

Ref. 31.5.19.

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UNIVERSITY AND JOURNALISTS.
 From Professor Sir SIDNEY LEE, University of London, South Kensington, S.W.—There are about to be submitted to the Senate of the University of London, in the interests of demobilized officers and men, of released war workers, and other persons, proposals for starting next session within the University a special two years' course of comprehensive study for intending journalists, and for instituting a University diploma in journalism, to be awarded after examination to students taking the special course. The proposals have been drafted by a committee formed of leading members of the University of London under the chairmanship of Professor Sir Sidney Lee, Dean of the Faculty of Arts, in conference with the chief officers of the Institute of Journalists, and representatives of the Appointments Department of the Ministry of Labour and of the Board of Education. Persons interested in the matter are invited to communicate, by letter only, with Professor Sir Sidney Lee, at the above address, and to place the words, "Courses for Journalists," on the outside of the envelope.

Ref. 31.5.19.

THE DIRECTOR OF EDUCATION.
 From "FAIRPLAY"—There is a growing feeling of unrest as to the filling of the Directorship of Education. Certainly the importance of the position justifies throwing it open to applicants from the whole Commonwealth, and even further. But if the appointment is to be made from within the service, it should go to the man who knows the ropes through hard experience and the carrying of sick men's burdens. Mr. Charlton, the Minister of Education has told the press that outside applications would not be called, and there is a fear that political influence will again be in evidence when the claims of applicants are being considered.

Ref. 2.6.19.

EDUCATION DIRECTORSHIP.
 A special meeting of the Head Masters' Association was held on May 30 at the Y.M.C.A. Rooms in Adelaide. Every member was present, or sent a satisfactory explanation for absence. The following resolution was carried:—"That this association is unanimously of the opinion that the office of Director of Education should be filled from within the State, and it also desires to express the utmost confidence in the present Acting Director of Education."

Ref. 3.6.19.

WOMEN AND DIRECTOR OF EDUCATION.
 Although no official information regarding the matter has been disclosed, it is generally understood that applications for the vacant position of Director of Education will be invited from beyond the State for consideration with others sent in locally. The appointment of a new Director is becoming a live topic. The Liberal Women's Educational Association on Monday night, with a tactical appreciation of the presence of the Premier, discussed the question, and carried plainly worded resolutions embodying its views. This attitude, however, was one suggested by the Kindergarten Union, which had urged that "the interests of education in this State require that the very best man available shall be appointed to the Directorship of Education," and submitted the following resolutions:—(1) That applications be called for by advertisement throughout the whole Commonwealth; (2) that the work of sifting the applications and of making a recommendation to the Government be entrusted to some body of educationists representing the various branches of education in the State; (3) that the salary shall be increased to such a figure as will attract a first-class man. The Liberal women adopted the first two clauses, but thought the matter of the salary should be left to the Government. The resolutions were moved by Mrs. E. A. Mayfield, who said it was not their duty to indicate to the Government what should be paid to the Director of Education, but he should be a man worthy of his great position, and the salary should be worthy of the position. Mrs. A. K. Goode seconded the motion. She said she had noticed that the head masters had passed a resolution in favour of the Acting Director of Education, but that could not be called an unbiased view, as the head masters in turn might eventually become applicants for the position. Education had really gone backwards in South Australia, and they needed new ideas. What was wanted was a strong man mentally and physically. Another speaker said the point emphasized in a leading article in The Register was one that should be kept in view—they required a Director of Education who would be simply a Director of Education, and not an officer who would have to attend to details that could be supervised by somebody else.

DIRECTOR OF EDUCATION.
 From GRACE STELLAH, Magill:—As a publicist deeply interested in the development of education although in no way connected with the teaching profession, allow me to express entire sympathy with the views of "Festus Lenté." As he remarks, South Australia needs for Director "an up-to-date man, with youth, enthusiasm, and academic attainments on his side." Education in South Australia has gone back and it cannot go forward if the man at the head of affairs were one who had received only the same education as any public school child, with little chance of enlarging what natural attainments he might have. No; the man or woman who holds the responsible position of directing the education of a State should be conversant with educational systems in all parts of the world, and should be thoroughly educated from a cultured as well as an academic point of view. Education is now being recognised as something more valuable than filling a mind with facts. It is now seen as a character builder; and for that end it is necessary that the mind which governs such a system should be well stored, not only with book knowledge, but also with modern methods of morality and hygienic development. This matter concerns all citizens, and it should not be finally fixed without the greatest study and consideration.

Ref. 6.6.19.

THE RHODES SCHOLARSHIP.
 The trustees have resolved to award Rhodes Scholarships for 1918 and 1919—postponed in consequence of the war. Intending candidates for the 1918 Scholarship are advised by advertisement that applications are invited up to July 4. All information may be obtained from the Registrar of the Adelaide University.

Ref. 6.6.19.

From "PELAGIUS"—It is a matter of extreme gratification to find that the public are at length awaking to the importance of the position to be filled. The future welfare of our children, and the progress of our State under the strenuous conditions of the immediate future, are bound up with the training they receive in their tender years. Perhaps no other factor can be named which will have so direct an influence on the common weal. No effort, then, should be spared to get the best man available. No consideration should be allowed to have any weight except the interests of the children and of the State. The age of some of those holding the higher posts in the Education Department, the narrowness of their training, and their deficiencies in liberal education, rule them out as aspirants to the post. Some of the obstinately adhere to antiquated and worn-out methods, despite their fine professions; they steadily discourage enthusiasm and intelligent innovation; they are partial to a certain clique, and not sufficiently alive to the comfort and hygienic conditions of the classrooms. For years the younger, more liberally trained, and more thoughtful teachers have groaned under these drawbacks. The opportunity has at length arrived to provide a remedy, and it is earnestly hoped that the present Minister will signalize his tenure of office by applying an effective cure in the selection of the ablest man who can be found in the Commonwealth or the Empire. It may be years before such another chance occurs, and in the interval incalculable mischief may be done. There will no doubt be vigorous protests from the disappointed ones, but what is their discontent compared with the vital interests at stake? They should, moreover, enquire whether it is not a fact that the present Acting Director and his immediate subordinate owe their position to the ignoring of the principle of seniority. The ap-

pointment of the late Mr. Williams and of Mr. Maughan also was made without regard to this principle. The Minister, therefore, should take heart of grace, as he has ample precedent for putting the interests of education before the private personal feelings of disappointed applicants. The action of the head masters in practically nominating the future Director was, to say the least, in execrably bad taste, if not contrary to all discipline and quite unprecedented. It means, besides, successive promotion for themselves. The public have a right to expect that the actions of such a body should be above suspicion.

DIRECTOR OF EDUCATION.
 From "TRUE CAUSE"—Much has been said about the cause of failure (if such was the case) with the past Director, was not in the man, but in the fact that he was hampered by lack of money. Mr. Williams and Mr. Maughan could, and would have "made good" had the people insisted that education should be paid for. Lack of money every time has been the root of all our educational failures. Whether the new Director be young or old, local or imported, he will make no progress if he is compelled to run our education concerns on 12 shillings, where it should cost a sovereign. Until the politicians and the general public insist on the necessary money being spent, our Director (whoever he be) will fail both in health and initiative.

From "NOT A MARIONETTE"—The resolutions passed by the Liberal Women's Educational Association respecting the appointment of a new Director of Education are very interesting from many points of view. Notwithstanding the fact that the members consider that no one in the State is worthy of receiving the appointment, they unhesitatingly express the opinion that they possess the requisite knowledge and experience for determining it. Evidently they are not aware of the fact that there is an Advisory Council of Education, consisting of representatives of the University and the secondary schools, and members of the Education Department. Surely this council consists of men who have broadminded views on educational matters. It would be interesting to know if the members of the L.W.E.A. have any personal knowledge of any of the head masters who, they say, have expressed an opinion that could not be called unbiased. If education has "really gone backwards in South Australia" despite the existence of the council, where can one reasonably look for an inspiration and amendment? To be logical, any public position requiring administrative ability and knowledge should be thrown open to outside competition, so that Judges of the Supreme Court, and the heads of Government departments generally should be selected from the widest field. What reason have the L.W.E.A. for supposing that the other States have a monopoly of the brains of Australia? One cannot help coming to the conclusion that the inspiration received by the L.W.E.A. came from some of the people who have been brought up under the "narrowing influences" of our own education system, and are still assisting in carrying it out, and whose acquaintance with such an institution as the Adelaide University consists solely of an exterior view of the building. Yet despite this fact they speak glibly of the necessity of academic qualifications of a high order. It is inadvisable at any time to belittle the bridge that bears one over the current.

Ref. 10.6.19.

DIRECTORSHIP OF EDUCATION.
 At a meeting of the Central Council of the Workers' Educational Association, on Friday evening, the following resolution was unanimously carried:—"That, since the best interests of education in this State demand that the best possible man available be secured for the Directorship of Education, the council respectfully suggests:—(a) That applications be called for by advertisement throughout the English-speaking world; (b) that the salary be increased to such a figure as will attract a first-class man; (c) that the applications be dealt with by the Advisory Council of Education, who shall make a recommendation to the Government."

Ref. 10.6.19.

DIRECTOR OF EDUCATION.
 From "EUCALYPTUS"—My connection with teaching in South Australia extends to a period of over 30 years. When I converse with any of the boys of those far-off times, their assertion always is that pupils were more earnest then, and learnt more than pupils do now. I think that this comes from the tendency which leads men to believe that "there were giants in those days." My own impression is that results were nearly as bad and the efforts of teachers and others to improve them equally unsatisfactory. But, if we have to admit that things are no better than they were, it surely is a sad admission after the sacrifices made by the State on account of education. During the past three decades schools have been multiplied; high schools have been opened; institutions of all kinds for the formation of teachers have been created; commission after commission has sat, and made its reports; Ministers after Ministers, and Directors after Directors have come and gone, sowing broadcast plans of studies, programmes, changes of programmes, systems of classification both of teachers and pupils, and making violent selections of teachers and inspectors. And yet, by the confession of all, public education does not improve! The teacher does not teach nor the pupil learn, more than he did. "Much Ado About Nothing—A Comedy"—still holds the stage. What does it all mean? I dreamt a dream. I was on board a noble vessel. Her bows were deep in the water, and her poop high in the air. Her screw propellers were revolving madly. The stokers below were shovelling coal into the furnace like demons. The engineers were rushing about seeing that their engines were in the best of order. On deck the crew was scrubbing and polishing and making all beautiful to behold; and on the bridge the captain and officers were earnestly discussing lines of flotation and equilibrium of solids in liquids. But, withal, the vessel did not move! she was merely shaking herself to pieces. I rushed forward and was about to say, "Why do you not reef in the cargo?" but before I could do so I felt a tremor pass through the man under me; it gave a lurch, and—I awoke with a start. I had read your very able leader on "The Director of Education," and, while thinking of the state of public education in South

Australia, had fallen asleep. I awoke to ask myself wearily, "Will never the man come who will have the cargo readjusted, get the propellers under water, and make our good ship 'Education' forge ahead?" If such a man be in our midst let him be put in command. If not, the right man should be brought in from outside. Whatever his origin, he should be first of all a scholar of high academic standing. This is surely a sine-quibus-non in a department that requires even assistant teachers in primary schools to have some University training. In addition his influence must reach in all directions. He must be an inspiring and stimulating guide to the teacher; he must create public opinion and interest in popular education, going among the people in the right spirit and interesting them in the cause of education. And, finally, he must be a politician to the extent of being able to secure proper enactments and votes in Parliament. Such a man would be cheap at any salary.

From "ALTERA PARS"—Many of the statements "Pelagius" makes are incontrovertible, but others stamp him as being of immature age and experience. One can easily imagine him protruding his upper chest, striding % carefully with the palm of his hand, and boldly declaiming:—"Seniority counts for nothing where I am concerned. Behold in me the summum bonum of human knowledge." He asks why should the "antiquated and worn-out" individuals who have long borne the burden and heat of the day, and whose work has been an inspiration to very many under their charge, stand in the way "of younger, more liberally trained, and more thoughtful teachers?" His appeal to the Minister of Education to "apply an effective cure in the selection of the ablest man who can be found in the Commonwealth or the Empire" certainly sounds well. But is the Minister in a position to make such a selection unless aided by the gifts acquired within the State by such as "Pelagius"? Further, is the Minister the sole arbiter of the most suitable applicant, or is it the case, as is currently reported, that the Cabinet will make the appointment as a political one? Let me remind "Pelagius" that the "disappointed ones"

are as sincere and capable of forming a just estimate of what is necessary as he or anybody else, and they are equally sincere in wishing for an appointment that will best conduce to the well-being of the young life of this State. They doubtless realize only too well that it is necessary to develop character as the best national asset. "Pelagius" further constitutes himself an authority on "execrably bad taste," and one has no doubt that he is able to speak with authority, seeing he is an exponent of it, as his effusion showeth. What does he mean by "contrary to discipline"? Is he not guilty of the charge himself? What ground has he for stating that the action of the head masters should be viewed with suspicion or does he deny them the right which he has arrogated to himself? Probably had they a personal acquaintance with "Pelagius" they might be induced to rescind their resolution in favour of himself! Will "Pelagius" please come into the limelight by revealing his identity, or—falling that—retreat into obscurity?

From "UNEDUCATED"—A Board of Experts should be appointed—one able to deal with primary school subjects, another capable of controlling high school subjects, and a third technical subjects. Each should be an expert in his particular branch. The present officials never had a chance to take their degrees, nor the head masters. In Mr. Hartley's time the school came first; to-day, judging by promotions, educational attainments. Let us, then, be consistent, and put men at the head superior in all respects. If each inspector had his degree the selection of a board would be easily accomplished. The promotions are not always fair, and some have become prejudicial to the best interests of the teachers and the department. It is time that we got out of this parochial system, and a board selected from the Empire would assist to do this. Neither Director nor inspectors should be appointed unless they have superior attainments to those teachers with whom they are brought in contact in the school, and finally, put a stop to fainting the office for favours.

From AGNES K. GOODE—"Not a Marionette"
 has rushed to conclusions without giving to the subject the consideration which one might expect from his non-de-plume. The members of the Liberal Women's Educational Association expressed no opinion as regards the suitability or otherwise of any person in this State for the position of Director of Education, but in the interests of education asked that the very best man available should have an opportunity of receiving the appointment, and resolved to urge upon the Minister of Education (1) that applications be called for by advertisement throughout the whole Commonwealth, South Australia naturally included; (2) that the work of sifting the applications and of making a recommendation to the Minister be entrusted to some body of educationists representing the various branches of education in the State. There was no suggestion that the Advisory Council of Education was not a proper body to do this, even when one has in mind the ingenious "short-course" system of preparation of teaching, which has been permitted to creep into the department. Whoever is to blame for this carries a grave responsibility, which can only be discharged by instituting a similar "short course" of demobilization. It would be interesting to learn if the Advisory Council sanctioned this, or if it did not come within their jurisdiction. Your correspondent asks—"If education has really gone backwards in South Australia, despite the existence of the council, where can one reasonably look for an inspiration and amendment?" Does not our first resolution suggest a reply? We are logical, and see no reason why any public position requiring administrative ability and knowledge, regardless of the department, should not be selected from the widest fields. Administrative ability is a gift, and is not given to every civil servant who may have a record of years of good service in a less responsible position. The Civil Service has not been created for the security and welfare of its officers as a primary object, but for the carrying out of the business of the State; and it is when one loses the true objective that disaster is likely to follow. In passing the resolutions referred to, the L.W.E.A. had one thought only—the tremendous importance of having the very best Director of Education available, because the results of the appointment will be as far-reaching. "Education is a better safeguard of liberty than a standing army," and it is in the primary schools that the foundation is laid. A writer some time ago in The Freely Thoughtful Review, said—"Let the nation be viewed from every standpoint, the land reformer, the economist, the temperance advocate, the capitalist, the employer, or the employed—it will be found that at the root of every ill in our society, every ill