

Secondary Education.

The number of high schools open during the year was 22, Victor Harbour having been made a higher primary school, and a new high school opened at Balaklava. The gross enrolment increased from 3,114 in 1921 to 3,907 in 1922, and the high percentage of daily attendance which was reached in previous years was well maintained. The number of teachers employed was 67 men and 66 women—total 133, of

whom 47 are University graduates. During the year the regulations governing the award of exhibitions and bursaries came into full force for the first time. Sixty qualifying exhibitions were awarded on the results of the qualifying certificate examination, the standard of the work being Grade VII. Forty of these were reserved for the benefit of country children. The work of inspection and examination of the high schools was carried out by Mr. W. J. Adey (superintendent of secondary education and inspector of high school), assisted by Inspectors Jefferies and Martin in the larger schools in the metropolitan area. The report of the superintendent embraces some valuable observations on the organization and government of the schools, and on the methods of teaching, together with some illuminating statistics in regard to enrolment and examination results.

Technical Education.

The report of the superintendent of technical education shows that technical schools were in operation at seven country centres, as compared with five last year. The syllabus issued last year by the department is now in full operation, and has proved most satisfactory. The departmental examinations have been extended during the year, and with further extension of this system considerable improvement in the work is anticipated. Records show that the number of students proceeding to higher grades of work is steadily increasing each year. The classes established under the Technical Education of Apprentices Act have been continued and are now accommodated in three trade schools—the iron workers' trade school, the woodworkers' trade school, and the printers' trade school. The apprentices' advisory board and the various trade committees rendered valuable assistance during the year. The interest of employers and employees in the apprentice training scheme is evidenced by the fact that about £150 was contributed by them during the year as prize money. One hundred and ten apprentices satisfactorily completed their three-year course and received their tradesman's certificates.

The Teaching Staff.

The work of maintaining an adequate supply of teachers to meet the needs of the department was rendered very difficult because of the new schemes of training which were inaugurated in January, 1921, but the difficulties then created should now disappear. In normal years the ranks of the teaching staff are depleted to the extent of about 190 per annum in consequence of retirements, marriages, and other causes, and the Teachers' College needs to furnish an annual supply of about 200 to fill these vacancies and to meet the ever-increasing needs of the department. During the year the college supplied 214 teachers. At the beginning of 1923 there were 209 junior teachers and probationary students in the high schools and primary schools preparing for entrance to the Teachers' College. The schemes of training which were inaugurated in January, 1921, were continued throughout the year. The table in the preceding section shows the number of students in the courses for the current year. All the students attended lectures given by the college staff in the professional subjects, and those who were qualified to do so attended the University lectures in English and other selected subjects. The work of the college staff is seriously impeded by the unsuitable and inadequate accommodation, and it is idle to expect that the ideals and the purposes of the college can be attained until a commodious and properly equipped building is erected. The reorganized system of supervision of boarding houses instituted last year has worked well. Reports are now obtained from members of the staff in regard to the suitability of the locality, sanitary arrangements, baths, &c., size of bedrooms and facilities for study, and from the boarding house-keepers in regard to the general conduct of the students, the time given to study, and the methods of spending leisure hours. The problems of teachers employed in country schools with an enrolment of less than 100 differ from those of their city brethren. The comparatively small enrolment and the consequent need of grouping classes, the plans to be made for keeping all sections of the pupils continuously and profitably employed, and the distribution of the teachers' time so that each pupil may receive a fair share of direct attention, are points which demand much thought, and which materially affect the success of the country school. Practical illustration of the methods to be employed in overcoming these defects were given at schools of instruction conducted by Inspectors Harry, Fairweather, Gold, Warren, Martin, and Jefferies. In

addition to the ordinary work of the school conducted during the prescribed hours, lectures were given in the evenings on educational topics, difficulties in the work were discussed, methods were criticised, and apparatus and aids to teaching were examined and their uses explained. One hundred and fifty-six teachers attended various schools, and a vigorous, enthusiastic, and earnest spirit pervaded the whole of the proceedings. The subsequent reports of the inspectors show that the result in increased efficiency of the schools more than compensates for the extra labour in conducting the schools of instruction.

Miscellaneous.

New buildings planned in conformity with rules which have been approved by the highest medical and educational authorities were erected at Robertstown, Mount Torrens, Price, Moorook, Maranga, Finnis, Towitta, Warnertown, Hog Bay, and other places. The work of remodelling the older schoolrooms which was commenced some years ago was continued up to the limits of the funds pro-

vided by Parliament. The most important works undertaken were at Parkside and Mount Barker, where the schools were rebuilt and brought into line with modern hygienic requirements. There are still a number of departmental buildings, where the lighting, warming, and ventilation are old-fashioned and unsatisfactory. The substitution of modern school furniture for the old backless forms and long desks of former times proceeded slowly because of financial restrictions. Mr. W. A. West, Chief Inspector of Schools, died in November, after a painful illness. Mr. West had served the department with zeal and enthusiasm for 46 years in the capacity of teacher, inspector, and Chief Inspector. The vacant position was filled by the appointment of Mr. T. W. Cole. At the close of the year Mr. W. J. McBride, the senior inspector of the staff, retired after an honourable record of 42 years' able and continuous service in the capacity of teacher and inspector. Vacancies in the inspectorial staff were filled by the appointment of Mr. W. H. Hand, head teacher of the East Adelaide School, and Mr. A. W. Pitt, M.A., head teacher of the Port Augusta higher primary school. I wish to record my warm appreciation of the efforts in the cause of education put forth by the inspectors and the large number of teachers of all ranks. The zeal and enthusiasm displayed by the majority in the discharge of their onerous and responsible duties are beyond all praise. In many schools teachers and inspectors' meetings have been regularly held to stimulate interest, to discuss better methods, and to spread abroad a spirit of progress. The various members of the office staff have worked cordially and efficiently to further the interest of the department.

OFFICIALS' REPORTS.

SECONDARY EDUCATION.

The Superintendent of Secondary Education (Mr. W. J. Adey) states in his report to the Director:—It is gratifying to record that the work of the high schools is marked with growing enthusiasm. The staffs of the various schools are keenly interested in obtaining knowledge of latest developments in secondary problems. The general methods of teaching, organization, and progress were satisfactory, and those school institutions which add to the intellectual life of the school, such as literary societies, camera clubs, field clubs, magazines, and sports associations, were further developed. The need for special library accommodation is being keenly felt, especially in the larger schools. Funds have been raised for the purchase of good literature through the instrumentality of the school staffs and the school councils. Free reading periods and home reading under supervision is encouraged in many schools, but over and above this the need for a properly furnished library, where students can be encouraged to read for themselves and prosecute research in the subjects which they are studying, and in those matters which they take up as activities of the child. A separate room for this purpose is required in every high school. There were 13 domestic art centres open during the year—six in the metropolitan area and seven in the country. In addition to the ordinary school inspections, they were visited by the Supervisor of Domestic Arts, who furnished special reports on the centres and the teaching methods and general progress of the schools. These reports reveal a general satisfactory condition. The teachers appreciate the definite goal of certificates which are now awarded by the department on the completion of a satis-

factory two years' course. Unfortunately we have not sufficient centres to accommodate the pupils who are anxious to attend. The total number of teachers engaged during the year was 133—67 male and 66 female. Of these, 47 were graduates. Owing to the abnormal increase in January, the staffing of the schools was considerably short for the year, and this

was further aggravated by resignations during the year. The majority of the younger members of the staff are engaged in further studies, preparing themselves to take up the work of the higher branches, specializing in some one or more high school subjects. There is still a dearth of modern language teachers. The course of instruction, published by the department, has given definite shape to the work of the high schools. In the second, fourth, and fifth years, students are prepared for the public examinations, and in the first and third years the departmental curriculum is so designed to fit the student to take up the examination work as laid down for the intermediate leaving, and leaving honours examinations, besides providing for such other studies and exercises as are considered necessary for a full training in secondary education. The courses of study are intended to meet the needs of pupils desiring to take up a commercial career, to enter the University or other higher hall of learning, to become teachers, or, in the case of girls, to fit themselves for the duties of home life. In special cases where the facilities exist for carrying out the practical work, the curriculum includes elementary agriculture. This has been accomplished with considerable success at the Murray Bridge High School, where practical work is conducted in the school garden and orchard of several acres, and on a piece of reclaimed swamp. This school is an educational factor in the district of Murray Bridge, and, largely owing to its activities, the first herd-testing society in South Australia was formed. A growing interest is shown by teachers in modern methods and experimental work, and it is felt very strongly that to provide all and sundry with the same standard of education, and after the same pattern and manner, is only stultifying the minds of the many at the expense of the few. Teachers remark that they see the spark of initiative gradually dying from the repressive and levelling examination system, and they are seeking a lead in dealing with this important problem. The feeling, which is wrongly based, that their pupils would not do so well in examinations, frequently keeps back efforts to adopt more rational methods of work. In the elementary schools, Montessori methods are already largely established, and the child is of more concern than the subject. In secondary schools the Dalton Plan, the Mason Method, the Gary Scheme, and the play way have many adherents among those schools and teachers not hopelessly in the toils of tradition. These methods, taken in conjunction with what we read about experimental education, intelligence tests, the power of the unconscious, and the importance of auto-suggestion, all point to a world-wide acknowledgment of the importance of finding out exactly what activities each individual pupil is capable of pursuing, and what methods are best suited for stimulating these activities. Unfortunately in South Australia there is no school of experimental psychology under a trained expert, and any one of the above methods would be extremely difficult to introduce as a whole into our system, but we must do something if we are not to remain a by-water in education. Whatever plan is adopted, it is certain that old methods, where the teachers talk and the pupils preserve passivity, sometimes resentfully, must be replaced by a "masterly inactivity on the part of the teacher."

TECHNICAL EDUCATION.

The Superintendent (Dr. Charles Fenner) states:—The outstanding feature of the work during the past year, as in the three preceding years, has consisted of two interesting phases of technical instruction, both dealing with the training of craftsmen in the various more highly skilled trades. One of these is the vocational training of returned soldiers, carried out by this department, under the Commonwealth Government's Repatriation scheme, while the other is the compulsory technical education of apprentices. The latter movement is still in its infancy, but has been attended with such marked success, in spite of the many difficulties common to new educational movements, as to justify the belief that in the future all efficient technical education of trade subjects should be on a somewhat similar basis. The vocational schools for returned soldiers, which were established to train adults previously unskilled in the trade they undertook to learn, dealt in all with 1,300 returned soldiers; the work was completed about June last. The lesson to be learnt from this most valuable educational experiment in the high value of intensive school training, under competent instructors, and with adequate equipment, in the production of skilled tradesmen. From the experience gained in these two directions (compulsory apprentice education and vocational training of returned soldiers), it might be suggested that the trained craftsman of the future should undergo a general education, preferably in a junior technical school, up to 16 years of age; there should then be two years' intensive trade training in the trade for which the boy is best adapted, and in which openings exist, followed by two or three years' apprentice experience in the workshop. The result would be a body of highly efficient craftsmen produced with a minimum waste, both of time and cost. Such a scheme, efficiently administered, would be a benefit to both the State and the private employer, but more particularly to the individual craftsmen thus produced. It will

be noted that this suggestion involves four or five years' full-time adolescent education, first in junior technical schools, and later in trade schools, and it is therefore unlikely to be possible of adoption for many years. For the present, there should be a more systematic selection of boys for trade work, ensuring that the boy goes, in each case, into the most suitable employment available, that he then becomes an indentured apprentice, and comes under provisions such as those of the Technical Education of Apprentices Act. The proper preliminary training and vocational guidance can only be efficiently carried out through the medium of a system of junior technical schools. The work of the classes established under the

Technical Education of Apprentices Act has been carried on. During the year, several requests for new apprentice classes have been received, but owing to financial considerations no new classes have been opened. A very large number of juvenile workers in the various trades do not come within the operations of this Act owing to the fact that they are not duly indentured. They are called "improvers," and are exactly similar to apprentices, except that their award rates of pay are sometimes higher than those of apprentices, and that they are not bound to serve their employers for any specified time, nor is the employer bound to teach them the trade. These matters constitute, in this State, the chief problem of the apprentice question. In other Australian States, and in South Africa and elsewhere, steps have been taken to provide for the compulsory apprenticeship of every juvenile worker, at specified trades, and this aspect of the question is at present receiving the special consideration of the Apprentices Advisory Board.

Teachers' College.

The principal (Dr. A. J. Schulz) reports:—This has been the second year of working under the new scheme of training, and the students who have left the college this month are the first who have had the complete two years' training under the new conditions. In each course the students are given opportunity for acquiring (a) higher general culture, (b) knowledge of the theory and history of their profession, and (c) practical skill. The "general culture" part of the course has, for most of the students, included one or more University "units" in art or science. However, ever since the college has been linked with the University (i.e., since 1900) it has been found that a not inconsiderable percentage of the students (otherwise not unsuitable for primary and infant school work) are not capable of benefiting to any great extent by such University work. The various changes made in the training course since 1900 have involved a gradual lowering of the average age of the students on first entrance—the "chronological" age as well as (for reasons which perhaps need not be here dealt with) what may be called the "psychological" or "mental maturity" age. Under present conditions, therefore, even more than before, it has become evident that during their first year of training, 30 per cent. to 50 per cent. of the students are not capable of coping effectively with degree work. One cause of this has been that the beginning standard actually expected at the University for certain subjects is considerably higher than the official matriculation standard (the nominal beginning standard at the University, and also the actual entrance standard to the college)—an anomaly which changes recently made in the public examination regulations will, however, tend soon to remove. "The" event of the year (in some respects) may be said to have been the visit of about 45 students and lecturers to Melbourne, to take part in contests with the members of the Teachers' College of that city. Although the Adelaide College has been in existence since 1876, this has been the first time in its history that it has taken part in such inter-collegiate contests. In one respect staff and students alike felt somewhat depressed—namely, when contrasting the relative poverty of their own college facilities with the magnificent buildings, the fine assembly hall, and the sports grounds of the Melbourne College. The Adelaide College is the second largest teachers' college in Australia, yet as regards buildings, equipment, and grounds it compares with colleges of Sydney, Melbourne, Hobart, and Perth, almost as a poor cottage to a palace. The Adelaide premises are, of course, admittedly only a temporary and quite inadequate makeshift. There are at present well over 300 students in our college, yet not a single room gives accommodation for more than about 65 students at any one time. General "assemblies" are possible only with the greatest difficulty, and at odd times. A strong attempt has been made during the year to develop in the students esprit de corps, the feeling of unity and pride in the college—there are now a college badge, college colours, college songs, sports association, magazine, &c.—but it is difficult to develop a real corporate spirit when there is no place for the students to meet as one body, and when there is literally not a single square foot of sports ground which they can call their own. It is not a question of luxuries and amenities, it is a question of something which is of surpassing importance for the development of the students' minds and characters, and this again not for its own sake, but as a potent force which will have an incalculable influence for good on the mind and characters of school children throughout the length and breadth of the State. Two things are needed—needed

most urgently; firstly, a room which will make possible regular assemblies of the whole 300 students of the college—even if the room be for the present but a galvanized-iron structure or a tent; and secondly, grounds for sports—even if for the present but sufficient for four or five tennis courts.