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land and a rest of some months in one of the southern counties enabled him to return to South Australia much benefited. Mr. Maughan has always been a hard worker and an enthusiastic educationist. In appointing him to the office of Director of Education in 1913 the Government recognised that, besides his natural ability, broad grasp of educational principles, academic acquirements, and long pedagogic experience, he possessed all the other essential qualifications. His courteous manner and tact in dealing with difficult situations made him popular with the inspectors and with the teachers in all grades of the service. A trait of Mr. Maughan's character which must have contributed largely to his successful career in the Education Department is his unbounded love for children, particularly the infant pupils. In the retiring Director all the institutions connected with the public schools found a warm supporter and an earnest worker. He was for many years the treasurer of the Public Schools Floral and Industrial Society and the Decoration Society. In the position of president of the South Australian Teachers' Union in 1898 he displayed ability and tact, and gained and maintained the confidence of the teachers and the officers controlling the department. He has always taken great interest in military matters, and years ago he served in the volunteer forces. Soon after his removal to Yorke Peninsula he took charge of the company there, and raised its strength to 100. On his appointment to Sturt-street he was transferred to the 1st Battalion of Infantry, and when the military forces were reorganised in 1896 Captain Maughan was one of the officers chosen for active service.

LIBERAL WOMEN'S EDUCATION ASSOCIATION.

A meeting of the above association was held on Monday evening, Mrs. C. R. Morris (president) in the chair. Mr. Angus Parsons, K.C., M.P., delivered an able address on education for adolescents. The subject being of vital importance there was a good attendance, and the speaker was listened to with interest. He pointed out that education was not a matter of party politics, but of social foundations, which must be strong enough to support the strain of present conditions. While the mind of youth was plastic, it must be guided in its impressions, and not be left a prey to the agitator or the greed of those who would exploit it for mercenary purposes. Free education was compulsory between the ages of 6 and 14, after which the young of both sexes were too often thrown out into the world to become wage-earners, at a time when they were most susceptible to temptation. There should be a period of further education for those fitted to receive it. Germany, in her policy of gaining world power, had realised the power of an educated people, and no person could hold a civil service appointment there unless he had continued his education until the age of 30. The Scottish people made great sacrifices, so that at least one member of the family might have the advantages of higher education. In America great strides had been made in the matter of educational facilities for the workers. Not all children were suited for higher education, but, as Professor Wallace had pointed out, at least 25 per cent. had the necessary qualifications. The Act of 1917, for the compulsory technical training of apprentices, was a step in the right direction. A Bill had recently been introduced in England, whereby an additional £10,000,000 was to be expended in education for the masses. He was strongly in favor of residential colleges for men and women students, where sport and physical culture should vary the mental curriculum. Man was not only made to be prosperous, but to realise ideals higher than the ideals of yesterday. The fields of sport were as essential to the national character as the fields of learning. South Australia had a band of zealous and public-spirited teachers, who were to be honored for their efforts, but they were handicapped in many ways. Parents did not always respond to the advantages offered to their children, for out of twelve bursaries available for the study of medicine at the University, carrying an allowance of from £20 to £40 per annum, some went begging. In bringing further educational facilities to the youth of the city, he would also take it to the youth of the country, for the bulk of our wage-earners were agriculturists. Mr. Parsons was heartily thanked for his address at the instance of Messrs. K. H. Weston and A. Bounay.

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Dr. A. Campbell Magarey, of Rose Park, one of the best-known and most popular medical practitioners in the metropolitan area, died at a private hospital in Adelaide on Tuesday morning. He became ill about a week ago with influenza, and pneumonia quickly developed. He went into hospital on Sunday. He was widely known and highly esteemed for his kindly disposition; and his exceptional skill both as physician and surgeon had built up an important practice. He was a son of the late Mr. A. T. Magarey, of Mount

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MEDICAL RESEARCH.

Sydney, May 27. At a meeting of members of the medical profession in Sydney a motion was carried advocating the establishment of a national association for the purpose of carrying out medical research work for the prevention and treatment of disease. The mover said an attempt should be made to raise £50,000, and a Government subsidy of an equal amount should be asked for to endow the institute. The meeting resolved to form itself into a committee to give effect to the scheme, and to name the association the Medical Research Association of Australasia.

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DIRECTOR OF EDUCATION.

There would be little exaggeration in the statement that there's been no luck about our national education house since the untimely death of that—in spite of his limitations—great directing genius, the late Mr. Hartley, who in the special circumstances of his day was probably all the better suited for his difficult tasks because he was autocratic in his administration. Even now are visible, among many causes of criticism, good results of the right kind of autocracy displayed at the right time to the right people. Enduring admirers of Mr. Hartley still think and say that the effects of his death upon the department of State which he had worked up to such a condition of systematic control disprove the truth of the old maxim that no man is indispensable. There is little doubt, at any rate, that it would have been well for South Australia if the founder of the Hartleyan education methods had lived to complete his designs. This assertion, however, casts no reflection upon the gentlemen who succeeded him to the extent that he has had any successor—for he has had none with equal powers and official authority. Most of them have inherited a legacy of woe, and the retirement of Mr. Maughan through ill



LATE DR. A. C. MAGAREY.

Lofty, and was born in Adelaide about 35 years ago. Educated first at St. Peter's College, he later graduated at the University of Adelaide, and then continued his studies with further success in London. He was married in England just before his return to Adelaide and has left a widow and three little girls. He rendered valued services at the Adelaide Hospital, the Children's Hospital, and in private practice. At the University he was demonstrator in anatomy, and he had been Secretary of the Adelaide branch of the British Medical Association. He did eight months' war service at Rabaul (New Guinea), whence he returned just after the armistice was signed.

Principal Federal

health, not long after his predecessor had died from overwork and worry, suggests whether there is not in the office too much of strain for any ordinary mortal to bear. The conditions of the work must be considered as well as the personal qualifications of the new Director of Education in connection with the appointment of that officer.

Resolutions by the Public Teachers' Union to the effect that—(1) There should be no haste in making the appointment; (2) that the remuneration of the Director should be increased materially; and (3) that applications ought to be solicited from competent men in all parts of the English-speaking world—are significant regarding an impression that all is not well in connection with the methods of teaching, and they indicate an element of personal mistrust and friction which should receive prompt attention. While "haste" must be deprecated in this matter, in common with others, much depends upon the interpretation of the word. Certainly too much expedition cannot in reason be used in thoroughly reorganizing the Education Department, which—through the causes already stated—has not been under definite and continuous direction for several years. The salary granted by Parliament to the Director is much less than would induce a really competent educationist to undergo the stress and strain of the reorganization and control of a "system" which needs systematizing. This is an instance to which is peculiarly applicable the saying that it pays better to give some men £10,000 a year than to allow others to undertake their duties without any payment at all. Wherever the new Director may come from, and whoever he may be, the Government will not satisfactorily discharge the obligations connected with the appointment unless they act on the principle that more has to be done than merely the selection of an officer. They must also revise radically the whole basis of our education system—a system which, frankly, cannot justify itself by the average quality of the product which it turns out year after year.

So far as the prime duty of the incoming Director is concerned there should be a clear instruction that he shall really direct—travel regularly through the State to enable him to do so, and not be restricted by clerical and routine work in the city. If a local man should be chosen he ought, before beginning his ordinary administration, to be sent to make observations of educational progress in the other parts of the Commonwealth and the United States as an essential preliminary to his task of reorganization—a duty which none but a man strong in mind, in body, in will, and in academical attainment can attempt to perform with any hope of success. In relation to the "system" itself, one absolute necessity is the abolition of "cram;" another is the provision of a thoroughly practical curriculum; and one more is a substantial reduction in the numbers of the separate classes.

DIRECTOR OF EDUCATION.

From J. EMLYN ROBINSON:—Your correspondent is surprised that more stir & post haste about this position. The want of public demonstration can be taken as a compliment to the importance of the post. Every one recognizes the great and pressing need of education at the present time, and all are waiting to welcome the man who will be able to popularize the schools among the scholars and citizens. As one correspondent writes, it is "cram" rather than education we have now. This cramming of the general scholars to get them up to the level of the precocious one is the ruin of our present system. It could not have originated from the man who has a practical everyday knowledge of the common boys and girls. Our high schools are a curse to the rising generation rather than a blessing their creator intended. The physical strain of the homework undermines the health, the enthusiasm, and the courage of the student. The season of the year in which the annual exams are held needs changing to midwinter, that the trying weather of November and December may be avoided in that final slavery the student puts in. Surely no importation can understand our Australian youth as our own trained men can? Then where can a man get the experience necessary to fill the bill? From the quiet halls of the University or the busy-busy of the busy life he has to equip his pupils to move among. One correspondent advocates a young man as an encouragement of the men in the service. That does not work out so, for the younger the man appointed the more men are cut out of ever having a chance to fill the highest office. From every standpoint, respect, honours, irreproachable character, practical experience in every branch, a reputation for loyal devotion to the service he has so long inspired by his own conduct that cannot be excelled, no Government can possibly do otherwise than appoint the present Acting-Director, Mr. Charlton. If the present Minister of Education does not make this appointment he will shock his many friends, and lose the opportunity of doing the educational movement of this State a great benefit. One side of this question should be considered when the rearrangements of the officers are made. From my experience of the department under at least four different Directors, the position of Director of Education has been loaded with the million wants of school buildings, yards, &c. This should be a separate branch altogether from the educational. An enormous amount of time, worry, and study of subjects, apart from education, is caused by trying to carry on two quite different classes of work by the same man with injury to both. It is a Director of Education that is needed—not a semi-builder, repairer, cleanser, and renovator of a thousand school premises. The two do not harmonise—they require different training, and are as far apart from each other as the Hydraulic Engineer's Department is from the Attorney-General's. Thousands of your readers are looking for Mr. Charlton's photo in the Register with the words "The new Director of Education" under it.

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DIRECTOR OF EDUCATION.

Although local applications for the vacant position of Director of Education closed last Tuesday, and some were received, it does not necessarily follow that the selection will be made from among them. The Government is not going to be in any hurry over the matter, as it is recognised that important considerations are involved. There is a feeling that Cabinet has been desirous to ascertain what local talent in offering for the post, and that a wider field of choice, not only in Australia, but outside of it, should not be sought for what is regarded as a "big" man for a really great and vital department. That course may yet be followed, although Ministers are not communicative, and merely intimate that "consideration is still being given to the subject."

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DIRECTOR OF EDUCATION.

From "HARTLEYAN":—Having read the able leader in the Register on this subject, I think that the following extract from an old country paper of April 6, 1919, may be of interest, as showing the qualifications necessary for the position of head master. If such qualifications are required for the governing of a school in a town where the population in 1911 was less than 30,000, how much more important is it that the Director of Education for South Australia should hold, not only the diploma of education, but also academic qualifications equal to, if not higher than, those held by any of his subordinates.

—Extract Referred To.—
"Inverkeithing.—Head Master.—The following is the short list for the head-mastership of Inverkeithing School:—Messrs. James G. (Gibber), M.A., B.Sc., rector, Annan Academy; John T. Pearce, B.A., B.Sc., head master, Tranent High School; William Forbes, M.A. (Hon.), Grade School; William Forbes, Edinburgh; A. B.Sc., George (Heriot's) School, Edinburgh; J. Ross, M.A. (Hon.), B.Sc., head master, Greta; John H. Stewart, M.A. (Hon.), B.Sc., Principal, William Douglas, M.A., Madras College, St. Andrews; James L. Skilling, M.A., B.Sc., head master, Busby District Public School; John Mason, M.A., head master, Ecclefechan Public School; James M. Miller, M.A., D.Ed., &c., North Kelvinside Higher Grade School."