

15-23 (contd)

# THE SCHOOL AND THE GIRL.

## MODERN EDUCATION METHODS.

TIME was when our talk would have been called "an enquiry into the state of female education," and it would then, I suspect, have dealt largely with samplers and shoulder straps, geography, and "the use of the globes." How things have changed for the girl in navy blue! Miss Winifred Berry tells of a painstaking search for the best ways of teaching which would have been an incredible and fantastic story to the mistresses of those genteel seminaries of the past, where a little learning was deemed dangerous, and a large dose positively fatal. Nowadays there may still be keen controversy over the education of girls, but there is general agreement that it is worth doing well. It is, indeed, significant, that in South Australia one of the most important movements in the world of private schools—that to ensure the thorough training of teachers—has been initiated by the head mistresses and teachers of girls' schools, and that these schools have led the way for the boys' colleges to follow. The Teachers' Training Institute was founded by the efforts of the Women Teachers' Association—mainly through the persistent and enthusiastic advocacy of Miss Winifred Berry—and the principals of schools for girls have been practically unanimous in their interest and support.

"Up till now," explained Miss Berry, "there has been no provision in this State for a thorough preliminary training of private school teachers. Students under the Education Department spend part of their course in teaching under supervision, but a private school teacher—who may, or may not, be a graduate—goes straight from the lecture room to take charge of a class, although she may never have given a lesson in her life. The Kindergarten Union, of course, attends to the training of the lower school teacher, but what we want to do is to provide training of equal thoroughness for the teacher of the middle or upper school. The Training Institute, which opened last March, provides two courses, one for primary teachers, spreading over two years, and one for graduates or teachers with experience, which takes 12 months. Headquarters are at the Methodist Ladies' College, and there the Principal, Miss Elspeth Carson, B.A., gives lectures on educational subjects, including applied psychology and special and general methods of teaching. Students may also specialize on the subjects which they intend to teach. At least fortnightly Miss Carson superintends a lesson by each student, and sometimes gives an "exhibition lesson." Then periodically one student takes a class and the rest criticise."

"Did the committee have any model in drawing up the courses?"

"Our whole scheme," explained Miss Berry, "is very largely founded on the Victorian Training Institute, which has been in existence for years. Conditions there are not quite the same, for they are governed by the State registration of teachers. In Victoria no person may teach without a certificate. Quite recently, there was a test case. A Queensland graduate, head mistress of a school in Brisbane, came over to take charge of a Victorian school. The Registration Board immediately served a notice that the school had on its staff an unregistered teacher, who must either be registered or be dismissed."

"Surely such hard and fast rules make things difficult for teachers who have had no opportunities of training?"

"It does, as a matter of fact, work out so that South Australian private school teachers cannot go to teach in Victoria; but the Victorians themselves have had opportunities for training. Then, too, the board can grant exemption in certain cases. The uncertificated teacher has to undergo a test, which may consist, say, of drawing up lesson notes and a term programme, and giving a lesson under supervision. Any efficient teacher could do that."

"Was the institute endowed to begin with?"

"Well, like many great movements," laughed Miss Berry, "it began with more faith than funds. The head mistresses guaranteed a certain fixed amount, with a promise of more if that were necessary. Further, they agreed not to engage in the future any teacher who was neither experienced nor trained. We

have 11 students now, and they each pay five guineas a term. Some parents think the fees are too high, but after all, if they were sending their daughters to be trained for business careers, they would pay for them in the same way. A very great help, is the use of rooms at the Methodist Ladies' College, which Miss Patchell has granted. She and Miss Hubbe have taken the greatest possible interest in the scheme.

Miss Berry explained that the beginning of the movement was in the appointment by the Women Teachers' Association, of a committee, consisting of Mrs. Hubbe (Chairwoman), Miss Patchell, Miss Henderson, Miss Snarman (Secretary), and herself as Treasurer. The head mistresses gave their support, and the committee then secured the appointment of Miss Carson, who, as head mistress of Clarendon Girls' College in Victoria, had had considerable experience in training primary teachers.

"The committee's next care," said Miss Berry "will be the formation of an Advisory Board to deal with the issue of certificates. A meeting has already been held to consider it, and, among others, Professor Darnley Naylor, Dr. Heaton, Mr. Bayly, and Mr. W. B. Docker attended. They were all most enthusiastic, but the committee appointed have been asked to wait until after a proposed conference with the Men Teachers' Association, and a meeting of the Diocesan Association. The men teachers, who have always expressed sympathy with our aims, have asked for a conference to consider the step of bringing all the boys' colleges into the scheme. Mr. W. R. Bayly (Principal of Prince Alfred College) has taken a great interest from the beginning, and has sent two of his teachers to train at the institute. There is also a movement to extend the principle to church schools."

Miss Berry finds modern education methods a most fascinating study. The tremendous advance of applied psychology, with the growing rebellion against the rigid class system, will, she thinks, profoundly affect school organization in Australia, as it is already beginning to do in England, where 800 schools have some form of self-government. Miss Berry is herself one of the South Australian pioneers in the practice of the Dalton plan, a modified form of which is in force in the examination forms of St. Peter's Collegiate School for Girls.

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## THE LEAGUE OF NATIONS. PEACE INSTEAD OF WAR. SUPPORT FROM RETURNED SOLDIERS.

The part played by the League of Nations in the settlement of international disputes was emphasised at a largely-attended meeting in connection with the South Australian branch of the League of Nations Union, held in the Adelaide Town Hall on Monday evening. Colonel Buller, D.S.O. (president of the Returned Soldiers' League) presided. The proceedings were opened with the screening of many lantern slides illustrative of the work of the League, and Mr. T. H. Jones, Mus. Bac., the city organist, presided at the organ.

The Chairman, in opening the meeting, said those people who generally had the most to say about the horrors of war were usually those who had never seen or participated in war. The men who took part in it were best able to judge with respect to the avoidance of war in the future. Up to the present the League of Nations had done a great deal to prevent two wars, besides settling differences between various nations. The

condition of Europe was far from stable, and it would only require a match to set fire to what would eventually develop into a huge flame involving them in another European war. Therefore every assistance should be given to the League of Nations to further its efforts. The League had undoubtedly done much in the furtherance of the peace of the world. (Applause.)

Mr. H. S. V. Carey moved—"That the returned soldiers of Australia be urged to further the high aims they set to achieve in the Great War, by helping to establish permanent peace through the machinery of the League of Nations." He said that was the first time that men who had participated in the war had taken part in such a gathering as that. The soldiers entered the war to end war, not as soldiers of fortune, but as soldiers of humanity. Therefore in important issues they had the greatest right to be heard. Civilisation used war as an instrument to induce thousands of men to take part in war on such issues as were placed before them in the late world struggle. Could not civilisation for its own purpose enter into another war on precisely the same issues, whether they be real or fictitious? That was the tragedy they had to avert. (Applause.) The League had passed the idealistic stage, and had reached the stage of practical reality, demanding the support of civilisation. (Applause.) It started with 13 nations and now had 52. Though returned men were pacifists, they were also patriots. They regarded the defence of the country from unjust aggression as one of the sacred duties of the citizens. He had participated in three wars, but he would be very doubtful about entering an international adventure where the issues were not clearly decided by the men of the International Court of Justice, which had been set up to supersede peace for war. (Applause.) They had got to clothe and invest the League with power in reality, and not attempt to do it by faint praise, lukewarm criticism, or diluted benedictions, but by recognising that it was as great and as solemn as the one which engaged them in the recent war. The League was the only hope of peace, and the only means by which they could restore civilisation from ruin. (Applause.)

Professor Darnley Naylor, in seconding the motion, said the man who talked the other day about the beauties of war, had either no imagination or a lion in his soul. (Laughter.) The King had asked them to support the League, and he asked every loyal citizen to follow the lead of his Majesty. (Applause.) The men who did the dirty work of the war were now supporting the League. (Applause.) Those who were keeping France and Germany at loggerheads were the men who should be shot. He was a patriotic pacifist. The League of Nations existed for two objects, first, to institute some idea of international justice, and secondly, to introduce some means of bringing coercion against the law-breakers. He would like to give those people some dreams and put them on an island where they could kill themselves. (Laughter.) He would feed them on rice and water for the rest of their lives. (Laughter and applause.) Where were the churches on that great question. In this City of Churches he felt there should have been more people from the churches present at that evening's meeting so that they might realise their duty. The churches had held the floor for 2,000 years. He really knew of no organised attempt on the part of the churches to stop such an abominable thing as war. They now had their chance, and he believed they were going to take it. If they did so they would find a new lease of life. (Applause.) Public opinion should be helped to frustrate the intention of the mean dogs behind the scenes who were bringing trouble on Europe. If they were not going to co-operate in Europe they were going to have dissolution in the whole world. That should be stopped and the object of the League of Nations was to do that. (Applause.)

Dr. H. Heaton, in supporting the motion, said men went to the war with a high ideal and with a spirit of sacrifice. Those men died. Politicians lived to write their epitaphs. Dead men had no votes, but if votes had not dominated the settlement at Versailles, greed and selfishness for oil, coal, copper, and phosphates had economic considerations rather than the well-being of the people dominated those who shaped for ill, rather than for good, the future. The task of reconstructing the economics of Europe was one which could not be accomplished by any one nation, but through the machinery of the League of Nations, and sooner or later the League would have to take charge. (Applause.)

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The president said as far as the Returned Soldiers' League was concerned it took no side in any controversy regarding the Ruhr dispute. The motion was unanimously carried. On the motion of Mr. W. D. Price, seconded by Mr. J. H. Vaughan, it was resolved to forward, through the Returned Soldiers' League, a copy of the resolution to the president of the British Empire Service Legion (Field-Marshal Earl Haig).

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THE UNIVERSITY BALL.  
The annual Adelaide University Sports Association ball is to be held at the Elder Hall on Friday evening next. The committee are Professors Henderson and Osborn, Mr. R. H. Wallman, Lady Moulden, Miss K. Reid Messrs. G. M. Hone, M. A. Brooke, Mrs. G. B. Osborn, Mr. A. D. Henderson, Mrs. R. H. Wallman, Mr. J. Morris, Messrs. D. A. Dowling, M. V. Samuel, and the hon. secretaries (Messrs. K. C. Wilson and R. V. Pridmore). Twenty-two debutantes will be presented to his Excellency the Governor (Sir Tom Bridges). The arrangements for this ceremony are in the hands of Lady Moulden. Mr. Jack Fewster has been engaged to supply the music, and will conduct an orchestra of seven performers. Lady Moulden is in charge of the supper committee, and Mrs. Frank Harris and Mrs. Osborn of the decorating. Motor charabans will be present at the Elder Hall to convey persons to their homes. All those desiring to take advantage of the charabans are requested to send in their names and the number of seats required to Mr. M. V. Samuel, University, Adelaide.

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Professor McKellar Stewart, on Friday, at 1.30 p.m., is to deliver an address on "The Social Life in the University," before the University Arts Association in the history room.

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Mr. E. J. Bert, B.E., who has resigned his position on the permanent way staff of the Adelaide Tramways, was presented by his fellow officers with two volumes of scientific works as a mark of esteem. Mr. Bert has accepted the position of engineer roads to the Burnside District Council.

Mail 28.4.23

MEETING OF UNIVERSITY WOMEN  
The Woman Graduates' Association held their opening meeting for the year on April 20 at the University cottages. The committee, consisting of Miss Berry (president), Miss Darnley Naylor, Mrs. J. C. McKail, Miss Burgess, and Miss Somerville (secretary), were responsible for the arrangements. The president explained that the Adelaide branch had been just admitted to the Inter-Australian and International Federation of University women, and welcomed a large number of graduates from the other States who were present, and invited them to join the South Australian association. She asked Dr. Henderson to give her paper on "The Opportunities for the Liberal Education of Women in the United States." The doctor quaintly prefaced her address by defining some of the words she would be compelled to use, as she had been warned that the meaning attached to many words here was quite different to that accepted in the United States. She then gave a brief description of the chief universities and colleges open to women in the United States, which she pointed out were unequalled in number and scholarship in any other country in the world. The speaker admitted, however, that these institutions owed their existence to a great extent to the forced generosity of Great Britain who, relinquishing after the war of independence territory she could no longer hold, enabled the new democracy to devote certain portions to scholastic uses. A vote of thanks to Dr. Henderson was moved by the president and heartily endorsed by all present. After a very enjoyable supper and costumes, the