

ter, especially when it was realised that a large number of irresponsible persons were given the full privileges of citizenship.

The method in common use in schools and colleges in America was the Stanford revision of the Binet-Simon test. In Melbourne Professor Berry and Mr. Porteous used in addition, the Porteus-Maze tests, and correlated them with measurements of the cranium. The tests consisted of a series of questions and problems graduated according to chronological age, from 3 to 16 years. They were arrived at by the examination of large numbers of children. A test passed by 75 per cent. at any given age, say, six, was placed as the six years old test. That test was then tried on five year and seven year children. If most of the children of five years failed, and those of seven years passed with ease, the test was considered to be in its right place, the six year old group. It should be remembered that these tests were devised for the purpose of testing native intelligence, apart from environmental advantages or disadvantages, and apart also from scholastic attainments. Under the term native intelligence were included such mental factors as resourcefulness and adaptability, powers of comprehension and reasoning, application of knowledge, association of ideas, and the power of auto-criticism. The advantages of this method of examination might be enumerated as follows:—It should enable the examiner to detect children of superior intelligence, the future leaders in art, science, ethics; children of good average intellect, routine workers who followed, but could not create; the retarded children, the hewers of rocks and the drawers of water; the defective child whose intelligence would never be more than that of a normal child of 12 years; and the delinquent child, who, from an early age, was unable or unwilling to recognise the difference between right and wrong.

Dr. Mocatta enumerated certain factors which had to be considered by the examiner before satisfactory results could be achieved, the principal of which was that the examiner must win the confidence of the child, and encourage, rather than discourage, him. The various age groups were then dealt with in detail and explained by the lecturer. The 16-year-old group, called the average adult age, had shown that in most cases native intelligence did not develop after that age. Memory, scholastic attainments, experience and judgment continued to grow, but they were super-imposed on the foundation of native intelligence. In conclusion, the lecturer said it was satisfactory to realise there were as many children above the average as below. It was obvious that money would be better expended to help brilliant rather than defective children. Dr. Mayo, of the Mayo clinic in America, had said that this was the age of the delinquent of the unfit. If that were so a determined effort should be made to conserve the fit. The real need was for research. Scientific knowledge must take the place of unverified opinions. The educational world should demand the establishment of child study clinics to investigate the phenomena of mental development in school children, and to establish a training school, in conjunction with the clinic for investigating and training all children who were mentally retarded.

GROUP TESTING.

A ROUGH-AND-READY METHOD.

Mrs Winifred Berry contributed a paper on group testing, remarking that there were two divisions of the subject, the most important of which was the individual test. She proposed, however, to deal mainly with the second division. Whatever might be said of the group test it was essential to remember that it did not claim to be more than a rough-and-ready means of estimating ability, and that in all cases where abnormality was indicated the individual test should be applied. Group testing was first used in America in examining recruits for the army. From the numbers tested statistics were compiled which enabled research students to see many tendencies and make useful deductions from them. As group tests depended largely on the ability to read and write it would be seen that they would be most useful in the upper grades of the preparatory schools. The speaker then outlined the type of group tests standardised for use in particular grades. The value of group testing depended largely on the use that was to be made of the results. There was almost no limit to the possibilities to be opened up by research work in that field, and even if exact results were not yet available much had already been learned about the type of subject to be taught in the schools, and the methods of teaching them.

In opening the discussion on the papers the Director of Education (Mr. W. T. McGee) said this State had done practically nothing either for the bright boy or the subnormal boy. The policy of the department had been to care for the average child. Australia was still a young country, but while abroad he had blushed with shame at what Australia was doing when he had seen the steps other countries

were taking in this matter. In Canada, which was not an old country, great progress had been made, especially in Toronto, which had a splendidly equipped child clinic under Dr. Sinclair. There was absolute need for such a clinic in South Australia to handle this question. It would be equally essential that that clinic should be controlled by the Education Department. At present they were walking largely in the dark. He agreed with Dr. Mocatta that the tests they had at present could only be employed with partial success. The Binet-Simon tests might be suitable for American children, but they did not satisfy Australian requirements. They must make their own standard and have their own clinics which would do that work. He hoped before long their clinic would be an established fact. The department was walking carefully and quietly, but it was doing something. It might even blossom out at the end of the year and do something that would surprise a few.

Mr. J. C. McDonnell considered that before intelligence testing could be carried out successfully fear in any shape or form must be abolished from the school. (Hear, hear.) It could not be claimed that that was so to-day.

Miss Berry agreed that the banishment of fear was essential to success, but it had not as yet been banished from the home.

DALCROZE EURHYTHMICS.

MUSIC IN EDUCATION.

In the afternoon Miss Heather Gell was responsible for an exhibition of Dalcroze eurhythmics in the Elder Conservatorium Hall.

Dr. E. H. Davis, who presided, outlined the principles governing the Dalcroze system of eurhythmics. Music was composed of sounds and rhythms, both of which were elemental expressions of human feeling. In training a musician the rhythmic sense had to be developed as well as ear perception, and was most naturally acquired through free body movement. The born musician, of course, had a rhythmic sense just as he had aural faculties of exceptional keenness. The average student struggled to acquire it, however, by purely mechanical methods, counting his bars and marking his accents. On the other hand a system like that evolved by Dalcroze, which made rhythm an instructive thing by the employment of associated bodily movements was invaluable. Half a musician's equipment was secured at the outset of his career, in the most impressionable years of life. The mental value of the Dalcroze system lay in its development of alertness, concentration, and memory. All these were fundamental to education, whether musical or otherwise. They resulted in a perfectly controlled body. Whatever the system might lack in sheer physical strength it gained in grace. It exemplified the value of beauty of plastic expression. They must remember that every phase of human emotion could be expressed in physical terms. Beautiful movement was essentially rhythmic movement, and rhythm was controlled energy. Every action in eurhythmics was eloquent of thought or feeling, and looking far ahead they could see the vast new possibilities which could be opened by a school of actors trained in this dramatic rhythm. There was a metaphysical touch also in the Dalcroze system for to adjust themselves to rhythm was to become one with the cosmic order which meant happiness. To be at variance with it certainly meant unhappiness. (Applause.)

Miss Gell explained the methods employed in training eurhythmic students. The power of differentiation was an important development. A number of students, ranging from tiny tots, evidently at the kindergarten stage, to young women in the hey-day of life, then took part in a demonstration. They showed a real appreciation of musical values, and in the "free" work proved themselves adept at improvising a dance to express the emotions inspired by the music. A simple Greek kirtle from neck to knee was the costume adopted, and the graceful barrel-shouldered dancers more than once resembled a striking Grecian bas-relief in their group work. This was particularly noticeable in a coric movement by the advanced students. The children fairly revelled in their work, which was literally play set to music. There was an irresistible air of careless romping about many of the movements, and a real appreciation of beauty of line and expression in an improvised rendering of "Peter Pan in Kensington Gardens."

At the close of the demonstration Miss Gell answered the questions of many teachers interested in this new development of educational methods. It was stated that in several schools the introduction of eurhythmics had resulted in better all-round work by the students.

The conference will be continued this morning.

Our Melbourne correspondent telegraphs:—Mr. W. K. Hancock, son of Canon Hancock, of St. Andrew's Church of England, Brighton (V.), has been appointed Professor of History in the University of Adelaide. Mr. Hancock was selected as the all-Australian Rhodes scholar for 1920. At the completion of his scholarship he returned to visit his parents, and is leaving Melbourne on Tuesday to take up the fellowship at All Souls' College, Oxford. He will not begin his duties at the University of Adelaide until 1926.

Senator Pearce, whom he described as the Federal Minister to whom he was responsible, and said it was owing to Senator Pearce's interest and appreciation of the practical value of an observatory at Canberra, that the enabling Act was got through the Federal Parliament and the establishment made possible.

There is already one white dome-shaped building on top of Mount Stromlo. It was built about 1910, to house a very fine instrument which had been made available for observatory purposes and which is still there.

TEACHERS' CONFERENCE.

Teachers from all parts of the State will meet at the end of this month, on the occasion of the twenty-ninth annual conference of the Public Teachers' Union. The business will be conducted in the Baptist Lecture Hall, Flinders street. The public meeting on Monday evening, June 30, will be held in the Price Hall at the Adelaide High School. Address will be delivered by Professor J. McKellar Stewart on "Teachers' equipment," and by Principal E. S. Kiek, of Parkin College, on "Education for citizenship." On the following evening Col. T. H. Smeaton (secretary) has arranged for a teachers' social evening at the Arcadia Cafe. Parties have been arranged also to visit various places of interest, including newspaper offices and various industrial works.

A NEW OBSERVATORY.

PREPARATIONS AT CANBERRA.

DR. DUFFIELD SAILS FOR AUSTRALIA.

Very shortly Dr. Duffield will be on his way to Australia to begin his work in connection with the new solar observatory at Canberra.

(From our Special Correspondent.) London, May 12, 1924.

The establishment of a first-class solar observatory on top of Monto Stromlo, in the Federal Territory at Canberra, is the interesting work to be undertaken by Dr. Duffield, who sails for Australia in about six weeks' time. It is hoped that, within a few years, this Canberra Observatory will rank among the great observatories of the world.

Dr. Duffield, for some years, has been professor of physics at the Reading University College, and, as one who has specialised on solar physics, he stands high in the scientific world. His father was a well-known resident and landholder in the Gawler district, in South Australia, and Dr. Duffield was born and educated in Australia, and took a degree at the Sydney University. He is understood to have private means and, as he is still young, and most eager to do something for the cause of science in the antipodes, he should be an acquisition to Australia. He visited Australia recently, and during the voyage, he carried out remarkable experiments connected with the magnetic attraction of the ocean floor.

I was present at a social gathering in Reading, when the professors and others connected with the college said farewell to Dr. and Mrs. Duffield. Dr. Duffield exhibited a plaster model of Mount Stromlo and district, which showed even the reservoir on a shoulder of the hill and the location of the house occupied in summer by the man who keeps a lookout there for bush fires. He said this would be a most suitable place for an observatory, not only because of the general freedom from cloud, but because a good supply of electric power and water would be available.

The professor said not only was it hoped to make the Mount Stromlo institution of considerable practical value to Australia, but it would also link up with England and America in a chain of stations which would keep a constant watch on the sun during the whole 24 hours. At present, owing to the absence of such an observatory, that solar observation was not constant. He hoped the Australian people would recognise the great importance of the observatory and that funds would be forthcoming to establish and equip a station that would rank with the famous observatories in America and Europe. He threw on the screen a photograph of

FARMING SCIENTIST

Dr. Richardson in Demand

Enticed to South Australia

Dr. A. E. V. Richardson, superintendent of Agriculture and Director of the School of Agriculture at the University of Melbourne, has been offered an attractive position in South Australia to do research work under the Peter Waite Trust, and is considering the proposition.

Though the Victorian Ministry is doing its utmost to retain Dr. Richardson the Adelaide University authorities are anxious to secure his services.

Prof. W. Mitchell stated this afternoon that Dr. Richardson had been offered the position of director of the Agricultural Research Institute at the University under the Peter Waite Trust and that they were awaiting a reply from him.

Finance is not the chief consideration; Dr. Richardson draws £800 a year in Victoria as Superintendent of Agriculture, and £400 a year as director of the school of agriculture at the University. He is greatly interested in his work, and desires to see the harvest of his endeavors in this State for 13 years. It is the research aspect that is attractive.

When Victoria induced Dr. Richardson to accept his present position he was assistant director of agriculture in South Australia. He has done strenuous work in increasing the wheat yield by inducing farmers to adopt the right methods of cultivation.

THE NEWS

SATURDAY, JUNE 14, 1924.

TREATIES AND DOMINIONS

(By Harry Thomson.)

There has been "a storm in a teacup" in the Imperial Parliament on the subject of the treaty-making power of the Dominions. It arose from the complaint by Canada that she, in common with other parts of the Empire, was not invited to take part in the Lausanne Conference. As is the custom with matters of Empire, this was made a party weapon and used to belabor the Government. Mr. Ramsay MacDonald countered by giving three different and conflicting answers:—

(1) Canada had not been invited because France objected—presumably (although the report does not say) on the ground that the British Empire should not have half a dozen votes as against France's one.

(2) The Dominions could not be consulted on all these matters because it was so often necessary to be in a position to answer at once, and without reference to others.

(3) He considered it essential that there should be present in London a more or less permanent sub-committee of the Imperial Conference, which sub-committee would be able to advise the British Prime Minister, as occasion arose, of their respective countries' views and wishes.

Thirty Years Out of Date

As an example of "fine, confused thinking" this tripartite reply will take some beating. Mr. Ramsay MacDonald and other speakers made matters worse, however, in their remarks on the treaty-making powers of the Dominions. Sixty years ago their remarks might have been elucidating. As it is they were some 30 years out of date. Here are facts which can be verified from the Colonial Office files in London:—