

The Herald  
3<sup>rd</sup> August 1901.

Advertiser 6<sup>th</sup> August  
1901.

Advertiser 7<sup>th</sup> August.

If you are allowed to examine the 1898 report you will find, I believe, that a candidate with powerful and wealthy connections was classed third-class in accordance with the regulations, and another candidate was classed second, but, strange to say, the second-class candidate was not admitted till next year, and the third-class candidate was admitted and the

GRADE WAS NOT MENTIONED.

Curious, is it not? As the public of South Australia subsidise the University, they have the right to insist that everything in connection with the institution is straightforward. If wealth and power are to have influence inside as well as outside of the University, it is about time that the public were made acquainted with the fact. — I am, &c., A. T. SAUNDERS.

WHO IS A. T. SAUNDERS HITTING AT?

Who were the University students hitting at in their lampooning at the recent congregation? Why is a certain high authority so evidently popular among those students when they are the very persons, if he discharged his office properly, with whom he should be an exalted favorite? These are questions to be answered, and we think that the public will not be slow in answering them.

Is it not a matter for

COMMENTARY COMMENT

that the Government of South Australia, which subsidises the University to the tune of thousands of pounds yearly, professes itself, through its leader, J. G. Jenkins, unable to take any steps in a matter which is exciting so much attention and which is fraught with the gravest issues. Mr. Tom Price, M.P. (strange it is that a Labor member is always needed to expose a public grievance) asked the Premier in parliament the other day if the Government were prepared to enquire into the matter? Mr. Price recognises that the professor is a laborer and a worker just as much as the pick-and-shovel man at Bundaleer. What was

PREMIER PUSILLANIMOUS JENKINS'

reply? Just what might be expected from the leader of the Weak-Kneed Ministry. He said—"The Government can do nothing." This was beautifully consistent with the Great Nothing Policy.

This matter is going further. If the Government does not take action, if an enquiry is not held, if the matter is not investigated, *The Herald* will publish facts which it has in its possession that will startle the public of South Australia. There is more underneath

THIS BRUTAL BUSINESS

than appears on the surface. *The Herald* enquires—How long are the public institutions of this State to be run by a

SHAMELESS AND ARROGANT CLIQUE

in the interests of a few pampered pensioners who consider no interest but their own, are deaf to the voice of Justice, and past-masters in the noble art of wire-pulling and Star-Chamberism?

PROFESSOR IVES AND THE UNIVERSITY.

To the Editor.

Sir—Professor Ives seems to have good ground for complaint at the usage he is receiving from the University authorities. After holding for many years the high office of University Professor of Music—a position he has used to the greatest advantage to the cause of musical education and taste in this State—he is unexpectedly informed that his appointment will not be renewed after the end of the year. No reasons are assigned, and the professor, rightly claiming that his long and successful work in building up the School of Music and in making it self-supporting justify him in doing so, has twice asked to be informed of the reasons that have led to this decision. No answer is vouchsafed to a request for justice, which must commend itself to all lovers of fairplay. Then, Professor Ives failing to obtain it in the usual way, frankly requests through the public press that the cause for this step may be stated.

Could anything be more manly and straightforward? Still, the council of the University gives no reply. Is it because they have no sufficient justification for their action? If Professor Ives is so conscious of right that he does challenge them in this public way surely there must be ground for the unsatisfactory rumors of personal feeling and personal influence that are afloat and which seems to point to the wrong use of power in certain quarters. It is due to the council itself as well as to professor Ives that an answer should be given.

It is said that cables have been sent home empowering Professor Stirling and Professor Lamb to choose a successor to Professor Ives—one who shall hold the dual offices of Professor of Music and Director of the Conservatorium. Some time ago the musicians of South Australia vigorously protested against the Director of the Conservatorium—an institution having pupils in competition with themselves—acting as an examiner. Won't the contemplated step revive that old trouble?—a trouble that led to so many of the teachers sending their pupils to another institution for examination and a resultant loss of some £200 per annum to the University.—I am, &c.,

TEACHER OF MUSIC.

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In South Australia, from the very inception of the education system, the late Mr. Hartley aimed at giving such full training as the State from time to time might be able to afford to every person engaged as a pupil teacher, and who wished to complete the whole course. To make this possible, and also to limit the admitted disadvantages of the pupil teacher system, a very much smaller proportion of such apprentices was allowed than in the other States. Victoria has appointed on the average for the whole State one pupil teacher for every 25 children in average attendance. In New South Wales the employment of "apprentices" has been restricted on the average to one for every 150 children, while in South Australia only one pupil teacher for about every 200 children in average attendance in the State has been permitted. But while South Australia has thus been more free than most places from the employment of the very young in teaching, yet the arrangements for training have been extremely meagre. Until about 10 years ago pupil teachers were allowed a year in the Training College, but from then till recently the trainees had only alternate weeks in the college, and such economy was exercised in regard to the teaching staff that the college training was almost nominal, and the gentleman at the head broke his health down with his endeavors to accomplish the impossible. Then came the magnificent offer of the University of Adelaide to supply the teaching of the Training College students on condition that the Government would extend the college term to two years. The difficulty with regard to this proposal was that the pupil teachers as a body were not sufficiently educated to receive such benefit from University lectures as would justify the expense of a two-years' course. A solution of this might have been attempted by raising the age at entry from 14 years, and by prescribing a much higher initial qualification, as has been done elsewhere. But such an attempt would have aroused—and properly so—the determined opposition of the great class of people who regard teaching as the only profession within the reach of their children. And even if sufficient candidates with a secondary school education offered for the work, the large majority of them would be found unable to control and to teach. Until teaching is better paid, and has a professional status, it is hopeless to expect parents to bear the cost of training. The State must train its teachers.

Recognising this, the department formulated a complete scheme for the full training of all who in the future take up the work, intending to give their lives to it. The principles underlying the new arrangements are that the total cost to the State shall only be increased by the comparatively small amount involved in supporting the students in the Training College during the second year; that the students from the time of first appointment until the receipt of the maximum salary shall receive under the new system the same total amount of salary for the same total amount of work as under the old system; and that the student's personal contribution to this scheme (from which he will derive such substantial benefits) shall be spending an extra year in the training College, receiving for it an additional maintenance allowance. Advantage was taken of this rearrangement to remedy a substantial grievance suffered by country pupil teachers. About ten years ago Parliament specially ordered something to be done to reduce the burdens of pupil teachers, and voted a sum of money for the purpose, but the plan of a pupil teachers' centre then formulated gave relief to the city and suburban students, but very little to the country pupil teachers, who numbered 25 per cent. of the whole, and whose need was specially pressing. Under the new scheme as much as possible has been done to give the country districts equality of opportunity with the city.

The method of training now abolished was not only insufficient but wearisome laborious at the critical period of development, when the foundations of vigorous physical and mental life should be laid. At 14 years of age the approved candidates were appointed as first year pupil teachers, males receiving an annual salary of £20 and females £18. They attended early in the morning before school for instruction by the head teacher in literary subjects, taught a class of from 30 to 45 children during the day, and in the evening continued their studies and prepared the lessons for next day. At the end of the year an examination had to be passed, and if their practical skill in teaching also reached the standard, they were promoted to be "second class pupil teachers," the salaries being £20 for males and £24 for females. During the second, third, and fourth years similar work, studies, and examinations were prescribed, and promotion was contingent on success. During the year in the third class the salaries were, males £40, and females £30; in the fourth class the annual salary for males was £50, and for females £38. When Parliament approved the appointment of a teacher of pupil teachers the city and suburban pupil teachers were relieved of about three hours' teaching a week in their schools, and were gathered together for six hours' study a week in the Training College. But little, however, could be done to relieve country pupil teachers of the dual strain of teaching and study. This system was very hard on the young people. It is not surprising to find that the nominal term of four years was considerably extended, and a provision was even required to prevent it exceeding eight years. Often more than half of the first year's pupil teachers failed, and 20 per cent. of the second year's. The penalties were continued at the lower salaries.

After passing through the four classes satisfactorily the pupil teacher was then entitled to enter the Training College for one year, receiving a maintenance allowance of £30 for the year. Under special circumstances—such as having no home in the city and suburbs—this maintenance grant could be raised to not more than £50. During this year in the Training College the student taught a class of about 40 children in a Government school all day every alternate week, the other week being spent in study in the college. Such an insufficient teaching staff was provided during recent years that the assistance the students received in this irregular manner was extremely meagre. If this year's work were satisfactory, and all the examinations

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THE NEW EDUCATION REGULATIONS.

TRAINING OF TEACHERS.

In the end a school system must be measured by the character, the attainments, the skill, and the devotion of its teachers. The teacher is everything; system, organisation, and administration are comparatively nothing. This truth is being recognised as fully by educationists who control bureaucratic systems as by those who direct less organised or voluntary systems. The main aim of the great educational movement throughout the world just now is to improve the teacher. The difficulty is the expense of training. The profession is not attractive to parents; the emoluments do not justify a long and expensive preparation as in other professions, and lack of pecuniary reward has no compensation in social status as accorded to clergymen. In England and Wales, the home of initiative and independence, where education is controlled by local authorities, and not by a central administration, an attempt has been made to improve the teacher by insisting on a higher age at entry on the pupil teacher's course, and by the addition of day training colleges. But no plan has yet been devised to give a full training to all teachers. About 10,000 young men and women annually qualify themselves by teaching and by passing the examination for admission to training colleges, but less than a quarter of that number can be admitted. About 6,000 adult teachers are needed annually to make good the waste by death and retirement, but the total number of fully-trained teachers available for that purpose and for the increasing needs of the schools is less than 2,500, so that some 4,000 partly-trained or untrained teachers have to be engaged. Private liberality, the generosity of the great foundations, and Government subsidy combined have thus been as yet quite unable to meet the expense of fully training all the teachers required.

In these Australian States the system are bureaucratic, and the training of teachers is part of the ordinary work of the department. No independent institution undertakes to prepare men and women for the profession. In New South Wales about a thousand pupil teachers are usually employed. As the term of service is four years about 250 on the average should be entitled to enter the training college annually if the aim were to train all; but the department pays the full expenses of about 30, and half expenses for about 20. Thus there is no attempt to train all the teachers fully, but (as in England) the places in the training college are given to those selected by competition as the most brilliant; the training is given to those likely to profit most by it, though least in need, while the large majority—whose need is great—are unable to receive assistance. As a consequence there is a tendency for the teachers to be separated into two groups, with very different prospects before them.

In Victoria nearly 1,000 pupil teachers are employed, there being four classes, as elsewhere, for the different years of service. At present less than 50 are admitted to the Training College annually, and these are chosen by competitive examination. Practically all the prizes of the service are won by those able to secure the full course of training; hence, as in New South Wales, a large proportion of pupil teachers must be content with a comparatively low maximum of remuneration at their attainable goal.

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THE CHAIR OF MUSIC.

Since the council of the University definitely stated that they did not deem it desirable to renew the engagement of Professor Ives, after the termination of the present year, there has been considerable speculation in musical circles as to who will be his successor as professor of music. The decision of the University, it was explained, was arrived at after long and careful consideration, and was communicated to Professor Ives in December last, so that the council have had ample time at their disposal to deliberate upon what steps should be taken to fill the position when it becomes vacant. As it has been reported that negotiations had been opened up in

England with the object of filling the Chair of Music, application was made to the registrar of the University in order to ascertain whether there was any truth in the rumor. After consulting the council, the registrar replied that he could give no information respecting the matter, but at the same time did not deny that the rumor was correct. It is believed that some such negotiations are pending, and that the new professor will be selected in England at no very distant date.

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