NOV. 10, 1926

FLINDERS CHASE.

The control and management of the reserve known as Flinders Chase, on Kangaroo Island, are vested in the Fauna and Flora Board, which has under consideration a scheme for making the sanctuary for bird and animal life self-supporting. Supervision is necessary on Flinders Chase to prevent the slaughter of virgin country from being invaded by the hunter, who ruthlessly destroys anything that comes within range, be it cat or dog. Professor F. Wood Jones, of the Adelaide University, has taken a deep interest in the preservation of the State's native fauna and flora, and he holds that it is a travesty of a national pride which permits Australia to blazon the emu and the kangaroo on its coat of arms for all the world to see, while at the same time these animals, and others, are rapidly and inevitably being exterminated. He contends that a national spirit in favor of the preservation of the native fauna and flora should be created in Australia. It is now proposed by the Fauna and Flora Board to make Flinders Chase reproductive to the extent at least of providing the cost involved in the protection of the indigenous animals and plants found there. This is the 50th year of the life of some of the animals, and it is expected that other animals will be acquired from the board by zoological societies and institutions which carry on scientific work. Before this can be done, however, development work is necessary, and in the meantime assistance from the public will be welcomed in order to place the scheme on a firm footing.

NEWS 9.4.26

Mr. Frederick Bevan, of the Elder Conservatorium, Adelaide, has arrived in London after an absence of 25 years in Australia, states a special message to the "Daily Mail." He is returning to Australia by way of America, after accompanying his own songs for gramophone records.

REG. 12. M. 26

EDUCATION CONFERENCE.

"Preparation for Citizenship"

A large number of school teachers attended at the Institute Building, North terrace on Saturday morning and evening in connection with the Education Conference.

The chair at the morning session was occupied by Miss A. Gillan, M.A., and the subject discussed was "The preparation of boys and girls for citizenship." Mr. W. J. Adey and Miss A. Miethke, B.A., were the principal speakers.

Mr. Adey said that citizenship in the ideal state involved loyal, devoted, and unselfish co-operation. Every organization in the land which had anything to do with youth, be it home, church, club, workshop, or office, contributed to that training, and such institutions could not evade the responsibilities thus cast upon them. There were very cogent reasons why the subject of citizenship should receive special consideration. With the introduction of steam, machinery, electricity, and all that had followed in their wake, the whole physical and political world had been altered with startling results. The education of the rising generation in years gone by imparted to the youth something of the community spirit, but it was no longer true that a man must follow the same occupations as his father and grandfather, and today it had been clearly demonstrated that the sons of humble homes might rise to occupy the highest positions in the land with credit to themselves and their country. The greater freedom of citizenship, the responsibilities of Government and the necessity for service and co-operation, must be met by changes in school training. Family, home, and church life—and, in fact, all the associations which were formerly on Sunday—must grow with the times. Educationists recognised the changed conditions, and were struggling to meet the new demands, but in spite of the addition of such things, as workshops and manual arts were taught, only the fringe had yet been touched. The education and the discipline of home life before the rise of the factory system, modern machinery, and mass production was now lacking. The school must provide something to take the place of the responsibility and necessity to do some work in the world if the child was to be trained in service and co-operation. A proper understanding of the workings and origin of the institutions under which they lived should be studied. Every subject taught in the school might be used to develop a larger citizenship.

Transformation Going On.

Already a change had come in the relations between teacher and pupil, continued Mr. Adey. Nature study, elementary science, gardening, woodwork, and cookery were evidence of the transformation going on within the school. The play side of school life was also an important factor in developing the community spirit. There was, perhaps, no stronger agency for cultivating the subordination of self for the good of all, than that provided by properly organized team games. In olden days, however, the dead hand of the past still held sway in schools of to-day. The grammar school form of education had still a strong influence, and external examinations often exercised a paralysing effect upon the freedom of the teacher and the pupil. The system was not conducive to prepare pupils to take their place as citizens and members of society in surroundings which were almost unknown to the school-boy or girl. A visit to any school in the city would demonstrate what he meant. In the average classroom the teacher was fixed, the pupil's place was allotted, and for hours each day he was expected to work and study. If he was in a position to give or to receive assistance, he was committed an offence against the school law. There was utter lack of co-operation; service was strictly forbidden; and self-activity and emulation were crushed. Furthermore, in the schools where tendency and equipment is provided for doing such as woodwork, science, and cookery, what the society spirit was stamped out, and the child was not allowed to do things because he wanted to do them, to try out his own ideas, to compare and discuss his work and his thoughts with his neighbors. Group work was often unattempted, and the spirit that should prevail was not there. A change was in the air, however. In the school life generally, there was too much "listening-in." There was no social motive in the work of the school, but a mere absorption of facts in preparation for the testing time.

A Reformation.

"We are on the way towards a reformation," proceeded Mr. Adey, "but I venture to suggest that the present school will be as little like the modern school in 25 years' time as the school of 25 years ago compare with those we are building to-day. Workshops, laboratories, and libraries will be included in all schools and assembly halls will be looked upon as a necessity in all large institutions. A swimming bath and playground will not be wanting." In conclusion, Mr. Adey said there were two agencies other than the school which were working towards the same end—the church and the home.

Educating the Girls.

The influence of proper education from the spiritual view of girls was set forth by Miss Miethke. The form of ideal citizenship for woman, she felt, lay in the functioning of her complete personality, and in no other direction was her ability so far-reaching. It enabled her to develop her character, and to fulfil her duty and vocation. The educated woman was the first line of a nation's defence. The four periods of a girl's life were—(1) The infancy period, (2) the home, good parents, and training were of the utmost importance; (2) the early primary period, when school and teacher outweighed the home authority; (3) the period of adolescence, when she learned comradeship; and (4) the period of adolescence, when intellect, sentimental, in the opposite sex. Girls, however, should be trained not only as homemakers, but to be self-supporting before marriage, and so that in the event of non-marriage they would be able to follow a profession. English literature should play an important part in any scheme of education. Teachers should seek to make girls learn English literature and expression. They should be made to study the home, beautiful, restful, attractive, and satisfying; but any home, school, or society which functioned separately from the influence of the mothers was liable to be confused and put out of joint.

POLITICS AND EDUCATION.

Training in Public Affairs.

It is the opinion of Mr. Duncan-Hughes, that both politics and education are closely related. He developed that theory in the course of an address to Rotarians on Saturday night. Professor J. McKellar Stewart presided over a large and interested audience.

Mr. Duncan-Hughes stated that Australia faced a difficult problem as a result of the universal extension of the franchise during the last century. The franchise had not advanced faster than the education of the electorate in the responsibility of citizenship. The franchise was probably gone as far as the grant of electoral rights as they could go for some time. Therefore they could try to arrange now for more general education in the corollary of political rights. He was not criticising the franchise, or the general system of democracy. He only asked people to take things seriously as a problem, to make the best of them, and to endeavour to improve them if possible. The system of right at present seemed outweighed that of responsibility and duty. There was a disinclination to consider the teachings of history and to even greater disinclination to consider the claims of the future in some aspects. He remembered having made a speech on a certain subject some time ago, during which he said that it might all right for our time, but he wondered what would be the position, if that time were given effect, in 100 years. A gentleman came to him why on earth he worried about what would happen 100 years hence. (Laughter.) He entirely saw that opinion. A legislator's duty certainly was to consider the present, but he should also learn something and consider whether the steps he was taking would be right. He went on to refer to the habit history had of repeating itself, and quoted from Plato's dialogues to show that the present system of exchange had been foreseen 2200 years ago. Socrates had prophesied the rise of the middleman and his usefulness in connection with marketing produce, and until they could be sold to those who needed them, so enabling the producer to continue his work without waiting for a buyer. Whether Socrates was right or wrong, there was no doubt about the usefulness of the middleman.

Avoidance of Responsibility.

Mr. Duncan-Hughes mentioned that there was a reluctance to observe the duties of citizenship. The comforts and privileges of citizenship were greatly appreciated, and ever precisely, and probably most people would agree with him that there was a bad principle in the system as it stood. He might mention the problem of compulsory voting, which had been introduced with the object of electors tending to vote in such scant numbers. As a result, a private Bill to make voting compulsory was passed through the Federal Parliament with little opposition. He had opposed the measure because he thought it was a bad principle to make a man perform a duty which he felt was his own conduct showed indifference. He did not know what value could be placed on such a vote. He had illustrated his argument by pointing out that, though there might be a great desire for the franchise, the number of electors who did not take advantage of the privilege until, except in Queensland, they had gone out of the electorate did not exercise it. There was a dearth of candidates prepared to sit on the councils of public, municipal, and charitable institutions, which he thought an unfortunate thing and one calculated to throw an undue burden on those who joined those bodies. Since his association with Mr. Duncan-Hughes, those gentlemen deserved the thanks of the community. They did extraordinarily good work, and in many cases a few men sat on half a dozen boards. There was an extraordinary lack of interest in public affairs, particularly political meetings. If the candidates put forward were not sufficiently good to attract large audiences others should replace them. There was a disinclination to accept responsibility and authority. That was a distinctly modern phase of life. In olden days, he was informed in business and many other directions, They had no reason to expect such a development in view of the participation in business and politics during the war. It was certainly an indication of failure to live up to the highest ideal of citizenship. He had noticed for years among the great public schools in Australia something approaching snobbery was being developed. That was a bad thing in a democracy. With regard to sport, they would agree that it monopolised too much attention, whether pole and golf in the country, or class or football and races in another.

Too Many Societies.

After considering the effect of modern interests, Mr. Duncan-Hughes said that a thinker must reach the conclusion that so far as the education of citizenship was concerned fortunate enough to develop a tradition of public life, which had so long been a feature of Britain. They closely associated English ideals, however. In dealing with traditions, he was hopeful of good because of the fine ideal held by all sections, which tended to permeate and affect all their actions. A disturbing factor was the growth of extra-political bodies, representing certain economic, class, or sectional interests. Every one must know that such bodies were numerous and strong as it was they seemed tend to the direction of weakening the position of Parliament, for those bodies appeared to be composed of people who had one object, who had as a result lost all sense of proportion among the questions before the public. That drawback was at a time when the responsibilities of political responsibilities were greater than ever before. The improved means of communication and transport brought Australia close touch with other nations, and the economic system of the world was so interlocked that a disturbance in one nation had a similar effect on many others. The English-Speaking Union, League of Nations, and similar societies had been formed in the interest of the public in world affairs, which concerned Australia just as much as other countries. Because of common world interests, they could not sit down to interest themselves only in matters which affected Australia alone, and Australia had to be represented where shown in foreign affairs. In spite of the information disseminated by the bodies to which he had referred, there was only a stilted view of those things.

Education and Religion.

There were factors which gave ground for hope, stated Mr. Duncan-Hughes, one of which was the development of the State school system. It was a matter of satisfaction to see high-school boys doing well in public examinations, and it reflected great credit on those associated with teaching them. Another hopeful thing was the interest among women in public affairs, which he believed to be a new development and a great thing for the world, as it was adding to the capacity and capability for public affairs which he had not expected in his callow days. Referring again to education, Mr. Duncan-Hughes said he could not believe there would be any permanent efficacy in a system which gave no instruction in religion. In his opinion, the history of the world was against the permanent success of any people without religion. The Bible was the finest literature in the world, and a knowledge of it was essential to any man who had claims to be fully educated. The schools might teach more of political economy and commercial subjects, such as bookkeeping. Ninety-nine boys of 18 had no knowledge of the value of money, and regarded it merely from the spending point of view. That lack of knowledge was due to the fact that some of the elementary rules concerning it often stayed with them for the remainder of their lives. The schools should teach more, for the pupils it would affect their commercial methods and the ability of public men to deal with business matters. There were difficulties such as a suggestion that which every capital economy would colour the information with their own opinions, but that was not insuperable. His criticism regarding ignorance of political economy applied to the legislator as much as to the elector.

Reserve of Thought.

In some respects, continued Mr. Duncan-Hughes, payment of legislators was regrettable, because it was a bad thing in a state that they entered Parliament for the sake of what they could get out of it. That was one of things did help the politician or the public. As one could wish the system, politics became specialized, and too many sought for Parliament. Everything had to go to Parliament, which thus had large responsibilities and tended to seize still more power. Correspondingly, member knowledge and ability than formerly were required of legislators, who carried heavier burdens than the electors were performing the minor duties of citizenship. To a certain extent the activities of the educationist were bound up with the general system of citizenship. An American writer, commenting on modern life, asked what would be the result of a system under which people were never paid more than a teacher, and instanced the economic poverty of educationists, whose salaries remained stationary while those of manual workers advanced to unexcepted heights. That writer went on to discuss the conditions in Russia, and argued that under Bolshevism a new intelligentsia was impossible. Often education there was diverted to the spread of propaganda and no independent thinking was permitted. In every community there was a reserve of thinking people, and if left alone it would save the State. The creation and encouragement of such a reserve must be the duty of every university.

MAIL 10.4.26

ADELAIDE UNIVERSITY

Jubilee Celebrations

Jubilee celebrations of the University will be held on Monday, August 16, Tuesday, August 14, until Wednesday, August 18. The institution was established in 1876. Following is the itinerary of the celebrations:—

Saturday, August 14—Reception in the evening by the Chancellor of the University, inspection of laboratories, lectures and demonstrations.

Sunday—Service in the Cathedral at 3.30 p.m.

Monday—Special congregation, reception of delegates, address by Chancellor and visiting delegates, conferring of degrees, dancing—Conservatorium concert at 8 o'clock.

Tuesday—Official opening of the physics and engineering buildings. Visitors to the opening will be asked to perform the ceremony. In the afternoon students' sports will be held and motor excursions conducted. In the evening there will be a University dinner in the Adelaide Town Hall.

Wednesday—An inspection of Waite Agricultural Research Institute, Urrbrae, Fullarton, will be made in the morning and sports and motor excursions conducted in the afternoon, and a function for students arranged by the Women's Union will be held in the evening.

Mr. F. W. Eardley (registrar) is handling arrangements.