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EDUCATING STUDENTS IN FORESTRY.

The Kuitpo Forest Reserve, about four miles from Meadows, is the only place in the State where students are taught the science of forestry in the heart of the timber belt. There are six students, including two who came from Western Australia, for the purpose of going through the B.Sc. course in forestry at the Adelaide University. The lecturer in forestry (Mr. H. H. Corbin) has sole control of this reserve, which has been detached from all others as a place for the study of the industry in a practical way. Mr. Corbin was asked on Friday how things were progressing, but with characteristic modesty merely replied that the students were learning something which doubtless would be of value to themselves and Australia later on. In addition to the students there are a number of young men at Kuitpo who are going through a course of training as forestry apprentices to qualify for positions as foremen and superintendents of reserves. Efforts are being made to induce the Education Department to send parties of 30 boys from all parts of the State to the reserve for a fortnight each year, so that by relays throughout the dry months several hundred schoolboys could gain an insight into the practical work of forestry. This is a capital idea, and would have highly beneficial results, because during the fortnight the boys would learn more about trees and seeds, the treatment of timber, and the conversion of waste wood into charcoal than they could learn by much reading of books. Kuitpo is an area of 10,000 acres, and the revenue from it at the end of 1899, in which year it was established, was only a few pounds. Last year it returned £1,924, and the amount received in the coming twelve months promises to be much larger. Every scrap of timber is now turned to good account. The wood that used to be burned is transformed into charcoal, the trees cut down in the thinning process are sawn into marketable pieces, and the small limbs are utilised for the production of various articles, such as broom heads, handles, and other things. In a few years Kuitpo will be one of the most important forestry centres in the Commonwealth, and the fountain head of study in South Australia. Mr. Corbin is reticent concerning the character and value of the work done there, but those who know say he is laying the foundation of a great work, and doing something that will bring fame to South Australia in forestry.

Rey. 26.7.19.

UNIVERSITY TRAINING COLLEGE.

ROLL OF HONOUR UNVEILED.

During the period of the war, no fewer than 88 students and former students of the University Training College enlisted for active service. On Friday afternoon the Minister of Education (Hon. W. H. Harvey) performed the ceremony of unveiling an artistic roll of honour to these teachers. The memorial bears 29 photographs of young men who enlisted during their actual course of training, and side panels show the names of 59 men who previously passed through the college.

The principal (Dr. A. J. Schulz) emphasized the greatness of the heritage designated British—greatness not only in its material, but even more in its spiritual aspect; in its language, its literature, and its ideals of life. He urged upon the students present that although there was now peace, there was still need for strenuous self-sacrificing service in the cause of country.

The Minister complimented the members of the college upon the beautiful memorial to their soldier comrades, and upon the fact that the college had been so well represented in the fighting line. To 11 returned soldiers who were present he gave a hearty welcome. The roll of honour, he reminded them, would ever recall the heroism of those who had served in the time of their country's need.

The Vice-Chancellor of the University (Professor E. H. Rennie) expressed the pride he felt in claiming these 88 men as students of the University.

Mr. M. M. Maughan, B.A., also feelingly addressed the gathering.

During the ceremony the students, under the conductorship of Mr. E. L. Gratton, supplied several appropriate songs.

EDUCATION.

SOME SUGGESTIONS.

(By a Former Headmaster at the S.A. Training College for Teachers.)

"New occasions teach new duties, Time makes ancient good uncouth."

The Teachers' Conference of 1919 has been held, and the results of the proceedings have been published. The impression conveyed to the minds of the trained educator and the intelligent layman is that the teachers have failed to realise that the educational changes demanded by the new conditions will be immense. The commercial, industrial, and social struggles of the near future will be extremely difficult, and the conflict will be as enduring on this field as it has been on the field of battle. The victory will go to the efficient and the intelligent equipped with perseverance and endurance. The new conditions call for earnest deeds. The Teachers' Union should be seething with educational proposals. If the teachers desire to impress the people with their justified claim to fair and just treatment they must see to it that the people are informed and educated relative to the requirements of the times, the nature and extent of the duties to be discharged by the teachers, their power and skill to render such duties, and the consequent demand upon the people to furnish the necessary funds for the training of the rising generation and its youth. Not only that; it also comes within the scope of the union to devise, suggest, and discuss ways and means by which an increased revenue can be effected, enabling the Government to grant increased remuneration and better conditions. The public is not aware of the immense amount of work already done by the Department of Education, and how much more is required, and what the Government would like to accomplish if the funds were available, and if it had at its disposal an adequate supply of efficient teachers. The teachers can do much in assisting the Director, and encourage him in his uphill struggle by thoughtful discussion in public of all matters involving the progress of educational reform and by vigilantly guarding the welfare of the child, at the same time educating the public in its duties and responsibilities in at least providing the necessary funds. Does one out of every hundred citizens know or care to know what is being done by the Department of Education? This apathetic attitude of the public must be altered. The full-hearted and benevolent support of the public must be gained, and its interest awakened in the momentous issues involved. The Teachers' Union, the Advisory Council of Education, and the school committees can do much to bring about the desired result, or racial deterioration, collapse, and disaster will follow.

We have at present judged scientifically no system of education, but only a system of instruction. Although we are all agreed on the definition that our primary schools should aim at the unfolding of the potentialities of the child we neglect the development, strengthening, and enrichment of the child's mental power during the first five or six years of school-life, enabling it to acquire knowledge, and begin the real work of learning when this power has been sufficiently developed. There is no real education of the social and moral qualities of the child. The higher social virtues and a sense of duty to the community are not fostered. The strengthening of the factors that are most powerful and indispensable in the advancement of culture, civilisation, and in the family, with due regard to civic education, is neglected. The equipment of the child with the power as well as the desire to acquire knowledge, and with the power of self-direction throughout his life, finds no place in our schools. The prevention of "rejects" in this life and in the life hereafter is not attempted. The strengthening and development of the mental powers, with due regard to and fulfilling the requirements of "mens sana in corpore sano," are not systematically practised. Any system of education must also provide cultivation in the best manner possible of the intellectual and moral qualities and technical abilities evolved in the primary school, or in which a sound foundation for their further cultivation has been laid.

One of the chief obstacles to the realisation of pure educational ideals is the present system of individual examination. This must be abolished. It is harmful, unfair, and often cruel to the child; ineffective in its purpose, unsuitable to present requirements, and directly opposed to the principles of the science of education. Any future system of education must make provision to let the pupil work out his knowledge for himself in the right way,

and the teacher must guide him by correct methods along the path of discovery and experience, bringing out his productive power and letting him lead rather than follow. Consequently, the examination known as the individual examination of children whose minds are in different stages of development must give way to a system of examination of classes rather than of individuals, confining itself to an enquiry into the manner or method a subject is or has been dealt with; into the independent ability of the child, that is, the power of a child to exercise an independent conception of things, and his method of expressing it; in how far education has assisted nature's equipment of the child, and nature's efforts in her system of self-development. "Visiting day" once had the power and the purpose of impressing parents with their educational responsibility as affecting the home and the family in co-operation with the school, and of impressing them also with the existence of a community of interests. It also offered a splendid opportunity for promoting an acquaintance with the task of the school. This power for good should be re-established, and be substituted for the present "varnishing day," which has for its main object the granting of a half-holiday.

One of the objects of the teaching of science is to provide an incentive to creative ability. This can only be accomplished if the schools and educational institutions concerned will recognise the teaching of science to have its initial stages if erected on the foundation of handwork. The present methods do not produce the desired results. Pupils must in future be classified in accordance with their mental capacities, and not according to their physical ages. The system of the "simultaneous time-table" should be introduced which separates the scholars according to their natural instincts and interests. The teacher, by adopting this system, secures homogeneous aggregations of intellect, and it eliminates all those causes of worry and anxiety produced by the present system of classification of scholars.

Only duly qualified teachers must be permitted to undertake the work of education. Quack doctors are exposed to the death penalty under certain conditions, and quack teachers should also be severely dealt with. While the right to educate his children privately at his own cost must for the present be conceded to every citizen, it must nevertheless be the duty of the Education Department to supervise, and, if necessary, direct, such private education, to see that it is brought into line with that provided free of cost in the schools belonging to the people.

In order to create a national spirit of education, the people must be impressed with the fact that all restrictions due to lack of funds must hamper progress and compel the Education Department to provide for a cheap, mediocre article, instead of the very best, which only will do. A valuable aid would be found in the establishment of an "Education button day" once a year, to raise funds for the purpose of fighting and annihilating the power-

ful, aggressive, and destructive enemy, "ignorance." The unmistakable signs of racial decadence, of which the conduct, habits, and language of the rising generation furnish ample evidence, are in part traceable to the non-recognition by the individual of the existence of a Higher Being, to ignorance relative to His immutable laws and definite penalties. Immediate steps must be taken to effect improvements. The ordinary school curriculum provides many opportunities to refer to the goodness, kindness, love, and wrath of a Higher Being. No better aid to this subject can be found than is furnished by nature study and a study of elementary physiology. The body of an ox, pig, sheep, or fowl receives more attention by the scientist and the layman than the human body, of which the owner is woefully ignorant. There is also no more powerful aid to the cause of temperance, in a broader sense, than the study and knowledge of the human body.

The prevailing tendency to enslave woman by providing her with an opportunity to earn a living as her chief aim of life must be counteracted. Classes must be established for older girls and young women, providing instruction in household duties, domestic hygiene, and in the obligations each must endeavor to discharge while on earth as the helpmate of the Creator, not only in the propagation of the race, but also in its ennoblement from one generation to another. On the other hand, the Government and Parliament of the country are charged with the solemn duty of establishing special training classes for young men, so that in the event of a young woman being desirous of entering

the service of the Creator (commonly known as marriage) and asking Him for guidance in the selection of a husband, this husband shall be available, fully equipped with a knowledge of his duties and responsibilities as the servant of woman and capable of recognising in woman the most important, perfect, and noble product of creation and the instrument for the improvement of mankind. It follows that the insertion in advertisements relating to "houses to let" of the words "no children" should be prevented. One can easily imagine the feelings of a child when it reads such references to itself, indicating that it is a nuisance and not wanted in this world. Owing to the scarcity of teachers, and in a greater degree owing to the great value of the experienced educator, the retiring age of the teacher must be limited by physical fitness and not be determined by a definite age limit. The present method of treating the subject of "civics" is useless, as it has no tendency to produce the essential characteristics of good citizenship. One of the most important and solemn duties a present-day Government is charged with is the prevention of the stifling of child-life in the embryonic or prenatal stage. Arrangements should be made for the delivery of lectures by a duly qualified mistress of hygiene, which recently married women should attend during the first three months of married life. Attendance at this lecture should complete the validity of the marriage certificate. The main effort of these lectures should furnish opportunities to become acquainted with the special laws of nature and their purpose, and with the certainty of the penalties which will overtake both husband and wife, as well as whole nations, if defiance of the Creator by interfering with the free course of His evolutionary laws is persisted in. The foregoing by no means exhausts the list of important suggestions, but want of space precludes further additions.

Ad. 29.7.19.

PERSONAL.

Mr. A. E. Dawkins, B.Sc., has been nominated by the University of Adelaide for the Research Scholarship offered by the Commissioners of the London Exhibition of 1921. This is worth £200, and it is tenable for two years at the London University. The former holders of the exhibition were Dr. W. T. Cooke, now lecturer on chemistry at the Adelaide University; Dr. Kleemann, a professor of physics in South Africa; Mr. G. E. M. Jauncey, B.Sc.; and Mr. H. W. Sanders, B.A., lecturer at the University of Western Australia. The present holder of the scholarship, Mr. Dawkins, was from August, 1915, to March, 1916, chemical assistant in the chemical adviser's branch of the Department of Defence. Then for several months he was assistant in the department of chemistry, South Australia, where he was engaged chiefly on industrial research work. In August, 1916, he became assistant on the staff of the Government Analyst at Queensland,



Mr. A. E. Dawkins.

in the Foods and Drugs section. He enlisted for active service in the Australian forces in December, 1916, but the military authorities considered that his services were too valuable in Australia to permit him to depart for the front, and he was appointed to be chemist under the Chemical Advisers' Board of the Department of Defence in Melbourne. Recently he became chief inspector of explosives magazines. Mr. Dawkins is the eldest son of