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**SECONDARY EDUCATION.**

**WIDER OPPORTUNITIES URGED.**

The third meeting for this year of the Round Table Christian Sociological Society was held at Parkin College, when an address on "The functions of secondary education," was given by the headmaster of St. Peter's College (the Rev. K. J. F. Bickersteth). There was a large attendance.

Mr. Bickersteth drew attention to the greatly increased demand for secondary and higher education since the war. Only lack of funds in the different countries of the Empire had made it impossible to carry out the many schemes for the advancement of education which had been put forward within the last four years. In mediaeval times secondary education was elaborated as the conscious social process into the preparation for the professions dominant in society. The clergy performed nearly all the professional services for society, and secondary education was carried on entirely by the monastic and cathedral schools. In proportion to the population there were far more schools before the Reformation than there were at any subsequent period until the beginning of the twentieth century. In England, with the Renaissance came the decay of the secondary schools, for the monastic schools were destroyed, and the universities demanded a different training for those who entered upon a higher education.

**University Revival.**

In the Middle Ages, the students of noble blood had been the exception. Middle class students had abounded; and the children of the labourer were not unknown at the universities. But now a poor scholar was seldom seen. The undergraduate did not go up to the university to fare on solid intellectual food, but to enjoy the costly luxury. This had a serious effect upon the secondary schools of the seventeenth and eighteenth centuries. Zeal for education grew less. The secondary schools became popular as training centres for the sons of the gentry only. Not until the end of the eighteenth century did there come a revival in the universities, which was followed by the corresponding advance in the secondary schools. The college tutor system and regulated examinations made intellectual standards of some importance. Dr. Arnold in the early part of the nineteenth century, and those who followed his system, revolutionized the great schools of England. His system included the encouragement of physical fitness, giving the senior boys duties necessitating initiative and training in government, treating all his boys with confidence and courtesy, and making obedience the preparation for command. Arnold taught school morality by getting the boys to do right and wholesome things, without forever preaching it. Slowly it began to be understood that education had a two-fold task—to enable them to obtain a greater mastery of the meaning of life, and at the same time a deeper understanding of the human values that gave to life its real worth.

"Many have followed the tempting road of physical science," continued Mr. Bickersteth, "but to-day we are learning that neither the false humanism, which connotes grammar and formal rhetoric, nor the true humanism, which interprets the noblest thoughts of men, nor yet realism, which aims at discovering the secrets of Nature, can alone claim the title of liberal education. The greatest achievement of any school is to combine intellectual, practical, and ethical influences in the formation of an upright character, trained to use scientific methods, but not unduly sensitive to the intellectual influence of the moment." In reviewing modern secondary education Mr. Bickersteth lamented that the modern industrial system prevented the majority of the boys and girls ever reaching the secondary school stage. "Too often the conception of education is a means to enable children to become wage earners and no more. There is need of educating the public to take a different view of what secondary education really is." After discussing the need of religion as a part of all of the best educational systems, Mr. Bickersteth referred to the present system of secondary education in South Australia, and spoke in favour of the privately owned schools, or colleges, as being an important part of our educational system. Where possible, education should be paid for. He urged the importance of widening the opportunities for secondary education at the present moment, as well as providing full scope for the development of all sides of the complex nature of the child during that period.

The Chairman (Rev. E. S. Kiek, M.A., B.B.) conveyed the thanks of the society to Mr. Bickersteth for his intensely interesting and illuminating address. This was followed by a keen discussion. The general opinion seemed to be that the

syllabus of the secondary schools was too limited, giving rise to that excessive cramming of details which invariably happens a few weeks before each examination. Another objection, which was endorsed by practical examples, was that the secondary schools did not alter their courses to suit the changing times. Very little provision was made for the scholar who was later on to join in the commercial activities of life. An intellectual youth was certainly being produced, but not one who could take his place in the everyday routine of life.

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**IMPERIAL EDUCATION.**

**CONFERENCE IN LONDON.**

**SOUTH AUSTRALIA REPRESENTED.**

The Imperial Education Conference was opened in London on Monday. South Australia is represented at the conference by the Director of Education (Mr. W. T. McCoy).

LONDON, June 25.

The Duke of York to-day opened the Imperial Education Conference, convened by the Board of Education, at which Mr. F. Tate is representing Victoria, Mr. W. T. McCoy South Australia, Mr. Dillon Queensland, and Mr. Ely Tasmania.

The Duke of York, in welcoming the overseas delegates, complimented them on the high standard of education in the Dominions. The interchange of ideas, he said, would be of tremendous benefit to the youth of the Empire.

The Duke of Devonshire, in thanking the Duke of York, referred to the keen interest taken by Royal personages in the educational movement.

The conference will last ten days.

**An Important Enquiry.**

The Education Conference appointed Mr. Tate to be a member of the committee to report upon the recognition of the services of teachers throughout the Empire, the standard of the academic qualifications required for a teacher's certificate, the interchange of teachers and their selection, period of service, and superannuation.

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**EUGENICS.**

**LECTURE BY DR. F. S. HONE.**

Speaking on the question of eugenics at St. Mary's Mission Hall, Moore-street, on Wednesday evening, Dr. F. S. Hone, lecturer in medicine at the Adelaide University, said the aim of such study was to increase the number of the best specimens of physical and mental fitness in each generation. That fitness depended on the body and mind with which the individual started life, and the reaction of that body and mind, to the environment in which he spent his life. Many folk talked as if, in a discussion on eugenics, the inheritance of disease was all that was to be guarded against. Most people used the word "disease" in the loosest way. They thought of the commonest infectious diseases as entities, when as a matter of fact they were only outward manifestations of certain processes that were going on in the body, in its endeavor to resist certain invaders. One might roughly class all human, organic, physical, and mental weaknesses as defects due to traumatism, imperfect development, certain chemical peculiarities in the body, or the present or past action of external organisms. It was obvious that the first and last were the results of environment—they were not hereditary—and comprised by far the largest class of disease, and it was still a mixed question how big a proportion of the second and third were not due to the last.

The lecturer said all the investigations of the past twenty years had tended to throw further back the question of inheritance. Its potency had been emphasised, but its limits had been defined, and the conditions under which it worked had been made much clearer. Comparing an article in a standard work of twenty years ago with that of to-day one was impressed with the number of diseases then classed as hereditary which were not now so classed. Comparing the list of diseased conditions definitely proved to be transmissible with the conditions mainly responsible for sickness and death in the community, one was increasingly struck with the fact that the vast majority of the latter occurred through environment.

Dealing with the nervous system, Dr. Hone said it was true epilepsy was transmitted from generation to generation and so was the condition of feeble-minded or mentally deficient people. The great causes of death were pneumonia, tuberculosis, cancer, and heart disease. To those might be added syphilis because indirectly its ravages were much greater than was generally understood. If one could improve the environmental conditions attending a person from conception to old age and reduce the incidence of infantile mortality, banish tuberculosis, syphilis, pneumonia and similar infections one would be doing far more to increase physical and mental fitness in the next generation than by concentrating solely on the application to human life of the truths so far learnt regarding inheritance. The only ultimate solution of the various disabilities from which people suffered was the gradual education of public opinion so that steady progress might continue, without the inevitable reaction which would follow hasty legislation on faulty premises. He favored the establishment of antenatal clinics and maternity hospitals and the spending of maternity bonuses in assisting indigent mothers and training medical students and nurses. If one could induce employers and employees instead of wrangling over awards, to study the damage brought to both sections by unhealthy working conditions, racial qualities would be more rapidly improved than by any legislation along stock lines.

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**THE STUDY OF THE SUN.**

**LECTURE BY PROFESSOR DUFFIELD.**

An interesting illustrated lecture on "The Study of the Sun" was delivered in connection with the Victoria League at the Prince of Wales Lecture-room, Adelaide University, by Professor Geoffrey Duffield, on Wednesday evening.

The Chancellor of the University (Sir George Murray) presided over an appreciative audience. In introducing the lecturer, the chairman referred to his distinguished scholastic career, and spoke of his enthusiastic work on behalf of the establishment of a solar observatory in Australia. In 1914, the then Prime Minister had expressed sympathy with the movement. It was gratifying to know that the present Government intended to go on with it. (Applause.)

Professor Duffield, who was accorded a splendid reception, referred to the important influence the sun had on the earth. He pointed out that there were two main reasons for its study. It was a star, and the nearest star to the earth. Consequently it was the only star that they could study from a comparatively near distance. It was about 92,000,000 miles away, but the next star beyond it was vastly farther removed. The second reason why they should make a systematic and careful study of it was because of its enormous radiations, which gave it an unrivalled influence over the circumstances and affairs of the earth. After much research a good deal had been discovered about the sun, and observations taken while it was in eclipse had revealed beautiful rings of light surrounding it. Representations of these were screened, and views were shown indicating mountains of flame, which the lecturer explained consisted of gas in an incandescent state. These large masses of luminous gas travelled with enormous velocity. Calcium and hydrogen had been discovered by the spectroscope in the sun in vast quantities. It was interesting to note that nearly all the elements found on the earth existed in the sun. There were a few exceptions, as some of the heavier minerals had not yet been traced. Gold and silver had not been found. But there was no certainty that they did not exist in the sun. Iron was present in large quantities. One interesting fact was that

helium was found in the sun several years before it was discovered on the earth. Important experiments had been carried out with a view to testing the atmospheric pressure of the sun, and this was shown to be not greatly different from that of the earth. This was surprising, as the sun was an enormous body, and had 28 times the strength of pull of that of the earth. In consequence of this, everything on the sun's surface must weigh 28 times as much as a similar body would on the earth's surface. The sun was less than 1,000,000 miles in diameter. This was an enormous size when compared with the earth, but small in comparison with some other stars. Antares, for instance, was 400,000,000 miles in diameter, but its density was only one-millionth that of water. An interesting problem at present was that concerning the evolution of the stars. Speaking of the sunspots, the lecturer pointed out that they were not hollows in the sun's surface, although they looked as if they were. Observation had shown that these spots were moving. In 1901 one of them was photographed, and three days later a second photograph revealed that it had travelled a considerable distance across the solar disc. The movement of these spots indicated that the sun was rotating, and it had been estimated that it turned on its axis once in 26 or 27 days. It had been noticed also that the nearer the spots were to the equator, the more rapidly they moved. The sun spots increased and decreased in number from time to time, and the period from maximum to maximum, and also from minimum to minimum was about 11 years. It had been noted that there were coincidences between the periods of the sun spots, and many terrestrial affairs, but it was not certain that the latter were governed by the former. Both might be induced by some external circumstances of which they had no knowledge. Referring to the enormous amount of energy received from the sun, which was responsible for the stores of coal and oil for all plant and animal life, for the food supplies, the lecturer said the vast supply could not be conceived. The sun was pouring out energy continuously over the whole world. Where did it come from? What would happen when the sun became cold? One theory of the sun's energy was that it was due to the shrinkage of the orb.

In conclusion, Professor Duffield outlined the movement for the establishment of an Australian Solar Observatory. He said such an institution was needed to complete the chain of observatories round the world. He showed the positions of the existing great centres of work in sun observation, and pointed to the gap which could only be filled in Australia, New Zealand, or Japan. Australian Prime Ministers, since the movement had its inception had been favorable to it. It had the support of British astronomers, and he was pleased that the present Government were going on with the scheme. (Applause.)

Professor Sir Douglas Mawson proposed a vote of thanks to Professor Duffield, and Mr. G. F. Dodwell (Government Astronomer) seconded the motion. Both speakers referred in complimentary terms to the work of the lecturer on behalf of the Australian Observatory.

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Dr. Dorothy Sorby Adams has appointed a resident medical officer at Adelaide Hospital in place of Dr. F. Terrell (resigned).

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**FORGED FIVE-POUND NOTES**

Our Sydney correspondent telegraphed on Thursday:—Forged £5 notes are circulating in Sydney. The police have received reports that many shopkeepers were victimised to-day. The bogus notes are said to resemble those discovered at the time of the I.W.W. scandals. Commonwealth Bank officials state that printing on the forged notes is lighter than on the genuine notes. On the forged notes the lines around the central emblem and the "fives" in the form of a star wider apart than on the genuine notes. There are other distinctions. The forged notes are closely examined. They consider that attempts will probably be made in other States to pass the notes.