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without the teacher, and his personality is invaluable, his testimony indispensable. Indeed, the department was created and maintained for the benefit of the teacher, so that he may be thoroughly equipped and fully effective for a task which cannot be tested in examinations or measured in statistics. His calling is both a profession and a vocation. It demands learning and skill and sympathy. It also calls for disinterestedness, for in the lower grades, which are often the most hard-worked, it is isolated and underpaid, and rarely justly appreciated. Yet more than statesmen, and probably not less than churches, the teachers are builders of the State, educating the power, shaping the ideals, and tempering the character of the coming citizens. If immortality of influence is treasure which thief cannot steal or moth corrupt, then the worthy instructors of youth, in spite of their present drawbacks, are much to be envied.

Among the educational events of the year has been the Empire Conference, whose delegates included the South Australian and Victorian Directors of Public Instruction. Although they went to learn, it appears that they remained to teach the Empire experts valuable lessons concerning the co-ordination of practical and scientific training and higher education in the Commonwealth. In this State much still remains to be done under this head. One democratic movement is in the direction of erecting a free ladder from the kindergarten to the university, but before the communication can be fully established it will be necessary to review the ideals and methods of Australian universities. Upon this subject Professor Jordan has recently shed valuable light by describing the service rendered in the United States by a typical university. In a general way its function represents an extension of the new education as the phrase is understood relatively to our State schools. The methods seem to be admirably adapted to realize the principles that knowledge should end in action, and that the kind of knowledge best suited to an individual is that which conduces to personal effectiveness. The American university exists to develop the talent of the community—its best asset—which is distributed among all classes, and particularly the rural. Its teaching is strictly educational and practical. Examinations and scholarships are abolished, and young men are trained to begin life in overalls and let promotion attend on merit. No preference is shown for literary or scientific courses; each student follows his bent, and finds culture in thoroughness. The atmosphere of the university supplies tone, and association with professors and fellow-students with varied experiences and aims furnishes broad visions. In contrast to the ideal of erudition in the German university, and that of culture in the old English halls of learning, the American institution, while uniting scholarship and grace, is remarkable for a practical power eminently needed under Australian conditions, which are analogous in more respects than those derived from the similarity of the political federations of the Republic and the Commonwealth.

The continuation classes in State schools, which have now been established in various rural centres, are presumably intended to qualify promising students for higher education; but, if the Adelaide University is to be made as practical and useful as its American contemporary, several reforms will be necessary. Examinations which encourage cramming, whether conducted by inspectors or university examiners, are anti-educational, demoralizing, unnecessary, and opposed to the ideal of personal effectiveness. Unfortunately, it is difficult to dislodge them. Although in State schools examinations have been much modified, the improvement seems to be more nominal than real. The slow growth of the reform implies, in a sense, a reflection upon the average teacher; but the average here is affected greatly by the status of a large number of provisional instructors. These back-block pioneers deserve the gratitude and sympathy of the public; for they are far removed from educational influences, and until lately have been quite neglected. It is doubtful whether the new university-trained teacher will be the equal of the old-time practical instructor, for the academical course is not yet capable of ensuring professional effectiveness. The chief weakness of our State educational system, taken broadly, is that—while there is a paid director of the elementary branch, who is expected to keep abreast of the times, originate reforms, and maintain a staff charged with enthusiasm—the higher branches are allowed to drift, so far as any preventive measures are concerned, into the care of amateur irresponsibility, with, as one result, the risk of neglect to co-ordinate the whole of the activities in a scheme alike comprehensive, economical, and efficient. While this condition continues, the dream of a democratic ladder reaching from the kindergarten to the university will remain a dream. There is no justification whatever for broadening the avenues to higher education unless that higher education is also expanded to embrace the infinite variety of individual tastes and capacities, and to offer a fair prospect of recovering the

undoubted talent of the community for the sole purpose of expressing it in practical power applied to national development.

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THE UNIVERSITY OF ADELAIDE.

A meeting of the council was held on June 25. There were present the Chancellor, the Vice-Chancellor, Hon. G. Brookman, Professors Stirling, Bragg, and Mitchell, Rev. Dr. Jefferis, Mr. Chapple, Mr. S. T. Smith, Mr. Isbister, Mr. Murray, Rev. H. Girdlestone, and Professor Ennis. The library committee drew the attention of the council to the urgent need for further accommodation. The question was considered, and referred to the finance committee for consideration and report. The attention of the council was also called to the necessity of providing further accommodation for the students in consequence of the present rooms occupied by them being needed for teaching purposes. This question was also deferred for further consideration and detailed report. Miss E. M. Bunday, Mus. Bac., presented a valuable collection of books to the University library. The council directed that their thanks be conveyed to Miss Bunday for her gift. Professor Peterson, of the University of Melbourne, and Professor Ennis were appointed examiners of exercises submitted for the Mus. Bac. degree. On the recommendation of the board of examiners Mr. Harold Whitmore Smith, B.Sc., was awarded the Angus engineering scholarship for 1907. The details of subjects for the primary, junior, senior, and higher public examinations of 1908 were approved by the council.