ROYAL SOCIETY OF ST. GEORGE. Twentieth Annual Festival Dinner.

Address by Sir Archibald Strong.

was held at the Piccadilly Rooms, North- tributions to civilisation, and was one of terrace, on Monday evening in the presence the things which had given Great Britain saint was celebrated in a fitting manner. looked up to, and all hoped to secure her An appropriate atmosphere was lent to the goodwill. He thought this was because scene by the distribution in the room of of the exercise of the virtues Union Jacks and the flag of St. George, of clemency, kindness and and white roses. A portrait of his from that sort of thing. Shakespeare

near the head of the table. Adelaide (Right Rev. Dr. A. N. Thomas). Response was made by the president. Mr. Justice Angas Parsons, Mr. Justico Richards, the Lord Mayor (Mr. Lavington dier-General S. Price Weir. The toast Bevan was musical director.

"H.R.H. the Prince of Wales, President of the Royal Society of St. George, was proposed by Dr. H. Simpson Newland, who said the toast was acceptable wherever Englishmen and these of English blood met together. For some time consideration had been given to the question of what steps should be taken to give proper recognition to the British merchant marine and fishing fleet. His Majesty the King, after taking Ministerial advice, had asked the Prince to take up the position of titular head of the service. He felt sure that this appointment would meet with the hearty applause of all. (Applause).

of "His Majesty the King" was proposed

by the president and honored with the

singing of the National Anthem.

The "ince of Wales.

"One of Australia's Most Worthy Sons." "His Excellency the Lieutenant-Governor," was proposed by the president, who of the devil. expressed appreciation of the honor his Excellency had conferred upon them by his presence that evening. They assured him of their allegiance to His Majesty the King, whom Sir George so worthily represented. His Excellency was not only the King's representative, but was also one of Australia's most worthy sons. (Applause). Sir George was also looked upon as a friend to whom they gave a hearty welcome. (Applause). He was sure that His Majesty derived great satisfaction in the knowledge that during the absence of a direct representative, the duties Governor were so well carried out by Sir George. Although he was a Scotsman, some comfort was to be derived from the fact that he was a lowlander, which was next to being an Englishman. (Laughter). His mother had called him George after their patron saint, and John efter another saint, and as a set-off had also named his Robert, possibly after "Robert the Devil." (Laughter). Having done that, she brought him up in the way he should go so that he should exert the characteristics of his race in taking everything before him. This he did by securing practically every scholarship and distinction that came his way. (Applause). He added distinction to his name in other ways, until at last His Majesty the King had crowned his distinctions with the bonor of the

The Lieutenant-Governor expressed gratitude for the kind way in which the toast had been proposed and received. He had had the honor of being their guest on most of the occasions on which the society had celebrated the anniversary of St. George. They never had a more appreciative guest. The proposer of the toast had run riot somewhat with his imagination. One remark, however, with which he agreed was that the position of Governor should not be filled locally. He was struggling along chiefly through the assistance he had received from his colleagues at the Supreme Court and his private secretary, Mr. Legh Winser. He was not qualified to be a member of the society, as he was not an Englishman. He did not know the associate of the first president of the Royal Society of St. George, Sir Samuel Way. In all things except race he was one of themselves. (Applanse.) He loved England and all it stood for, and if there was no Australia he would make England his home. (Applause.) "The immortal memory of Shakespeare

Knighthood of St. Michael and St.

Geo. (Applause).

and other renowned Englishmen and Englishwomen" and "The memory of those who died for England and the Empire in the Great War" were honored. Slaying and Taming Dragons.

"Old England and the Royal Society of St. George" was proposed by Sir Archibald

Strong, who expressed appreciation of the honor accorded him in asking him to propose the toast. Other members of the professorial staff of the University had spoken at the annual gatherings of the society, and he could assure them that they all appreciated the honor. He considered that the character of St. George was significant of the English race. He did not know whether all were aware of the points of a dragon. The chairman no doubt knew the points of a horse. The four points of a dragon were that it must be at least 50 feet long, it must fly by night, breathe fire, and guard a great treasure hall, Dragons were real beings to their forefathers. The Auglo-Saxon chronicles associated a dragon with the time of King Alfred. Of course rationalists would tell them that it was a comet. On that point they could exercise their own judgment. It was set down that in the year 1672 a dragon was seen flying about Mount Pilatus, in Switzerland. He then reviewed the story of Beowulf, who slew the monsters and showed the qualities of extreme hamility. He ventured to say that many Englishmen approached deeds of heroism in much the same spirit as that shown by Beowulf in slaying the dragons. Finally, in slaying the last dragon, Beowulf met with his death, and that was a symbolism of much that was great in English life and history. (Applause.) More than once England in her history had to face dragons and slay them. Englishmen had

fought dragons in the invaders from overseas. The dragon at Trainigar had been fought and defeated, and Nelson, like Beowulf, had lain down his life. The greatest dragon of all was that which

they had to face in 1914, and many had laid down their lives to prevent the

small country of Belgium from heing

dragons still in their lives as nations and individuals, which must be met and slain. Certain things could not be dealt with except by force or extermination. St. George had been pictured not only as a dragon-slayer but as an example of courtesy, kindness, and clomency. St. George had been referred to as not on'y a hero, but as a great gentleman. He had always thought that St. George had in him many of the qualities which they loved and respected in an Englishman. St, George was a tamer as well as a slayer of dragons. While some dragons might be killed, others might be met and subdued, and become quite serviceable members of society. Clemency no less than courage was a creditable virtue of their race, and he thought they had shown that virtue time and again in their history, and more especially in recent history. In the Boer War they

There were

ravished by a dragon.

In a scholarly address at the banquet of the Royal Society of St. George last night Sir Archibald Strong drew a parellel between the heroism of St. George in slaying dragons and the attitude of England towards oppressors. Dragons of the latter character need not always be slain. They could be tamed by the exercise of the virtues of patience, clemency, and courtesy, which were characteristic of Englishmen.

Loyalty to the throne and Empire was | bad met a dragon, but did not slay it. the dominant feature of the twentieth an seem dangerous, he thought that on the mual dinner of the Adelaide branch of whole it was friendly to England, Great the Royal Society of St. George, which patience was one of the sovereign conof a large and enthusiastic gathering. The success in the world. Three years ago festival day in henor of England's patron he went the name of England was union Jacks and the mag of St. George, ience. They could not always be fight-Majesty the King was hung on the wall helped to supply that escape in his great interest in men and women and in life The president (Mr. Frank H. Downer) Therefore, there was all the greater joy occupied the chair. Seated at the head in coupling the name of Shakespeare with table were his Excellency the Lieutenant- that of St. George. Shakespeare was Governor (Sir George Murray), the Pre- also a member of that great body of hermier (Hon. R. L. Butler), the Bishop of oes which they all honored. (Applause,

Virility of the Society. Bonython), Dr. H. Smpson Newand The secretary (Mr. Fred Johns), in (senior vice-president), the District Naval making the announcements, said that Olicer (Commander Loudoun-Shand), the greetings had been received from other Military Commandant (Brigadier-General societies, including the Square Club of O. F. Phillips), Sir Archibald Strong, the Adelaide. Overwhelming proof of the president of the South Australian branch virility of the Royal Society of St. George of the League of Empire (Sir David Gor- and of the Empire-wide expression of affect den), Brigadier-General R. L. Leane, the tion of and loyalty to the dear old motherchief of the South Australian Caledonian land would be afforded that evening, when Society (Mr. Audrew D. Young), the from the society's branches throughout secretary of the Caledonian Society (Mr. the world, and also from St. George's Donald Micholson), Mr. A. A. Sampson, Society of New York (an organisation Mr. Legh Winser (private secretary to the older than their own society) greetings Cutenant-Governor). Very Rev. Dean would pour into London and be read by Young, Archdeacon Bussell, Mr. F. A. Mr. Howard Ruff at the banquet held at Lakeman, the Hon. W. G. J. Mills, and the Hotel Cecil in celebration of the day, the honorary secretary (Mr. Fred Johns). Vocal solos, with choruses and ducts, The vice-chairs were occupied by the Rev. were contributed by Mr. Sydney Coombe K. J. F. Bickersteth, Messrs, W. R. Bayly, and Mr. Walter Wood. Mr. Sable Grive. W. E. Rogers, R. B. Stuckey, and Briga- presided at the piano, and Mr. Frederick

St. John's Boys' Society.

A dinner in commemoration of St. George's Day was given by the St. John's branch of the Church of England Boys' Society last night in the parish hall, St. John's-street, Adelaide. The president Mr. L. Langdon) occupied the chair, and proposed the toasts of the King and Anzac Day. In submitting "The Spirit of St. George," he said England's pation saint was born at the beginning of the fourth century, when Christian beliefs were forbidden by the Roman Emperor. St. George, however, had shown the strength of his principles by freeing his slaves and assisting the Christians. He was well known to all through the story of St. George and the dragon, but although that was probably a legend, it contained noble ideals, and represented the triumph of virtue over vice, the dragon generally being understood assymbolical Mr. K. Girbeck (treasurer of the branch) welcomed the visitors, Mr. A. A.

Cox replying on their behalf. The Rev. Mark Robinson, curate of the parish of St. Mary Magdalene, said they should think of St. George as the true sportsman, and he appealed to them to ollow his example. With the spirit of ingland, they were celebrating the spirit of Australia-Anzac. They should keep the eals of St. George and Anzac in their minds, and try to uphold them.

The Rev. E. A. North-Ash (rector of St. John's Church) proposed the toast of "The Boys' Society." Expressing satisfaction with the growth of the St. John's branch, he said it was formed five weeks ago, and already had 30 members. The nner, he believed, was the first to be ield by any of the Boys' Society branches the State. The society armed at the evelopment, spiritually, mentally, and physically of boys, and in the branch here were two gymnasium instructors Messrs. Waite and Wolf). On Sunday he members of the branch had received their badges from the Bishop of Tanganyika (Right Rev. Dr. G. A. Chambers). The branch was fortunate in having Mr. Langdon as president. Soon, however, they might lose him, as he had volunteered to accompany the Bishop of Tangar .yika for service in his new diocese. Mr. W. H. Hyde thanked the ladies' committee, which was responsible for the dinner arrangements. Musical items were presented by Mesers, Angus Lillecrapp, D Goodale, W. H. Hyde, and Wolf.

Royal Society of St. George. As a small boy he received his education friend—Archdeacon Eussell. Then for two the associate of the first president of the

Lecture by Professor Russell.

DUCATIONAL CONTRASTS.

"Children are different now. They are animated question marks, and come to school and ask questions. Nowadays the question might well be asked whether the child is going to be taught in school or out." The speaker was Professor Russell. of Columbia University, who is visiting Australia under a commission from the Carnegie Corporation of New York,

His subject was "Contrasts in the educational methods of the United States and Australia." The lecture was held in the physics lecture room, which was crowded, for the most part, by teachers and others engaged in forms of tutorial work. Professor R. W. Chapman, the Vice-Chancellor of the University, presided, and welcomed the lecturer,

Professor Russell expressed his appreciation of the receptions he had been given in Australia. He had been able in a short time to gain a knowledge of the educational systems of this country, and specialised criticism from some of the officials controlling it had been most belpful. The points of resemblance between the Australian, New Zealand, and American systems were most striking.

Australia's Centralized System. Australia had developed a mode of educational work which was as strange to his countrymen as that which could be found in old-time Germany and in modern Japan, Nowhere else than in Australia and New Zealand was there such a highly centralized system. The idea had positive advantages. Australia was without doubt serving its backblocks more than America was; and it might be that the average age of school life was greater than in bis

country. However, he considered that his country could produce more conspicuous individual examples. As needs differed and as peoples differed, so must modes of operation differ; and in saying that he did not wish to criticise eitner favourably or unfavourably the systems adopted in Australia. It was so different that it formed one of the most striking contrasts of the educational world, Australia had developed a system which had been looked upon as one of the peculiar products of an autocracy.

American Ideas.

Professor Russell then went on to de scribe some of the early days of school life in America. Schools there had been begun on the eastern seaboard first of all and had then spread west. The very fact that groups went forth alone to fight their way past the hostile Indians, made each of them a community in itself. The communities thus established for themselves their own schools, and education came to be regarded as a matter for the community. The people of the village or town elected their own school board, which had the power to levy a property rate on the population, and it was from those funds that the schools were maintained. The teachers were engaged by the school board. In most states there was a form of subsidy that went to equalise opportunities. However, there were many methods in vogue. Such a system placed a great strain on the individual teacher, and it meant the survival of the fittest. The presence of a larger number of women teachers in the United States than men was largely due to historical reasons, but the number of the latter was increasing. The training of teachers was not subsidised as it was in Australia.

Effect of Public Opinion.

The lecturer said it was public opinion which dictated the standard which should be adopted in the schools. Despite their decentralized system, which was one of the most outstanding in the world, public opinion had standardized them. "Children are different now," went on Professor Russell, "Thirty years ago one newspaper was produced in their town, and then they knew the editor, and read every line in the paper, even to the advertisements. Nowadays the increased amount of literature displayed on the stalls at railway stations and other places, is an indication of the hold that reading has taken on the people. The child now is an animated question mark. He comes to school and asks questions. I often think that the reverse order should be adopted, and that the young people should be placed in charge of our schools. It is difficult for us older men to keep pace with this moving world of ours. Nowadays, the child's education is gained out of school. The question might well be asked whether the child is going to be taught in school or

The object of the system in the United States was to make the boy and girl attending school a good citizen. The speaker said that spelling books were being cut down, and instead scholars were concentrating on the 10,000 words most used. The same principle was adopted throughout. Professors should not be allowed to dictate the standard of scholarship in elementary schools because they catered for the expert, and 95 per cent. of the scholars would not become experts, In the past the pupil obtained scholarship only by a long process of synthesis and abstraction. To make good citizens it was necessary to develop the idea of putting two and two concrete situations together. They wanted to help boys and girls to form reasonable views of events of the day. The teacher in a democracy had a task before him, because of the three agents which had assisted to build up civilization-the home. Church, and the school-the last seemed to be the only one which remained. The teacher, must always build character with scholarship.

THE NEW EDUCATION.

Things of Everyday Significance.

Old Ideas Exploded.

Children, says Professor J. E. Russell, should be taught things of every-day significance, and education should be of a character that will help boys and girls to form reasonable opinions. Educational problems, with interesting they had a different beginning with recomparisons between Australian and Ame-gard to colonisation from that which took rican methods, were discussed in a mas-

New York, at the Physics Lecture Room evening. of the Australasian Association for the Advancement of Science in January last, it was decided that the various State Gov-

tion by the interchange of teachers. People's views were largely colored by unsuitable he was dropped. what they learned at school. He would thought made for success. sympathise with a young Japanese coming to Australia and endeavoring to teach a vigorous young Australian with national In the elementary schools women teachers prejudices. They welcomed Professor predominated in numbers, and there had Russell because he was one of the fore- been no serious question of their ability. most educationists in the world. The If he had charge of a school of boys and chairman read a eulogistic reference to girls and wanted to have it put in order Professor Russell's work at the Teachers' he would chance a woman rather than a College of the Columbia University, and man. (Applause.) Some of the largest cational circles.

Similar Ideals.

Professor Russell, who was warmly received, expressed appreciation of the friendly receptions he had experienced throughout Australia. He had been able to form an impression of the externals of the system of education in Australia. There was something more than that, for if he were to shut in the schools eyes could easily imagine that he was at home. The points of resemblance between Australia and America were mos; marked. He understood they spoke better English in Australia than they did in America. (Laughter.) They heard a good deal of the mixed population of America, but he could assure them that they had a share of good stock. They were studying the same subjects that were being studied in Australia. Was it any wonder that the outlook and ideals of the two countries were similar? He was sorry to see the kind of information that came from America and was published in Australia. He was sorry to see the impressions of America gained through the movies. Similar wrong ideas were held of Australia in America, where some people imagined there were kangaroos in the city streets. (Laughter.) A Centralised System.

world was thre a more widely centralised wore the same kind of skirts as were system of education than that which ea- worn in Paris, isted in Australia and New Zealand How l it was that they had developed in Australia a system which reminded one of Public opinion in America had been stanthe prerogatives of autocracy he could not | dardised with regard to education. One say. There were various theories. Ha aspect of the question was the content might get a solution before he left Aus- of the curriculum. He reviewed incitralia, but he was doubtful. In America dents in his own early education. He had

place in Australia. In America in the terly manner by Professor J. E. Rus- which cutivated the community spirit in sell, of the Teachers' Fraining College defending the colonists against the enemy affiliated with the Columbia University, The people developed a determination and a disposition to look after themselves of the Adelaide University on Thursday those lines, and was in the hands of local In America education had developed on committees. The people elected a school Professor Chapman, who presided over a board by popular vote consisting often of large attendance, said that at the meeting | three members, and rarely more than nine. The boards were authorised to levy rates on all taxable property for school purposes, From those funds the schools were maintained, and the boards had the ernments should be urged to encourage right to engage and dismiss teachers. the interchange of teachers between Aus- In districts where sufficient funds could tralia, America, and Japan. Referring not be obtained the State assisted, in order to the dream of universal peace, he said to equalise opportunities. Responsibility much could be done in the desired direc- was placed upon the individual teacher, and if it was found that a teacher was

Women Teachers.

the wide influence he had exerted in edu- schools in New York were wholly in charge of women. There was something under the surface which accounted for that. The training of teachers was not subsidised in America as It was in Australia. There were tests and examinations, and personality was taken into consideration. If a woman were too feminine she would not succeed, and if she were too masculine she would fail. She had just to be a womanly woman, and there was an advantage from the point of view of the woman that corporeal punishment was prohibited in America. Some time ago men looked upon teaching as a stepping-stone to something clse, but changes had come about until now more serious attention was being given to teaching by men. The fact that American schools were separated and highly centralised might lead them to think that there would be different types of schools in different places. That was not so. They would not find as much difference in the schools of America as he had discovered between the systems of education in existence in Victoria and South Australia. Each locality in America was proud of its school, and many places went beyond what they could afford to build a fine school. They did not like to have it said that there was a better school in a neighboring town. So it was with text books and new projects in teaching. They spread like measles. It was a perfectly Nowhere else in the English-speaking natural fact just as girls in Australia

Old Ideas Exploded.

never been able to read "Paradise Lost" since he left school, because he was obliged to parse parts of it. He could never enjoy Gray's elegy in a country churchyard for the same reason. The old idea was that rigorous training should be insisted upon. That doctrine had been exploded during the past few years. It had come to be realised that discipline for service was preferable to discipline secured under compulsion. The caildren came into the schoolroom like animated question marks and demanded a type of information that no one a few years ago had any experience of. It was difficult to keep pace with the times. The question that might well be asked was-where were the children to be educated-inside or outside of school? Education meant the sharpening of the wits, and it might be turned in bad directions! as well as in good ones. The public had the right to know what the schools were doing for the welfare of the future. In other words, what were they doing towards good citizenship? It had been found that the number of words in common use was limited. What was the use of teaching words which were not required? The same applied to mathematics What should be taught were the things of everyday significance. Consequently many old text-books were being discarded. With regard to mathematics, the Professor said, with a pause, "Well, why-why torture the children-that's all." They were beginning to put two and two together in order to see that the results were satisfactory. In America they were not quite sure where they were going, but they were going. Education, in his opinion, should be of a character that would help boys and girls to form reasonable opinions. In America they read Shakespeare, but they also read the newspapers in their class-rooms, and criticised the statements so as to find out the truth. In conclusion, Professor Russell stressed the importance of the influence of education on democracy. Professor Chapman thanked the lecturer for what he described as an inspiring and suggestive address.

Lecture on Education by Professor J. E. Russell. "Register" April 27th 1928