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have checked the spread of the fever. For the purpose of controlling and eliminating malaria experiments have been made in Arkansas and Mississippi. A crusade has been conducted against mosquitoes—the carriers of the germ. Screening houses have been erected, and quinine, a preventative against infection, has been distributed in large quantities among the inhabitants. To ensure a plentiful supply of well-trained health officers, the Foundation has established a School of Hygiene and Public Health at John Hopkins University, Baltimore, and the Department of Public Health Administration is at present under the directorship of Sir Arthur Newsholme, of London. Laboratories and facilities for research are provided, and arrangements are made with the city, State, and Federal health departments for training in the field. Included among those who have gained fellowships at the school are representatives from Brazil, France, Czecho-Slovakia, and China. Funds for medical education have also been presented to the University of Chicago; and because Canadians, to use Mr. Rockefeller's own words, "have without stint sacrificed themselves—their youth and their resources—to the end that democracy might be saved and extended," \$1,000,000 has been allotted to the use of various medicine schools in the Dominion. The wise generosity which Mr. Rockefeller is displaying in the use of his wealth will cause the world to regard him as a public benefactor rather than as an "oil king."

The health of the Chief Secretary (Hon. J. G. Bice) has much improved, but he will not return to his office for some days yet. Our New York correspondent telegraphed on Wednesday:—It is announced that Mr. John D. Rockefeller during the past year gave \$14,000,000—besides his usual appropriations to the General Education Board—to promote education in the United States without distinction of race, sex, or creed. Of this huge sum \$1,200,000 is being devoted to the assistance of the colleges and universities and for the increase of teachers' salaries, and \$4,000,000 for the improvement of medical education.

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### TRAINING OF TEACHERS. Instructional Methods and Accommodation.

For many years past there has been an insistent demand for additional facilities being provided in the State for those students who intended to take up teaching as a profession. In few educational directions has there been a greater advance made throughout the world than in the tuition of those whose duty it was to instruct, it being realized that the old idea that any one with a fair education was full qualified to impart knowledge to the rising generation was entirely erroneous, and that special attention must be paid to the thorough preparation of male and female teachers. The necessity for the establishment of a properly equipped training college for teachers has been recognized for some time, and last year, at the instance of the Minister of Education, Cabinet approved of the erection of a building of a college, and the sum of £20,000 was placed on the Estimates for the work. A beautiful and most suitable site at the foot of Kintore avenue, and overlooking the military parade ground and the river was selected, and the architectural division of the Public Works Department have now taken in hand the work of preparing plans and specifications for an up-to-date block of buildings. Necessarily, however, some considerable time will elapse before the new training college will be ready for occupancy, and it was realized early this year that temporary accommodation would have to be provided in order to meet the unprecedented rush of students. In the past the education of embryonic teachers has been of a somewhat haphazard character, thoroughness having been rendered impossible by the facts that the educational establishments for the students were widely scattered, and a proper cohesive system could not be established. The largest number of students enrolled up to the end of last year was 150, but the department has been confronted this year with an enrolment of 295 students.

—A Temporary Building.—  
After much thought and many enquiries a very suitable site for a temporary college was discovered, this being the western block of buildings at the rear of the Museum, which at one time formed police barracks, and was subsequently utilized as military offices. Although the site was only chosen a few weeks ago, a considerable amount of remodelling work has already been done there. Contractors have been at work for about a fortnight demolishing certain parts of the old building, increasing the size of rooms, providing additional light, and ventilation, and thoroughly renovating the block. According to the plans of the alterations there will be provided six large classrooms, of an average size of 35 ft. by 21 ft., cloak and luncheon rooms, lavatories, teachers' room and library, principal's office, &c. Both the ground and first floors will be used, and it is expected that the work will be completed in a few weeks. An argument in favour of the site is that it is quite close to the University. In the meantime the students, who are already hard at work, have obtained the use of classrooms at the University. With the approaching end of the long vacation, however, this temporary arrangement will soon cease, so the reconstruction work at the old barracks is being pushed on with the greatest possible rapidity.

—New System of Instruction.—  
It was only at the beginning of this year that the new system of training students desirous of becoming teachers was brought into existence. An innovation was the establishment of what are known as practising schools, the object being to enable the students to receive practical experience in the art of teaching as a corollary to the theoretical education imparted to them in the lecture hall and classroom.

In a modified form a similar plan was in operation last year, but now the principle has been adopted on a solid foundation, and certain appointments of teachers and schools have been made in connection with the work. There are six practising schools, namely Flinders street primary, Gilles street primary and infants, Currie street primary and infants, and the "model country school" at Currie street. The control of the work from the instructional point of view is in the hands of the following masters and mistresses of method:—Mr. E. Bosch, Flinders street; Mr. W. J. Gunn, Gilles street; Mr. T. H. S. Nicolle, Currie street; Miss E. Simpson, Gilles street; Misses V. Newman and P. Watson, Currie street. The Training School's students are divided into groups, and are sent with the lecturers of the college to the various schools, where lessons are given by the school teachers or demonstrators, in their presence, the work being supervised by the masters and mistresses of method. At other times lessons have to be given by the students themselves, and all the work is criticised subsequently. By this means the student is afforded constant practice in teaching, and every opportunity is afforded for the learning of the most recent and most approved methods of imparting knowledge. This is the practical side of the training, the theoretical knowledge being imparted in the classrooms. The urgent demand that is being made for education for teachers is being met as thoroughly as is possible by the provision of temporary facilities, but the full scheme of operations will not be able to be carried out with the thoroughness which has been determined upon until the students become established in the permanent building. It is anticipated that, with the expenditure of the sum voted by Parliament, it will be possible to erect a building on the most up-to-date lines and one which will provide every facility for the thorough education of students who have determined to adopt teaching as a profession.

### THE SOUTH AUSTRALIAN ORCHESTRA.

AN IMPORTANT ENGAGEMENT.  
Those who are interested in the future of orchestral playing in this State will learn with great satisfaction that the executive of the South Australian Orchestra have engaged the services of Mr. W. H. Foote, one of England's finest bassoon players, who is expected to reach Adelaide shortly, in company with Mr. J. G. Reinmann. Mr. Foote has an exceptional record as an all-round musician. He is an ex-scholarship student of the Royal College of Music, a competent military band and symphony orchestra conductor, and an excellent solo bassoonist, besides being a capable pianist. For 31 years he was at the front with the Canadian forces, and at the end of the war held officer's rank. His present engagement is for two years, and during that time it is expected that much will be accomplished in the furtherance of orchestral playing in South Australia.

An Orchestral School.  
When the South Australian Orchestra was formed, last year, Professor Harold Davies, the honorary conductor, expressed the opinion that the real solution of the problem of a permanent orchestral establishment would be found in the creation of a school of orchestral playing, which would serve as a training ground for students in all branches, and especially for the instruction of wood-wind instrument players. It is recognised that we have already a rapidly-growing supply of good violinists, and the excellent brass band work which is being done here fully maintains the needs of the brass section of the orchestra. The real lack has always been in the reed family—oboe and bassoon especially—and to a less degree of violoncello and double-bass players. Having these vital needs in view, Professor Davies advised his executive to seek a master of the wood-wind section who would not only be available as a performer in the South Australian Orchestra, but would also undertake instructional work in his own department. Acting on Dr. Davies' instruction, Mr. Reinmann was successful in securing Mr. W. H. Foote, of whose qualifications he speaks in glowing terms.

### A Student Orchestra.

In order to take immediate advantage of Mr. Foote's services in instructional work, the Council of the University have appointed him a teacher of wood-wind instruments in the Elder Conservatorium, as well as conductor of a student orchestra, which is to be formed forthwith. This student orchestra will at once furnish young players with the opportunity of learning orchestral ensemble. It will, of course, be necessary that those who join shall have some initial qualification as performers, but there are many such, and the principal lack hitherto has been experience under the direction of a highly trained instructor. It is fully expected that the energies of the many students of orchestral instruments will thus be effectively co-ordinated, with the object of producing a continuous supply of qualified players competent to take their places later in any professional orchestra.

### A School of Opera.

It would seem that even this is only an intermediate step to the attainment of a larger ambition. Professor Davies apparently looks ahead, for he realises that his ultimate goal should be the creation of a school of opera as the legitimate end and completion of the Elder Conservatorium curriculum. The only hope for the production of opera lies in first forming a permanent and efficient student orchestra, with which it must be associated. For this reason alone, as well as for the advance of orchestral playing as an art in itself, it is hoped that the largest possible number of students will avail themselves of such a valuable means of gaining experience.

Advertiser 5.2.21.

"The World of Sound." By Professor Sir William Bragg, F.R.S. London: G. Bell & Sons.

Professor Bragg, when he filled the Chairs of Mathematics and Physics in the University of Adelaide, won a high reputation both as a scientist of special attainments and as a lecturer who was able to make technical subjects fascinating. In this book, which is based on six lectures delivered before a juvenile auditory at the Royal Institution, London, during Christmas of 1919, the "Fairy Tales of Science" are rendered wonderfully alluring. The volume is charmingly dedicated "to Peggy, Gwendy, and Phyllis, who discussed with me so many of the things in this book as we walked to school in the mornings, and to all the other juveniles (including those of the grown-up variety), who came to the Christmas lectures, and made such a kindly audience." With the themes on which he talked, and with an expositor so skilled in the art of seizing the essential facts and clothing them in simple yet effective language, the audience who listened to Professor Bragg, and who watched with intense interest the absorbing experiments he performed, are to be envied. As the next best thing to the actual phenomena displayed during the lectures the reader of the book has illustrations excellently drawn by Mr. W. A. Robinson from material supplied by the author. The embellishments in decorative headings and tail pieces as well as the pencil vignettes in the text are reproduced from drawings by Miss Audrey Weber. Piquancy is added to the lectures by the fact that they were delivered from the same platform as that occupied by Professor Tyndall half a century before, and that some of his experiments were repeated with the same apparatus as he used.

The lectures of Professor Bragg attracted much attention when they were delivered and the most telling passages from them were published in the principal London papers, to the delight of the general reader. An admirable article summarising some of the more memorable features of the series was printed in "The Advertiser." Christmas is a period for the entertainment of children, but it is seldom that the charming stories told are at once so entertaining, so completely true and so thoroughly educative as are these discourses by Professor Bragg, whose genial personality and kindly nature would greatly enhance their appeal. The subjects are: What is sound? sound in music, sounds of the town, sounds of the country, sounds of the sea, and sound in war. In respect to all of these wonderfully interesting facts are given in a lucid and alluring way, while the narration is made even more clear by the experiments so excellently described and illustrated. No more valuable book of its class could be put into the hands of an intelligent boy or girl who has sufficient education, and the standard would not need to be very advanced to enable the reader to understand

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### AGRICULTURAL EDUCATION.

From J. H. COULTER:—I believe the Government intends to hold short courses (two weeks) in agriculture at Roseworthy Agricultural College in July, to be open to farmers and farmers' sons. Over 50 per cent. of this State's population live within 10 miles of the G.P.O., and the drift of the people to the city still continues. This is more serious than it at first looks, and something should be done to encourage the people (particularly young people) to go on the land. Farm and station life should be made attractive and interesting to them. The necessary education would go a long way in enticing more people to engage in rural occupations. If the local School of Mines, in addition to black-smithing and wool classing, taught agriculture, dairying, veterinary science, poultry farming, &c., and the students of these subjects were allowed to spend the fortnight at Roseworthy with the farmers, much good might be done. I know of cases in Adelaide where some of those subjects are being learnt by correspondence from the Sydney Technical School. Does this not prove that our State is backward in these matters? The Superintendent of Experimental Work has often commented on the scarcity of pigs and the advantage of dairying in this State. Breeding of pigs and other live stock, dairying, poultry farming and fruitgrowing are all sure revenue producers to those connected directly in these occupations, as well as to the State generally. A good knowledge of the subject is necessary, and I believe my idea could be worked with little expense to the State, but with good results to a large number of people. One of the reasons why veterinary science was omitted from the courses at the School of Mines was that a convenient place for practical work was not available. If a course of veterinary science is decided on at the School of Mines, I am willing to allow (free) the use of a large loosebox, yard, and other conveniences (built-in copper, &c.) to the instructor and students on Saturday afternoons. The stables (Kent Town) are not very far from the school. By veterinary science I mean only the elementary work, such as the anatomy of, and first-aid to, the horse. When the Veterinary Surgeons Bill is passed no doubt our University will open a department of veterinary science for those who wish to become qualified.

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