

METHODIST LADIES' COLLEGE, WAYVILLE. Barton, J. D. ST. PETER'S COLLEGIATE GIRLS' SCHOOL, NORTH ADELAIDE, Hayball, E. G. WALFORD HOUSE SCHOOL (Miss H. MARRETT, A.M.U.A.), Merritt, K. Miss F. BELL, Miller, B. A. Miss M. C. HAYNES, Beaton, M. E. Miss L. D'ARCY IRVINE. Elder Conservatorium last night, when the A.M.U.A., L.A.B., LeCorrao, G. W. Miss E. Twelfth concert of the season was given by members of the staff. The vocalist Miss E. J. SLATTERY, Slattery, F. T. Miss M. TUCKWELL, A.T.C.L., Barrows, O. J. Miss E. V. WILLSMORE, MUS. BAC., Althorp, G. M.

**RECITAL AT THE ELDER CONSERVATORIUM.**

There was a good attendance at the Elder Conservatorium last night, when the twelfth concert of the season was given by members of the staff. The vocalist Miss Sylvia Thomas. Owing to the indisposition of Mr. William Silver, the Schubert trio in B flat had to be omitted, and in its place the Ravel string quartet was presented. The composition by that notable French musician had been played last week by the Conservatorium String Quartet—Mr. Charles Schilsky (violin), Miss Kathleen Meegan (second violin), Miss Sylvia Whittington (viola), and Mr. Harold Parsons (cello)—and it lost nothing of its strange beauty in the repetition. The audience were singularly fortunate in having such a luminous page in musical literature presented to them as a substitute number, and it was warmly appreciated. The third movement, treble, was particularly beautiful in its refinement and the delicacy of the ensemble effects. In the allegro moderato a note of mystery pervaded the movement, with a strangely appealing motif recurring. The second movement (assez vite) was daintily played with muted strings, and the closing movement breathed life and courage. It was an excellent performance. The second concert number was a suite for organ, violin, and violoncello, by Josef Rheinberger, in which the performers were Dr. Harold Davies, Miss Sylvia Whittington, and Mr. Harold Parsons. The unusual combination of instruments was happily conceived, and throughout the suite was richly melodic and vital in its rhythm. The second movement (theme with variations) glowed with changing lights, and the sarabande and trio were tenderly expressive. The first and last movements, both con moto, were graceful and animated, the organ dominating in the closing phrases.

Miss Sylvia Thomas sang two contrasted songs with fine artistry and excellent effect. "La Mamma Morta" (from "Andrea Chenier") was notable for its smooth phrasing and restraint, and the singer encompassed its difficulties with distinction. "Over Hill, Over Dale" (Cook), was light and sparkling, and agile vocalisation made tripping scale passages scintillate. It was well done, and Miss Thomas has probably never sung a bracket better. Mr. George Pearce was the accompanist.

ADV. 12-10-27

**THE CHEMIST AND WAR.**

The subject of an address given by Mr. G. W. Leeper, lecturer in organic chemistry at the Adelaide University, at the luncheon of the League of Nations Union on Tuesday, was "The Chemist and War." The president (Mr. J. H. Vaughan) was in the chair. Mr. Leeper said there was a tendency for people to lay the blame for the horrors of war at the door of scientific men, but it was more reasonable to blame not the scientists, but those who converted their discoveries to use in warfare. He found that every chemical sword of war was a peace time ploughshare. By the use of poisonous and noxious gases they could wage more humane warfare than by bayonets and explosives. By gas armies could be conquered without the bloodshed that accompanied any victory gained by ordinary battle because of its power of temporarily incapacitating the men. Figures showed that the mortality among soldiers gassed was lower than among other casualties, and that considerably fewer permanent injuries remained as a result of gas than because of the usual injuries.

ADV. 12-10-27

**AGRICULTURAL RESEARCH.**

**SPECIAL COMMITTEES APPOINTED.**

LONDON, October 10. The Imperial Agricultural Conference today appointed eleven specialist committees, including one on dairying, the chairman of which is Dr. S. S. Cameron, and one on plant-breeding, with Professor A. E. V. Richardson as chairman.

REG. 12-10-27

**AGRICULTURAL RESEARCH.**

**Australian Committeemen Appointed.**

LONDON, October 10. The Imperial Agricultural Conference has appointed 11 specialist committees. Of the dairying committee, Dr. Cameron (of Melbourne) has been appointed Chairman; and Professor A. E. V. Richardson (of Adelaide) has been chosen as Chairman of the plant-breeding committee.

CREDIT—CONVENT OF MERCY, ANGAS-STREET, Beck, K. M.; Bothe, H. L.; Crispe, K. M. M.; Dampey, P. M.; Doherty, M.; Doland, A. E.; Dorling, I. I.; Glastonbury, D. M.; Howard, M.; Kennedy, I. M.; Mathison, E.; Orloff, O. L.; Owens, D. L.; Roberts, H. E.; Walsh, M. E.; West, C. E.; Whitwell, G. C.; Williams, M. J. CONVENT OF MERCY, BRIGHTON, Crishley, T. I. CONVENT OF MERCY, HENLEY BEACH, Mudge, R. C. Nicholas, B. G. CONVENT OF MERCY, PARKSIDE, Foley, J. E. E.; Kennedy, F. M.; McGuire, J.; Hafford, M. A. DOMINICAN CONVENT, FRANKLIN-STREET, Weaver, O. DOMINICAN CONVENT SEMAPHORE, Bege, N. GOOD SAMARITAN CONVENT, CRYSTAL BROOK, Dennis, J.; Noonan, H. LORETO CONVENT, MARRYATVILLE, Leaby, M. E.; Tait, M. E. P. M. T. CARMEL SCHOOL, ALBERTON, Robinson, M. M. ST. DOMINIC'S PRIORY COLLEGE, NORTH ADELAIDE, King, T. W.; Ryan, L. P.; Peake, M. ST. JOHN'S CONVENT, PORT PIRIE, Murphy, K. I. ST. JOSEPH'S CONVENT, MACOLESFIELD, DuBuis, J.; Stephenson, M. M. ST. JOSEPH'S CONVENT, MINTARO, Faulkner, F. M.; Purford, L. E. ST. JOSEPH'S CONVENT, MURRAY BRIDGE, Lake, R. V.; Lutz, E. ST. JOSEPH'S CONVENT, NORWOOD, Browne, C. A.; Caton, E. W.; Cullene, M. V.; Gallagher, E. J.; George, E. D.; Stephens, M.; Trembath, I. N. ST. JOSEPH'S CONVENT, PETERBOROUGH, Pugh, L. ST. JOSEPH'S CONVENT, PORT ADELAIDE, Knapp, P. A. J.; Shells, H. M.; Steumatt, K. E.; Sweet, M. J. S.; Winter, J. H. ST. JOSEPH'S CONVENT, PORT LINCOLN, Davies, D.; Field, B.; Hudson, N.; Rickotts, D. ST. JOSEPH'S CONVENT, RENMARK, Pethick, M. A. ST. JOSEPH'S CONVENT, SPALDING, Gullman, D. A.; Howley, M. C.; McAvaney, R.; O'Dea, M. M. ST. JOSEPH'S CONVENT, WALLAROO—Williams, E. ST. JOSEPH'S SCHOOL, WOODVILLE, Heffernan, S. M.; Matthias, B. P.; Wright, E. B. ST. SCHOLASTICA'S COLLEGE, MT. BARKER, Rickotts, D. ELDER CONSERVATORIUM, Parsons, H. G. WALFORD HOUSE SCHOOL (Miss H. MARRETT, A.M.U.A.), Habisch, E. Mrs. C. R. BALDWINSON, Crocker, D. T. M.; Rix, B. L. MISS AVIS CHAPMAN, Collyer, M.; Hanks, J.; Haden, M.; Parker, T.; Pearce, G. R. Miss H. A. B. COX. Hobbs, W. L. Miss E. M. GROSSER, A.M.U.A. Grosser, W. C.; Nicol, T. L. Miss C. HARMER, Hendrickson, C. E. Miss B. HARVEY, Pratt, A. R. Miss F. F. HARVEY, Mus. Bac., Verrier, L. H. Miss S. B. KENTISH, L.M.A.S., Disher, W. W.; Hughes, R. F. Miss M. MEEGAN, Kirby, Miss E. M. MIDDLETON, Grace, P. R. J. R. MITCHELL, Chislett, E. G. Miss R. MITCHELL, A.T.C.L., Cannan, S. S.; Rowe, L. Mrs. A. PFEIFFER, Pfeiffer, F. A. Miss PHIPPS, A.M.U.A., Stacey, L. E. Mrs. W. E. RAYMONT, Cronson, D. S. Miss THOMAS, Freeman, M. V.; Krensdler, G. B.; Morgan, B. E.; Robinson, E. M.; Shipard, G. E. A.; Wisbar, J. D. Miss A. G. WEBB, Dehnham, F. E.; Hanlon, D. M.; Somerville, E. A. PASS—CONVENT OF MERCY, ANGAS-STREET, Byrth, C. E.; Kenny, M. C.; McDonald, M. E.; Mills, E. A.; Mills, M. A.; Pierce, K. M.; Sampson, L. B.; Smith, C. F. CONVENT OF MERCY, HENLEY BEACH, Jacka, M. E.; Morrissy, J.; Thompson, E. DOMINICAN CONVENT, CABRA, Clark, K.; Garrard, C. DOMINICAN CONVENT, FRANKLIN-STREET, Porter, M.; White, C. M. DOMINICAN CONVENT, KAPUNDA, Hines, A. DOMINICAN CONVENT, SEMAPHORE, Devaney, M.; Elbery, L.; Johnson, L.; Vick, M. GOOD SAMARITAN CONVENT, CRYSTAL BROOK, Kelly, E. M. LORETO CONVENT, MARRYATVILLE, Birmingham, M.; Braddock, P.; Foote, M. C.; Green, E. G.; Irwin, M. P.; Pick, E. M. ST. DOMINIC'S PRIORY COLLEGE, NORTH ADELAIDE, Leaby, D. I. ST. JOHN'S CONVENT, PORT PIRIE, Richardson, E.; Williams, J. M. ST. JOSEPH'S CONVENT, CALFOWIE, Gillen, B.; Seaton, M.; Sheriff, J. ST. JOSEPH'S CONVENT, MINTARO, McNamee, V. M. ST. JOSEPH'S CONVENT, MURRAY BRIDGE, Cassidy, A. D.; Harvey, E.; Ryan, E. M. P. ST. JOSEPH'S CONVENT, PETERBOROUGH, D'Arcy, C.; Deed, M.; Miller, M. ST. JOSEPH'S CONVENT, PORT ADELAIDE, Moloney, M. V. ST. JOSEPH'S CONVENT, SPALDING, Bauldenstone, V.; Cameron, M.; Symons, R. ST. JOSEPH'S CONVENT, WALLAROO, Searle, K. B. ST. SCHOLASTICA'S COLLEGE, MOUNT BARKER, Moloney, L. M.; Kelly, A. E. ST. THOMAS'S SCHOOL, GOODWOOD, Malone, V. C.; Olesen, K. M. Miss A.

BURGESS, Daniel, M. M. Miss A. CHAPMAN, Cavanagh, J. Miss A. M. CLARKE, Will, N. M. Miss F. E. COLLINS, Goldberg, N.; Tavener, M. M. Miss DUNN, Bollen, K. R. Miss M. G. HALL, Dyke, M. J. Miss GLADYS HENRY, A.M.U.A., Morgan, M. M. Miss E. M. HIGGINS, Reynolds, K. R. Miss E. P. HINCKS, Pickett, E. F. J.; Sharples, D. M. Miss S. B. KENTISH, L.M.A.S., Gregory, B. L. G. Hughes, C. W. Miss M. LEE, A.M.U.A. L.M.A.S., Payne, Y. H. Miss A. M. MACDONALD, A.L.C.M., Bruns, D. G. Miss M. MEEGAN, Madder, K. F. Mr. J. R. MITCHELL, Mitchell, S. D.; Shaw, M. Y. Miss E. L. SIEGMANN, Williams, C. F. Miss D. STONEMAN, A.M.U.A., Elliott, F. H. J. Miss THOMAS, Borwick, J.; Green, G. L. Miss E. THOMAS, Ross, P. Miss G. M. TOPPERWIEN, Nor, B. L. Miss E. TRELOAR, Dahlin, R. Miss WIEBUSCH, A.M.U.A., Eckermann, A. H. Miss E. V. WILLSMORE, Mus. Bac., Lyne, L. M. M.; Parkhouse, M. E.

MUSICAL PERCEPTION ANALYSIS AND HISTORY OF MUSIC. ELEMENTARY GRADE. Credit—CONVENT OF MERCY, ANGAS-STREET, Brown, N. H.; Child, C. J.; Glastonbury, C. G.; Maloney, M. G.; Underdown, E. F.; Woods, D. A. DOMINICAN CONVENT, CABRA, Horgan, E.; Maxwell, T.; Russell, J. L. CONVENT OF MERCY, ANGAS-STREET, Schreiber, V. V.; Solomon, A. C. DOMINICAN CONVENT, CABRA, Hoogan, J. T.

REG. 12-10-27

The Director of the Elder Conservatorium (Dr. E. Harold Davies) left by the East-West express for Perth on Tuesday to examine candidates in connection with the Associated Board of Music.

**THE NEWS**

SATURDAY, OCTOBER 8, 1927

**OUR SYSTEM OF EDUCATION**

(By Prof. T. Brailsford Robertson)

After 20 years of practical experience in education the question forces itself upon one's mind whether there is not something malignly wrongheaded about our whole system of education; whether we do not elevate all of the most unimportant things into the forefront of educational regard and relegate to the background and the beginning of life all that really might help to fit us, not to be machines, not to make more money, not even to vote perhaps, but to become what is vastly more important than all of these—ripened and developed human beings? To know ourselves and understand through this knowledge the needs and joys and sufferings of others—this is surely the intelligent aim of education; and since we are grounded in and evolved out of the past, history is obviously the most important part of all human knowledge. But not history as studied and purveyed by the majority of so-called professional historians.

**Understanding and Feeling**

We need to understand and, what is more to the point, to feel how these people of centuries ago lived and worked and thought, for what ideals they suffered, and how their lives and institutions in the slow transmutation of time have come to mould our own. This is why we get more of the truth of history from the Bible lesson than from the history lesson in schools.

The Jews who sighed in captivity beside the waters of Babylon are vastly more important to us than the wives of Henry VIII, whose matrimonial entanglements had merely material effects upon a brief moment of the lives of one little nation out of the vast sea of humanity. Those who wept in Babylon have affected nearly every human being who inhabits our earth today. The "facts" of the historians may most appropriately be consigned to a card index in the British Museum, where they may be referred to by specialists when necessary, but do not let us stupefy our poor children more than is necessary by converting them into miniature encyclopaedias of such "facts."

History thus understood is a study as elementary and as advanced as we may choose to make it. Something can be understood by the youngest; not all of it by any of us. Now where in the curriculum do we put the hideous caricature of history that is sometimes taught in our schools? In the early years, when the intellect is least mature, while toward the end we crowd it out with "more important" studies—to wit, a dead language and the un-intelligent dissection of our own and other modern languages.

**Educational Ideas**

Then history in turn is largely conditioned by geography. But of what avail is it to us to know the names of all the rivers which run into the Murray or the chief commercial products of Vladivostok? There is a sound idea in this kind of geography, but, like most educational ideas when put into practice by educationists, the juice has been left out and only the dust remains. Let us start with some old or new and fascinating story, involving the lives and movements of human beings—the immortal retreat of the ten thousand, the journeys of Livingstone, the expedition of Burke and Wills. Let us see where they went and how they fared and what geographical facts accomplished in the moulding of their fates. Then, as we deal with the same children become older, let us take peoples instead of individuals, the fates of nations instead of those of expeditions, and apply the principles already learned to the solution of the historical outcome.

There are so many things beautiful and full of meaning to learn. But what of languages, which bulk so largely in our educational curriculum? The fact is that as a means whereby we may learn to live they are, in themselves, of no educational value whatever. A language is a technique, like typewriting, which one can pick up by copying experts. Unlike a typewriter, a language has a soul. This, however, is not contained in its grammar or its

dictionaries, or in the dry word-chopping of school or homework, but in its living use by the people who speak and write it.

**Learning Languages**

Language is the most elementary and least intellectual thing we learn, as evidenced by the fact that most of us have already learned one by the time that we have achieved our second birthday. Given similar opportunities we could probably learn three or four more by the time we were six, and a good thing, indeed, that would be if it could be conveniently done. But why maturing human minds during the precious years from 14 to 18 should waste so large a proportion of their time in seeking to acquire such babyish accomplishments by a topsy-turvy method which never really taught anybody a language yet, and which squeezes all the life and soul out of it and substitutes rules and lexicons, it will pass the wit of those who succeed us a few hundred years hence to comprehend.

Education, like other human institutions, evolves out of the past, and each successive generation merely modifies it in detail. The tendency arising out of the growing assimilation of the idea of evolution has been to emphasize our dependence upon the past and to create in many minds the desire to substitute comprehension of life for accumulation of facts as the ideal of education.

If we strive toward this ideal we certainly will fail to achieve it, because we, too, are based upon the past and cannot completely lift ourselves out of it, as Baron Munchausen lifted himself by tugging at his own boot-strap. But we can help ourselves to attain the adaptation of education to life with less painful slowness if we consistently hold our ideals before us in our minds, subordinating facts to thought and the custom by which we were fashioned to the reality which we need.

REG. 12-10-27

**LEAGUE OF NATIONS UNION.**

Mr. G. W. Leeper (Lecturer in Organic Chemistry at the University of Adelaide), was the speaker at the weekly luncheon of the League of Nations Union at the Regal Cafe, Adelaide, on Tuesday. Mr. J. H. Vaughan, who presided, announced that the speaker for next week would be the Rev. E. T. Lawrence, whose subject would be the mandated territories in South Africa. Mr. Leeper gave an interesting address on "The chemist and war." He said there was a tendency for people to ascribe the horrors of war to the scientist and inventor, but there were chemical plowshares of peace, and high explosives had their peace-time uses in mining, road-making, and so on. Some people could not get away from the medieval idea of the chemist preparing his death-dealing concoctions, and delighting in destruction. Chemical warfare had been made the subject of many misleading statements and surprising ignorance prevailed regarding the true position. Practically all forms of war involved the chemist; he was fundamentally concerned in aeroplanes, airships, guns and drinking water, but poisoned gas had brought him the most notoriety. The speaker dealt with historical facts relating to the discovery of gunpowder, explosives and fumes, and the end of the days of the armoured knight. Chemical warfare during the last war was turned down by the French, and the Germans, after consideration, were inclined to reject it. When they did attempt it, through the chemist, Haber, it was a great success, and gas warfare was then begun. The Allies gradually got the upper hand, and attempts were made by the Germans to get them to abandon it. Poisoned gases, explained Mr. Leeper, were mostly liquids or solids which evaporated and filled the surrounding air. In comparing the destruction wrought by gases and other weapons, he said 28 per cent. of casualties were caused by poison gas, and of these 2 per cent. resulted in death. Of the 70,000 American soldiers gassed, only 29 suffered permanent injury, compared with one in 14 from other sources. People did not realize that gas warfare was really the most humane of all, as well as being the most efficient of war weapons, and yet causing the least suffering. The "tear" gas could blind a whole army, and yet the men would recover without suffering. It was useless, however, to set down rules regarding the use of gases in war. The League of Nations had blundered in that respect. It had not worked upon expert advice, and its attacks upon chemical warfare were not only unjustified but ridiculous, and it was hoped that they would soon be abolished.

NEWS 11-10-27

Prof. Kerr Grant (Professor of Physics at the Adelaide University) and Mrs. Kerr Grant intend to return to Australia by the Narkunda, which will leave London on December 23 (says a cable message).