, at the welcome to Mr. Henri Verbruggen in the Elder Hall. Professor Rennie said the establishment of a Chair of Music in connection with the University of Adelaide was due to the enthusiasm of Sir William Robinson, at that time Governor of the State of South Australia, and to a number of public-spirited citizens who assisted him in his desire to see music taught in the University. As it was impossible for the University Council to establish a Chair owing to lack of funds, Sir William Robinson in 1884 obtained promises of subscriptions amounting to £530 a year for five years from prominent citizens. The council immediately took steps to establish a Chair, and appointed Professor Joshua Ives, who arrived in March, 1885. Twenty-five students enrolled for the Mus. Bac. course, and attended lectures during that year. In 1887 public examinations in music were instituted, and have been held ever since. This movement has eventuated in the formation of the Australian Music Examination Board, consisting of the Universities of Melbourne, Sydney, Adelaide, Tasmania, Queensland, and Western Australia, and the State Conservatorium of Music of New South Wales, under whose auspices examinations are now held in every State in the Commonwealth. In the same year (1887) the council gave notice that as the Chair of Music was supported by voluntary contributions extending for a limited period, and not by a permanent endowment, the University could not guarantee the continuance of courses of lectures in music. Before the period for which subscriptions were promised had expired, however, the income of the Chair was sufficient to maintain it, and it became firmly established. In 1897 the late