

**BOARD OF COMMERCIAL STUDIES.**  
Industrial and Commercial Law (in alphabetical order).

Division I.—None.  
Division II.—Adamson, Alfred Victor; Burns, George Eric; Cox, Charles Wyld; Duncan, Hugh Sinclair; Ferry, Cedric, Padget, Dore Jane; Shuttleworth, Robert Thomas; Smith, Douglas Kelvin; Steele, Alan Keith; Williams, Albert Bruce Wauchope.  
Division III.—Baker, Alfred Searcy Kendall; Bampton, Horace Walter; Burr, Frederick Samuel; Campbell, Harold Duncan; Daley, Vyvyan Lancelot; Hilton, Kingsley Winlo; Hooking, Sydney Harold; Leaver, Geoffrey Harold; Lett, Edith Elizabeth; McKee, George Adams; McKenzie, Allan John; Mahony, John Joseph; Mullin, Mary Margaret; Sheridan, Thomas Farley; Vawser, Frank Derwent.

# The Advertiser

ADELAIDE, FRIDAY,  
DECEMBER 7 1923.

## THE EDUCATION SYSTEM.

The Director of Education, Mr. McCoy, will be welcomed by the teachers of the Education Department this evening on his return from Europe and America after attending the Imperial Education Conference in London and investigating the school systems of various countries. He will have much to tell his audience that they will find of interest and value. The Conference in London was attended by 57 representatives from 37 different parts of the Empire, and its discussions lasted nearly three weeks. Such an occasion necessarily provides useful opportunities for the consideration of matters educational in the light of varied experiences which may be compared and criticised, and Mr. McCoy was well qualified to take full advantage of them for the enlargement of his knowledge. He has already referred to what he gained personally from coming into close touch with teachers and administrators throughout the Empire, and listening to their stories of success and failure. As he has pointed out, other Dominions have to grapple with many of the same problems in school affairs as have arisen in the Commonwealth. In Canada and South Africa, for instance, the question of rural schools and the teaching of agriculture resembles that which has to be faced by the Education Department in South Australia. But difference in conditions, of course, modifies the possible solutions of these problems, and Mr. McCoy emphasises the point that where there is such a great diversity of races as exists in the British Empire, and the pursuits and material circumstances of the peoples differ so widely, it is not practicable to frame a system of education that would equally suit all parts of the King's Dominions. Nevertheless, much profit was to be derived from the debates on subjects of general importance, such as the provision of rural schools in sparsely settled districts, agricultural education, adolescent training, including all forms of technical education, the scope of the school medical service, the classification and training of backward and mentally deficient children, and the use of the cinema in schools. On these and other points we may be sure that the report which the Director is preparing for the Government will contain a mass of information likely to be helpful in improving the methods and raising the standards of education in this State.

Besides evidences of professional concern in the latest developments of the teaching art, Mr. McCoy doubtless found at the Conference a keen recognition of the importance of public education as a factor in Imperial progress. It would, indeed, be difficult to exaggerate its value as one of the forces necessary to assure the future of the Empire as a great civilising power, strong alike morally, physically, and economically. Mr. Lloyd George has said that there is no possibility of establishing an A1 Empire with a C3 population, and though his remark had reference mainly to the mother country, it suggests a lesson that

may well be taken to heart in every portion of the King's Dominions. National success is dependent on national efficiency, and this in turn depends on the training given to the young, the dominant aim of which must be to bring out the best in them, and to make it available for social service as well as individual well-being. Character, knowledge to be used as a source of power, physical health, and the industrial efficiency which gives zest to labor besides increasing its material rewards—these are the ideals of every enlightened educationist. Mr. McCoy was not content with what he learned at the Conference of the theory and practice of modern education. He carefully inspected the working of the British schools, and compared their methods with those pursued in Switzerland, Denmark, and Sweden, and later with the Canadian system. Asked by an interviewer a few days ago whether he thought the South Australian system suffered or not in comparison with others he had investigated, Mr. McCoy was naturally cautious in expressing definite opinions, since the different conditions of the countries he visited make it difficult to draw conclusions. We gather, however, that while in a few respects Australia is educationally in line with the best he has seen elsewhere, and perhaps in one or two matters leading—as, for instance, the provision made in South Australia for teaching children in the back blocks—there is much leeway to make up in other directions. Though, as he says, we have a great deal to learn about education, Mr. McCoy has complete confidence in the ability and enthusiasm of the body of teachers under his control to carry out effectively any new schemes of education which may be adopted to bring our system up to date. Nowhere, he acknowledges, has he met with a more loyal, hard-working, or deserving body of public servants than are the teachers of this State. In the institution of such desirable reforms as the Government may authorise he is certain that "they will not fail through lack of zeal and enthusiasm." One of the reforms suggested by the Director will add considerably to their responsibilities, while relieving them from the deadening influence of a too mechanical routine. Mr. McCoy appears to have satisfied himself that a serious defect of our educational system is the excessive rigidity of its methods. No doubt the tendency to a cut-and-dry uniformity in dealing with the immense variety of capacity among school children is the special vice of most education systems under State control. Mr. McCoy would cure it by endowing the teacher with more freedom to study and meet the varied needs of his pupils. By relaxing the "restrictions and instructions and inspections" which hamper the best teachers, and giving a greater mobility to the whole school organisation, the Director hopes to develop more originality and resourcefulness in the pupils. His idea seems to be an application to the teacher as well as the scholar of the Montessori principle of individuality, and, if carried out with care and sympathy by those who are capable of bearing the larger responsibility, it should go far to correct the present unhappy tendency to a uniformity in the school output, which resembles the baker's incessant production of a standard loaf. The observations of Mr. McCoy in Scotland, Sweden, and Canada have deeply impressed him with the necessity of new arrangements in this State for the industrial training of boys and girls after the completion of the primary school course. The Swedish law requires all children between the ages of 14 and 16 to attend school for a total of 180 hours in the two years. For all kinds of capacity special classes are provided, and the boys and girls taught in them acquire a bias towards a particular trade, as they would in the junior technical schools here, and the favored trade is adopted. In South Australia, as Mr. McCoy says, 4,000 boys and girls attend the high schools, but where are the other 8,000? A good many enter

"blind alley" occupations, where at first they earn good wages for their age, but they have no prospects, and having learned no trades, contribute in the end to "the over-supply of unskilled labor." No system of public education is soundly based if it fails to provide against this evil. The Swedish methods are being copied rather half-heartedly in England, and with greater success in Scotland, where the continuation schools, teaching various trades and callings, are full. The nations that take pains to produce a community of instructed workers, instead of tolerating conditions that make for industrial inefficiency, will be the economic leaders of the world.

## WORKERS' EDUCATION.

**THE ANNUAL CONFERENCE.**  
The executive of the Workers' Educational Association on Tuesday evening fixed the dates for the annual conference. On Wednesday, March 26, an educational conference will be held, and March 27 will be devoted to consideration of the annual report, the election of officers, and a discussion on an educational subject. A course of free public lectures will be given in the Prince of Wales Theatre, University, during March, just prior to the opening of the University tutorial. A report was presented on the progress of the enrolment for the summer school, to be held at Brighton.

Dr. R. J. Vero has been appointed an official visitor to the Mental Hospital, Parkside, in place of Dr. London, who has resigned.

Mr. K. W. A. Smith, who has this year gained his degree of B.Sc. in Honors Mathematics, at the Adelaide University, is the third son of the late Wm. Smith, engineer, of Adelaide. He received his education at the Port Adelaide State School, and afterwards won a scholarship tenable at Prince Alfred College. Here he was successful in passing the Junior and Senior Public examinations, gaining first place in the latter of those under 13 years of age, a prize of £10 being awarded. He also won the arithmetic prize at Prince Alfred College annually awarded by the Cricketers' Association. For some years he has been on the staff of Prince Alfred College, and has now accepted the position of master of mathematics and science, and sportsmaster of King's College, Kensington. He has represented both East Torrens and University, a grade, in cricket, being a very fair leg-break bowler. Football and tennis have both occupied his attention. He was at one time a member of the Rose Park Congregational Sunday School teaching staff, and is much interested in school camps.

## NOBEL PEACE PRIZE.

Terms for 1924.

MELBOURNE, Friday.  
The Acting Prime Minister (Dr. Page) has received a statement relative to the Nobel Peace Prize for 1924, which sets forth that any one of the following persons is held to be duly qualified:—(a) Members and late members of the Nobel Committee or the Norwegian Parliament, as well as the advisers appointed at the Norwegian Nobel Institute; (b) members of Parliament and members of Government of the different States, as well as members of the interparliamentary union; (c) members of the International Arbitration Court at the Hague; (d) members of the Commission of the Permanent International Peace Bureau; (e) members and Associates of the Institute of International Law; (f) university professors of political science and of law of history and philosophy; and (g) persons who have received the Nobel Peace prize. The prize may also be accorded to institutions or associations. The grounds upon which any proposal is made must be stated and handed in along with such papers and other documents as may therein be referred to. Every written work to qualify for a prize must have appeared in print. For particulars qualified persons are requested to apply to the office of the Nobel Committee at the Norwegian Parliament House, Christiania.

"I met several of my contemporaries," replied Sir Joseph, "who are now successful practitioners in various parts of England. Then there was Sir William Church, for whom I was house physician for a year, and we had a great talk."

**The Great Festival.**  
The conversation drifted back to the octogenarian of "Barts" Hospital, and as to how many doctors, now in South Australia, had been connected with it. It was thought that Dr. J. B. Dawson, of Glasgow, was the only other one. Sir Joseph dwelt upon the magnificent entertainment that signalized the festival week connected with the commemoration. The Prince of Wales (President of the hospital), held a function at the Guildhall. In the historic setting the delegates presented their addresses of congratulation concerning the eight centuries of humane work in behalf of the sick. The University of Adelaide sent an address, and its delegate, in conjunction with others, was given a bronze commemoration medal, bearing on one side the head of Rahere, the devout monk and founder of the hospital, and on the other a representation of William Harvey, demonstrator of the circulation of the blood 1578-1657.

**Alma Mater Week.**  
All "Bart's" men did their utmost throughout the great week, for their Alma Mater, and, on every hand, distinguished men and women connected with the hospital, inside and outside, gave of their best to the foundation. Time and material and money; brilliant organizing ability; literary, artistic, and dramatic work—all were included in the historic celebration. The students set a high standard, too, for although they contributed much humour to the proceeding there was not a discordant note. On June 5, a service of thanksgiving began the celebration. It was held in the Priory Church of Rahere's foundation that of St. Bartholomew the Great. Yecmen of the Guard added dignity to the occasion. Sir Arthur Bourchier as Henry VIII, and Mr. Rupert Harvey, as Rahere, caught the very spirit of their characterizations. This was followed by the Lord Mayor's luncheon at the Mansion House, and then the central ceremony at the Guildhall. Later on there was a fair, tableaux, a conversazione, an old students dinner, a nurses "at home," the annual installation meeting of the Rahere Lodge, a cricket match, and last, but not least, a sermon delivered by Bishop Paget, a son of St. James Paget—one of the lecturers at "Barts," when Sir Joseph Vero was there. Bishop Paget drew attention to the changes that the centuries have wrought. In Rahere's day, French was the principal language spoken, the Tower of London was a new building, and the Lodge, a cricket match, and last, the tragedy of the white ship was fresh in men's minds. Yet unbroken continuity had been maintained for 800 years in the work of the hospital.

*Regular*  
6.12.23

**UNIVERSITY OF ADELAIDE.**  
*Regular*  
6.12.23

**November Examination Results.**

**FACULTY OF MEDICINE.—PASS LIST.**  
Degree of Doctor of Medicine.  
Hone, Frank Raymond, M.B., B.S.  
Degree of Master of Surgery.  
Jose, Ivan Bede, M.B., B.S.; Lindon, Leonard Charles Edward, M.B., B.S.; Meussent, Phillip Sando, M.B., B.S.

**FACULTY OF DENTISTRY.—PASS LIST.**  
Degree of Doctor of Dental Science.  
Campbell, Thomas Draper, B.D.S.; Edwards, Hurtle Thomas Jack, B.D.S.

**FACULTY OF SCIENCE.—PASS LIST.**  
Degree of Doctor of Science.  
Fenaycuk, Stewart Wortley, M.Sc.

**DEGREE OF BACHELOR OF SCIENCE.**  
Practical Chemistry.—Part III, (49).  
Division I. (in order of merit).—Blake, Milton Andley; Masters, Rose Lincolne; Dick, Gordon Stuart Blyth, and Pitcher, Maurice Knight (equal); Dawbarn, Mary Campbell, and Aldersey, Richard Baker (equal).  
Division II.—Hancock, William Andrew.  
Division III. (in alphabetical order).—Farquhar, Allan James; Goode, Bruce Fleming.

**FACULTY OF ARTS.**  
For the Diploma in Education.—Pass List.  
Practical Teaching (in alphabetical order).—Berry, Frances Winifred, M.A.; Itherstone, Doris Lewlay, B.A.; Warren, Sidney Lilla, B.A.