

WORKERS' EDUCATION

Conference of Association

PLANS FOR YEAR ARRANGED

Plans are nearly completed for the seventh annual conference of the Workers' Educational Association of South Australia. The session will be held on Thursday, March 22, in the Institute Buildings, North terrace.

A free public lecture will be given by Prof. H. H. Woollard, M.D. (professor of anatomy, University of Adelaide) on "Brain and Intelligence."

Regular classes of the association will begin on March 26. For the last few years the number of students attending has been more than 1,000. Indications are that the 1928 enrollment will constitute a new record.

Two free public lectures at the Prince of Wales lecture room, University of Adelaide, will precede the annual conference.

Mr. A. L. G. Mackay, M.A., M.Ec., (director of tutorial classes) will speak on "The History of Human Thought" on March 13 at 8 p.m. At the same place and hour on March 15, Dr. A. C. Garnett, M.A. (Litt.D.), will lecture on "The Psychology of Primitive Man."

The department of tutorial classes of the University of Adelaide, in co-operation with the Workers' Educational Association, has arranged for the following classes to be conducted either at the University, Trades Hall, or at Port Adelaide during 1928:—

Tutorial Classes—Public speaking, music, psychology, economics, philosophy, English literature, chemistry, and physiology.

Lecture Classes—English literature, psychology, economics, modern world history, the drama, English, choral and class singing, public speaking. Study Circles—Australian economics, capital and labor relations, problems of human reproduction, physics, gardening, and Dante.

Classes, study circles, or monthly lectures will be conducted at Gawler, Murray Bridge, Riverton, Angaston, Burra, Torrens, Port Pirie, and Strathalbyn.

there were comparatively few documents in the North terrace building. Today there are more than 260,000.

The principal interest of Mr. Pitt is the Historical Society, of which he is secretary. He has read many papers for it and other learned societies, including the Adelaide session of the Australasian Association for the Advancement of Science, when he discussed the responsibility of Governor Gawler for the financial crisis of 1841.

Mr. Pitt takes an active interest in the lighter forms of recreation, principally tennis and dancing.

AUSTRALIAN FORESTRY SCHOOL.

The first academic year of the Australian Forestry School in its permanent building began on April 11 and ended on December 12, 1927. The year's work was carried out under difficulties. The loss of Professor Jolly from the position of principal, and the late start due to the non-completion of the building and the initiation of practical work in a new forest region, all combined to make the year an arduous one. The staff consists of Mr. C. E. Carter (B.Sc. (Agric.), M.F. (Yale), who lectures in silviculture, forest botany, forest mensuration, and wood structure; Mr. H. R. Gray (M.A., Dip. For., Oxon.), who lectures in forest management, forest protection, and forest products; Mr. A. Rule (M.C., M.A., B.Sc., For.), who lectures in forest utilization, forest entomology, seasoning and preservation, and acted as registrar and librarian. In addition, Mr. Nunn (licensed surveyor), a senior student, lectured in forest surveying. The number of students at the opening of the school was 16. One student resigned after the second term, leaving 15 to complete the year. In addition, a laboratory assistant took part in lectures with a view to qualifying in three years. The students were divided between States, and years, as follows:—New South Wales, 6; Victoria, 2; South Australia, 1; Western Australia, 4; Queensland, 1; Tasmania, 1. The institution is capable of accommodating 28 students. Mr. Carter had hoped that a nucleus of research men would have been created by the establishment of four scholarships for honours men from the universities. Unfortunately, the amount required was not made available, and the training of research men had to be abandoned for last year. The work of the students was on the whole satisfactory, and when it fell below standard it was not due to lack of energy or concentration on the part of the students, but to lack of fundamental training. Among the 15 students, six were admitted under the special provision exempting officers of the service from university qualifications.

ledge that it arouses a desire to know more, and acts as a driving force in the quest of fuller information which will add to the power and the joy of life. And this is one reason why a thorough grounding in English is so desirable. Literature is probably the most potent vehicle for the acquisition of knowledge, and the formation of ideas.

A sense of beauty may be cultivated through the eye, but it takes the tongue or the pen of the person who has mastered the art of English to express and convey to others what he has absorbed of the beauty with which the world abounds. The loveliness of the "vernal bloom, or summer rose, or flocks, or heads, or human face divine," which Milton remembered with wistful longing after his blindness, can be all the better appreciated by those who have acquired some measure of the great poet's facility of description. Indeed it is not too much to believe that an enthusiasm for nature and her manifold moods and forms of beauty has been awakened in thousands of people by the arresting descriptions of the great writers of all times and countries. A happy phrase, a felicitous expression by Shakespeare, Milton, Wordsworth, and a host of others not infrequently introduces the young mind to a realm which continues to unfold new fascinations the more thoroughly it is explored. The use of all art is to introduce the student to nature, and literature is pre-eminent amongst the arts. If it be true that "we first love when we see them painted, things we have passed perhaps a hundred times nor cared to see," it is more emphatically true that we are led to love the truly noble and worthy by the reaction of the mind of the poet or descriptive writer on our own imaginations as we read their impressions and meditations on the world around them. But the power of English is not confined to description of natural objects, nor to their idealisation. There is no department of knowledge where its value is not apparent. Everybody must have been impressed at times with the difference there is between listening to a speaker who is able to clothe his thoughts in suitable and suggestive language, and listening to one who although thoroughly familiar with his theme, is all the while hampered by an inability to convey to his audience the things that are struggling for expression. Even the greatest word artists may at times find themselves at a loss for the august form of words, and like Tennyson have to exclaim, "I would that my tongue could utter the thoughts that arise in me." If with his affluence of vocabulary and artistic taste he experienced difficulty, what must the position be of those whose education in this particular direction has been neglected?

ADV. 10-3-28

THE AUSTRALIAN FORESTRY SCHOOL.

The report of the work of the Australian Forestry School for last year states that operations were carried out under difficulties. The loss of Professor Jolly from the position of principal, the late start due to the non-completion of the building, and the initiation of practical work in a new forest region, all combined to make the year an arduous one. The institution is capable of accommodating 28 students, but having in view the comparative novelty of scientific forestry in Australia, it must be regarded as rather encouraging that it started working at little over 50 per cent. capacity. It was hoped that a nucleus of research men would have been created by the establishment of four scholarships for honours men from the Universities. Unfortunately, the amount required was not made available, and the training of research men had to be abandoned for last year. The work of the students was on the whole satisfactory, and when it fell below standard it was not due to lack of energy or concentration on the part of the students, but to lack of fundamental training. Among the 15 students, no less than six were admitted under the special provision exempting officers of the service from University qualifications.

ADV. 13-3-28 ELDER CONSERVATORIUM ASSOCIATION.

THE ANNUAL MEETING.

The third annual meeting of the Elder Conservatorium Association was held on Monday evening at the Conservatorium, North-terrace. The chairman (Mr. Winsloe Hall) apologised for the absence of Mr. J. G. Reimann.

The secretary (Mr. Stanley B. Harry), in reading the report, said five meetings of the association had been held during the past year, with an average attendance of 120 persons. It was regretted that Mr. Clive Carey had severed his connection with the Conservatorium, and the members of the association wished him bon voyage. During the year members had had the opportunity of hearing an address by the world-famed pianist, Sir I. J. Paderewski, and thanks were due to the Director of the Conservatorium (Dr. E. Harold Davies) for the arrangement. Eight committee meetings were held, with an average attendance of six members. The membership of the association now stood at 207, an increase of 43 members over 1926. The finances of the association were in a better position this year than last, there being a credit balance of £14 1/2. The secretary suggested that a message wishing bon voyage be sent to Miss Peggy Palmer and her mother, Mrs. Smedley Palmer (a member of the committee).

Mr. Winsloe Hall stated that, according to the rules, there was only one vice-president, and suggested that another be elected. It was moved and seconded that Mr. Harold Parsons should be appointed vice-president. The motion of Mr. Harold Parsons that the attendance at meetings should not be limited to members of the association only, but that members be allowed to bring a friend and a charge of 1/ be made, was adopted.

The election of officers was as follows:—President, Dr. E. Harold Davies; vice-presidents, Messrs. H. Winsloe Hall and Harold Parsons; committee, Mrs. M. Hyde and Mr. Arthur Williamson (representing past students), Miss Valda Harvey and Mr. Alex. Burwood (representing present students), Madame Delmar Hall and Mr. George Pearce (representing the teaching staff), and also one member of the students' common room committee; secretary and treasurer, Mr. S. B. Harry.

Archivist and Librarian

A mine of information on South Australian history is Mr. George Henry Pitt, B.A., guardian of the archives of the State. He is also a well-known identity of the Public Library staff, and in this capacity has placed the feet of many seekers after knowledge on the path they should go.

Born in Norwood 37 years ago, Mr. Pitt



MR. G. H. PITT, B.A.

was educated at Rose Park and Norwood schools, and at Prince Alfred College. While still in his teens he joined the Public Library staff in 1906. Engrossing as are his duties there, he found time to attend his studies at Adelaide University, where he graduated Bachelor of Arts in 1920.

In 1919, when Prof. G. C. Henderson prevailed on the Government to inaugurate a department of archives, Mr. Pitt was placed in charge, and has remained in this position ever since. The building which housed the archives was originally a Government store, and later an armory. In 1920 it was finally re-arranged to accommodate the archives. At that time

Once again the Public Examination Board of the Adelaide University has directed attention to the unsatisfactory standard of English revealed by papers submitted to them. While admitting that there is a gratifying improvement on last year's results, they point out that not many candidates reached the credit list. This is an undesirable position, and one which calls for careful consideration by teachers of all grades. No more important subject, in British communities, can engage the attention of those who direct the studies of the young. Opinions vary widely concerning many aspects of education, but it cannot be doubted that a mastery of English is a first essential to entitle a man or woman to rank amongst the cultured classes in Australia as in all parts of the Empire. The Examination Board found ground for hope for the future in the measure of success that has been attained by concentrating attention on backward charges. This they believe is "an earnest of what might be done with better facilities for the teaching of English." Methods of teaching no less than the subjects to be taught have loomed large in the vast mass of literature which during recent years has issued from the press. New theories of child psychology have been responsible for a fresh view, not only of the capacity of the child to imbibe knowledge, but also of the means by which it is to be imparted. The mere memorising of facts is only a small part of the work of education, and in some instances it is not education at all in any true sense of the word. Knowledge that does not awaken interest or inspire wonder or stimulate thought has but little, if indeed, any value. "That man is always happy," remarks Ruskin, "who is in the presence of something he cannot know to the full, which he is always going to know." It is not the least noteworthy of the characteristics of effective know-

Of course, the teaching of English is only one branch of education, but it is a vital one. The Examination Board quite properly speak of what may be expected with better facilities for teaching English. Naturally it is desirable that in every branch of instruction the equipment for the work should be as complete as circumstances will allow, but of greater moment than the facilities is the personality of the teacher, for it is to him that the pupil will look for his ideals. Some surprise has just been occasioned in England at the appointment to the position of headmistress of a large new public school of girls in Gloucestershire, of a lady who has had no previous experience in teaching. She was chosen from a list of applicants which exceeded 100. On the selection committee were such notable educational authorities as Dr. Norwood, headmaster of Harrow, and Lord Gisborough, and her application was supported by the Duchess of Atholl. The reasons given for passing over a number of women who had filled important educational posts, and choosing Mrs. Housion-Craufurd, included a conviction that "she is well qualified to form character and to create a spirit of service and initiative which we hope will be the mark of the new school." Her influence with girls has been abundantly demonstrated by her work in organising the Girl Guide movement in Scotland, which now numbers 64,000 members. The selection is admittedly an experiment, but the animating principle is a proper one. To form character, to develop initiative and a true sense of responsibility, as well as to create a wide outlook, are at least as important as furnishing the mind with the stores of academic lore which is commonly regarded as the mark of a liberal education. In all this work English must have a foremost place.

The will of Mr. Edward Neale, formerly Mr. Edward Neale Wigg, gentleman, of Medindie, who died on December 12, 1927, has been admitted to probate. The estate is sworn not to exceed £21,670, the bulk of which is left in trust to his widow. A bequest of £1,000 has been made to Adelaide Children's Hospital to endow a cot in memory of his son, the late Dr. Frank M. Wigg. On the death of his widow, after payment of certain annuities and bequests, the ultimate revenue of the estate has been left to the University of Adelaide for medical research work. Mr. Neale expressed a wish in his will that the money be devoted to cancer research.