

The Director's Dream.

He dreamt of the day when they would have vocational schools to meet the needs of all these boys and girls. He drew this picture:—

Primary Schools.—With kindergartens and Montessori "conns; foundations laid on which superstructure of boys' education will be erected; character development.

Twenty-one High Schools.—Secondary and commercial education if pupil remains till age of 16 or 17 years.

Domestic School for Girls.—English, trained to study a book; history, to understand the great movements that have built up our Empire, and to take an intelligent part in carving out her destiny; arithmetic, domestic accounts; cookery, laundry, needlework, care of infants, personal and home hygiene, home decoration.

Commercial Schools for those who enter business at the age of 14 or 15 years.—English, commercial history, commercial geography, commercial arithmetic, drawing, business principles, bookkeeping, typewriting, and shorthand.

Junior Technical Schools, for those who will learn trades.—English, history, trade arithmetic, calculations, bench work, drawing, solid geometry.

Agricultural Schools.—English, history, arithmetic orientated towards farming, business principles, bookkeeping, and manual work orientated towards the farm, chemistry.

Modern industrial and mercantile processes were more highly specialised than they were 20 years ago. As civilisation advanced, as the industrial and mercantile processes changed and increased, a new responsibility devolved upon the school to incorporate in the curriculum such subject matter as would give the children in the higher classes some idea of the vocations by which they were surrounded. Unless that was done an undue proportion of them would surely drift into blind alley occupations or into the ranks of unskilled labor.

The Director concluded:—"I trust that I have said sufficient to awaken some interest in a question that must very soon vitally affect you and your work. We shall soon want domestic teachers, commercial teachers, technical teachers. You are charged with a very great responsibility—the responsibility of developing and establishing the national character. I have every confidence in you. I am sure that you will not fail." (Cheers.)

"Losing the Best Men."

Prof. G. C. Henderson congratulated the teachers on the decision of the Cabinet to grant them some relief—relief which they had so long wanted—financially. He congratulated also the Director for, he thought he could divine his influence behind that grant. (Cheers.) He proposed to speak as a member of the Advisory Council of Education, and he hoped that the good opinions about himself which had been expressed by the chairman and the Director at the beginning would remain. (Laughter and cheers.) He referred to a resolution sent by the Advisory Council to the Minister, approving of a policy of selection as teachers of those who combined academic qualifications with practical experience. The object was to improve the status and increase the salaries and opportunities for promotion of the regularly-trained teachers. At present the qualification for entrance to the Education Department was the same as that for the more attractive Civil Service and Railway Service. Unless the vote for education was increased to an extent that would permit the Director to attract young men of brains from the other services the Education Department could not secure the best teachers. It was the practice to consider teachers of to-day as professional men and women, and to compare teaching with the legal profession. He pointed out the method of training lawyers and the difficulty they had in starting practice, and asked if it was reasonable to compare with them 50 per cent. of the teachers who had entered the department from the Observation School in Currie-street. It was not right to call 50 per cent. of the teachers professional men and women. What inducement was there in the Educational Department under the present system for men to equip themselves in the best way for their life's work? Could they not understand why men who had secured B.A. and B.Sc. degrees left the service to go to other States? A stream of poorly-trained and educated teachers poured into the department at one end while the best trained and educated were going out at the other end. How could any department progress if that continued. He disagreed with the prevailing opinion that the more scholarship a teacher had the less qualified he was to instruct. Eighty per cent. of the men and women who had the best academic qualifications were also the best teachers, and if given a reasonable chance would prove themselves the best inspectors, too. New South Wales and Victoria placed a premium on academic qualifications. Of the Victorian staff of inspectors all but two were graduates of the Melbourne University, and each of the two had passed the third year course in arts. Was South Australia right, as were Victoria and New South Wales both wrong? There should be higher salaries for those

"Increased Taxation."

He was glad to see that the Government had decided to increase the salaries of every Government employe over the age of 21 to a living wage. The country was sorely in need of population, but a young man with less than a living wage was reluctant to ask any woman to share family life with him. The Director of Education had done much and would do more, but he would not be able to do all that was required unless the Parliamentary vote for education was increased. Would the recent increase in salary enable him to attract to the department young people who had the higher attainments in education? Educational institutions had for long been starved in this State, and if they were to be restored to a condition of health comparable with those in other States more money would have to be raised. They had a right to expect at least as much expenditure on education per head as in the other States, because they were providing schools for an average of six children, and no other State did that. It would mean increased taxation, but South Australia had a long way to go before the burden was anything like as great as that borne by the British taxpayer. Even while trade was worst during the war, the educational vote in England was increased by millions. There must be an awakening of the public conscience in South Australia on this subject. There was too much talk about the burden of taxation, and too little about the people's wealth and responsibilities. South Australia could afford to spend far more than it was spending on education. The picture shows and other amusements were well patronised, and educational institutions were starved. Boys and girls were the best national asset. The teachers were the true builders of the State, and ought to know their business if they were to do their work well. Their work was quite as important as that of doctors and lawyers, and they needed as good a training as other professional men. It was their duty to go on stirring up the public conscience until they got what was required. No matter was so vital as education, and they must see that justice was done. (Cheers.)

Songs were rendered by Miss Hilda Gill, A.M.U.A.

Herald: 9-4-20

RHODES SCHOLARSHIP OPEN TO ALL AUSTRALIA.

An interesting innovation will mark the election to the special Rhodes scholarship which is being offered this year by the Rhodes trustees to candidates from the whole of Australia. The ordinary procedure obviously cannot be followed, for it will be impossible to get the candidates all together in one place for interview by the selection committee. It has accordingly been arranged that in each State a committee, comprising all ex-Rhodes scholars resident in that State who are willing to act shall make the preliminary selection of the strongest candidate from the State, and send in, along with his papers, a confidential report upon his general qualifications. It is possible that a further vote by ex-Rhodes scholars upon the six candidates so selected may then be taken. Should this be arranged the committee in each State will vote as one body upon candidates from States other than their own, and place the candidates in order of preference. But this point has not yet been definitely settled. The final decision will be made by a Commonwealth committee, consisting of the Governor-General, the Federal Chief Justice, and three persons co-opted by them, of whom one will be an ex-Rhodes scholar who has not taken part in the preliminary selections. The special scholarship, which is of the value of £300 per annum, and tenable for three years, or any shorter period is open to any graduate of an Australian university, provided that he has been domiciled in Australia for at least five years, and will not have passed his 27th birthday on October 1, 1920. In making application a candidate should furnish:—(a) A certificate of birth; (b) a certificate of physical fitness; (c) information as to his war service (if any); (d) a statement covering his educational career at school and university and indicating the course of study he proposes to follow at Oxford; (e) three testimonials from university teachers under whom he has studied; (f) the names and addresses of three other persons to whom reference can be made. Applications should be addressed in a registered letter to J. C. V. Bohan, warden, Trinity College, Melbourne, and should reach him not later than Thursday, July 15. The scholar-elect will go into residence at such time as can be arranged, but in no case later than Oct. 1, 1921.

HIGHER EDUCATION.

The appointment of Mr. William James Adey (principal of the Adelaide High School) to the new office of Superintendent of Secondary Education, and Inspector of High Schools, which was forecasted in "The Advertiser" was made by the Executive Council on Thursday. The selection is sure to be very acceptable to Mr. Adey's colleagues, as well as to the many students who have come under his influence. Mr. Adey is a man of fine character and strong personality. He was born at Redhill on May 27, 1874. He entered the service of the Education Department as a monitor at the Millbrook school in January, 1887. He was a pupil teacher at Houghton and at Sturt-street school from 1890 to 1893, a student at the North Adelaide Training College during 1894, assistant teacher at Quorn, 1895 to 1896, and at Sturt-street 1897 to 1900, and first assistant at Sturt-street from 1901 to 1907. He acted as locum tenens for the head teacher



Mr. W. J. Adey.

at Clare from August to December, 1902. From March to December, 1907, he was a student at Melbourne Training College and Melbourne University, and he also visited schools and colleges in New South Wales and Victoria to gain experience. In January, 1908, he opened and was appointed headmaster of the Adelaide High School. He was subsequently principal of the Adelaide High School, which has since become the largest secondary school in the Commonwealth, with a roll number of 1,100. In addition to his duties as principal of the Adelaide High School, he has acted since 1913 in the capacity of Inspector of High Schools. He has for 10 years represented the Education Department on the committee of the Board of Studies for the public examinations at the University of Adelaide. He holds the Victorian Education Department's certificate in nature work, and was appointed Inspector of High Schools on July 1, 1919. Mr. Adey will now relinquish the office of principal of the Adelaide High School, but he will continue to maintain a close association with it.

Reg. 9-4-20

TEACHERS' CONFERENCE

THE PRESIDENT'S ADDRESS.

The annual conference of the South Australian Public Teachers' Union was continued at the Price Memorial Hall, Adelaide High School, on Thursday evening, when the president (Mr. R. Sutton) was in the chair, and there was a large attendance.

Salaries.

The president delivered his official address. He said they had throughout the year been working quietly and untiringly in the interests of all teachers. Most teachers had possessed their souls in patience, bearing the burdens of low salaries, trusting to the exertions of the executive. Others had not been so patient. When members were disposed to criticise, they should not forget that ultimate results were not always apparent at the beginning, and did not always rest with the executive. Cabinet had approved of an additional sum of £66,675 being placed on the Estimates to increase the salaries of teachers as from July 1, and all teachers in the service would receive increases varying from £20 to £70 per annum. Teachers, especially those in the present classes 8, 6, and 4, would welcome the reduction of the number of classes of schools—there would be seven classes instead of 10 as at present. (Applause.) They were pleased to know that the appreciation of the work and worth

of the teacher in South Australia had begun, and coupled with that appreciation must be mentioned the desire to help of the Minister and the Director. They might now look forward with hope to the time when the teaching profession of South Australia would be placed, as far as remuneration went, on a par with the other States. In nearly every department of business they noted the increased salaries to approximate the increased cost of living. A business manager of any ability received £1,000 a year and upwards for his work, and without depreciating in the least the value of the work and responsibility of the business man, he wished to point out that the teacher had a higher work and a greater responsibility, and was therefore of more importance to the community. The best work could not be expected when the teachers were underpaid. The present increases were efficient to make a great difference in the teachers' outlook in life. He referred in appreciative terms to the work of the Director, and expressed sympathy with the late Director (Mr. M. M. Maughan) in his late illness. They all trusted that the remainder of his life, which had been one of good work and fine influences, would be filled with happiness. (Applause.)

The Union.

There were still some non-unionists among teachers—people who were quite willing to accept the benefits which had been won by the union, but were unwilling to render financial and personal support. In another State the immense benefits which came from a consolidated body, working for certain ends, were so potent that public intimation had gone forth that those who had not been amongst the workers were not to participate in benefits gained by the workers. The idea was that people who were not workers, were not entitled to benefits obtained by those who were. At the Inter-State Conference of public servants last week the following resolution was carried—"That the benefits obtained as the result of action by public service associations apply to members only." He hoped that as a result of the benefits derived by the efforts of the union every teacher in the service would join the union, and so give it increased strength. The battle for the abolition of the fixed ratio of schools had been raging for many years. Under the conditions of the fixed ratio, teachers were paid differing salaries for managing schools of the same size. That anomaly had disappeared for ever. The results were far-reaching. Not only did the abolition give promotion to a great number of head teachers, but it created positions for 21 chief assistants. And more than that. It had increased the number of higher class schools. Consequently there would be, as time went on, more vacancies occurring, which would be filled by further promotions. The union was strongly of opinion that teachers, as well as all public servants, should have access to the Arbitration Court, or a similarly constituted body. They would like to see the Industrial Code Bill which was before Parliament extended, so as to include all public servants.

Long Service Leave.

Long service leave had recently been granted to the teachers of New South Wales, or if such leave had not been taken on retirement, the money value would be paid, or in the event of the death of the teacher prior to entering on such leave, the cash value would be paid to the dependents of any deceased officer. By that act the energies and enthusiasm of the teacher would be preserved, and a more valuable and contented service rendered to the public. The recipient would return to his duties rejuvenated, and his scholars would receive the benefit of his fresh energies. Western Australian teachers had enjoyed those benefits for many years, and often those spent portions of the time granted in watching the progress of education in other States. They were entitled to six months' leave on full pay for every 15 years, or three months for every 10 years. That long service leave was undoubtedly a splendid addition to salaries which were already greatly in excess of those paid in South Australia. The cost would not be great in comparison to the benefits derived. (Applause.) How many in the community had the slightest idea of the kind of residence the teachers are obliged to live in? Many of them were out of date, inconvenient, and utterly inadequate in point of size. Some could be re-modelled, but it would be infinitely cheaper, in a large number of cases, to demolish the present structures. Apart from the teacher's comfort and convenience, his status in a country township needed consideration, and his house should not suffer by contrast with other Government employes or with private residents. Minda