

annum in those cases where the home of the candidate is distant from the school at which he or she elects to attend. At the examination held in December, 1910, 17 boys and 10 girls presented themselves, and 5 boys and 4 girls were successful. (b) Forty exhibitions, tenable for three years at the Adelaide High School or any district high school, are offered for competition among children under 13 years of age who have been attending a primary school under Government control. A maintenance allowance of £22 per annum is given in addition to free tuition. The examination for deciding these scholarships is the fifth class standard of the public schools, with the addition of a small textbook on health and hygiene. These scholarships are intended to help those children, whose homes are distant from a district high school, to obtain the advantages offered by those schools. At the examination in 1910 the competition was most disappointing. Only 14 boys and 12 girls presented themselves, and of these only three boys and two girls obtained sufficient marks to be placed on the list of successful competitors. It is not easy to account for this very small number of entrants. Free tuition in a secondary school for three years, with an allowance of £65, should, one would think, tempt parents to give able boys an opportunity to pursue their studies up to the age of 16. For all other scholarships offered, the competition was eminently satisfactory, so that there does not appear to be any disinclination on the part of parents to avail themselves of the opportunities offered for higher education. The demand for boys, both in the country and in towns, has been very great during the past two years, and this may in part explain the small number of entrants. (c) There are 10 senior exhibitions (each worth £22 per annum), tenable for two years at the Adelaide High School. They are open to all pupils attending any high school under Government control, and are awarded on the results of the senior public examinations. The winners are afforded an opportunity to prepare for the competition for Government bursaries, which provide a course of four years' duration at the University. Five only were awarded in 1910, and the successful competitors were all pupils of the Adelaide High School. As the pupils who win these scholarships will be 16 years of age and upwards, and as country boys must come to Adelaide to take up the scholarship, it appears to be desirable that the allowance should be increased to at least £40 per annum. (d) Ten Government bursaries are offered annually. Five are reserved for pupils of the Adelaide High School. The remaining five are open for competition among any young people who have been resident in South Australia for at least one year prior to the deciding examination. The bursaries are tenable at the Adelaide University for four years, and admit successful candidates to the Schools of Arts, Science, Medicine, or Law. They carry an annual value of £25. On the recommendation of the Council of the University, bursaries were awarded to nine pupils—five from public schools, and four in the "open competition." (e) One hundred and eighty pounds per annum is voted to assist evening students who are unable to attend the University during the day. The value of each studentship is limited to £10 in the case of science students, and £7 for those taking arts. The following is the number of exhibitions and bursaries current during the year 1910:—Exhibitions—At Adelaide High School, 44, of whom seven resigned; at other approved schools, 16. Bursaries—At Adelaide High School, 28; at other approved schools, 15.

—The Adelaide High School.—

The Adelaide High School had 506 pupils on its roll. Of this number 82 were young student teachers, 162 were improving their general education prior to beginning work, 197 were studying for the University public examinations, while 65 were taking a commercial course to prepare them for business pursuits. It is intended to provide a course of instruction in domestic subjects for the girls, as soon as rooms can be made ready for the purpose. In the University Public Examinations for 1910 the following results were obtained:—Primary public, 34 certificates awarded; junior public, 74 certificates; senior public, 46 certificates. Twenty-one students passed the Higher Public Examination in from one to five subjects.

—District High Schools.—

During the year district high schools were opened at Blumberg, Gawler, Gladstone, Hindmarsh, Jamestown, Kapunda, Lefevre's Peninsula, Moonta, Mount Barker, Mount Gambier, Narracoorte, Norwood, Petersburg, Port Pirie, Quorn, Unley, Victor Harbour, and Wallaroo Mines. The total number of pupils attending was 1,578, and the number of teachers 39. Although passes in the University examinations do not form a fair criterion of the work done by the schools, yet it is gratifying to note that many pupils were successful in this direction. Altogether, 142 passes were recorded for the primary, 51 for the junior, and 8 for the senior public examinations; while several, who have not obtained the certificate for the junior and senior, have

passed in two or three of the subjects. In other directions, too, distinctions have been gained. One boy obtained a Roseworthy College scholarship; many had scholarships at Schools of Mines awarded them; others passed the entrance examinations to the civil and postal services. Then again, these high schools are becoming a valuable source from which the department can draw its supply of young teachers, who will in the future repay the State for its outlay on their education. Over 60 distinctions of various kinds, in addition to those mentioned above, have been credited to the pupils of district high schools.

—The Adelaide School of Art.—

Considerable improvements have been made in the lighting and arrangement of the rooms, and a supply of new casts and models has been obtained from England. The report of the principal shows that satisfactory work has been done. The number of students in attendance was as follows:—1910—Adelaide School of Art, 1,901; Port Adelaide School of Art, 124. The figures for the previous year were 1,750 and 135.

—Buildings.—

A new school and residence was erected at Freeling at a cost of £1,092. Additions and alterations were effected at—Booloroo Centre, £106; Kangarilla, £106; Murray Bridge, £98; Penola, £498. New schools are in process of building at—Belair (with residence), Bute, Langhorne's Creek (residence only), Nackara, and Tickera (with residence), while additions are being made to the residence at the Grange. A new assembly hall was added to the Adelaide High School, and important alterations were made to the building.

—Domestic Subjects for Girls.—

The reconstruction and furnishing of the Domestic Arts Centre at Norwood has been completed, and the work for which the institution has been provided is now proceeding. Ample provision has been made for giving instruction in cookery, laundry work, household management, and hygiene. It contains a large cookery room (with provision for class teaching, demonstration, and practice), dining room, model bedroom, and kitchen, in addition to quarters for the mistress in charge. A number of teachers are undergoing a course of training to fit them for taking charge of centres in various parts of the State. Girls from the Norwood High School (which receives pupils from all the eastern suburbs) now receive regular instruction in subjects which must prove of great value to them in later years. In South Australia we have been somewhat tardy in recognising the importance to the community of teaching our girls those things which they need if they are to become capable homemakers, but a promising beginning has been made at Norwood. It is intended to extend and develop this important branch of our work as rapidly as possible, and to extend its benefits as widely as circumstances will permit.

—Schools in New Settlements.—

Of late considerable trouble has been experienced in providing school accommodation for the children of settlers in newly opened areas. In some places the department has tried to meet the difficulty by providing large tents as temporary substitutes for schools. Although they have been made as comfortable as possible, the tents have not proved to be altogether satisfactory. Owing to sudden changes in temperature, strong winds, and duststorms, the tents are very often uncomfortable, and school work is carried on under difficulties. An attempt is to be made to provide temporary schools of a more satisfactory nature which can be quickly constructed and erected where required, and easily removed to another locality when necessary. This step, it is hoped, will remove one of the very serious disadvantages which settlers in outlying districts have suffered in the past.

—Boards of Advice.—

There were 105 Board of Advice districts in 1910. Half of the members of each board are elected annually by the parents. Nominations for members were received on April 26, with the following result:—In 41 districts there were no nominations; in 12 districts the number nominated were less than the number of vacancies; the exact number required were nominated in 48 districts; elections in the remaining six districts took place on May 29, 1910. At the close of the year, in 54 boards, there was a full number of members.

—Penny Savings Banks.—

The number of schools in which Penny Savings Banks have been established now stands at 179—an increase of 37 for the year. During 1910 2,399 accounts were opened, 954 were closed, giving an increase in the number of depositors of 1,445. The amount paid in for the year was £3,157 2/10. Repayments amounting to £1,050 7/4 were made, so that the deposit account was enriched by £2,106 15/6 during the past 12 months. The first deposits were received in May, 1908. Since that time 7,524 accounts have been opened, and the total amount at credit of depositors at the present time is £5,006 3/10.

—Finance.—

Comparison of the expenditure on primary schools for 1909 with that of 1910 shows an increase during the latter year of £10,504. This is accounted for mainly by the increases of salaries to public and provisional teachers. Upon secondary education the expenditure amounted to £10,400 3/7, which includes the cost of maintenance of the School of Art, the Adelaide High School, 19 district high schools, as well as the cost of scholarships. Sites, buildings, improvements, and repairs show an increase of £12,513 14/2.

—Grants for Educational Institutions.—

The following were the grants paid to institutions outside of the Education Department during 1910:—Adelaide University, £7,190 1/4; Adelaide School of Mines, £0,253 16/8; Adelaide School of Mines (expenditure on buildings), £303; Port Pirie School of Mines, £750; Removal of buildings, re-erection, painting, &c., £184; Gawler School of Mines, £500; Kapunda School of Mines, £300; Moonta School of Mines, £700; Mount Gambier School of Mines, £350; total, £18,630 0/8.

—Appendices.—

The appendices include an elaborate report by the Director of Education (Mr. A. Williams) and reports of the inspectors of schools; and the University Training College, Adelaide School of Art, Adelaide High School, the school visitors, health inspector, and Boards of Advice.

POLITICS IN SCHOOLS.

ADVOCATED BY PROFESSOR BROWN.

"I think politics should be taught in the schools," said Professor Jethro Brown, of the Adelaide University, in an address on "The teaching of politics in the schools" before the Public Teachers' Conference at the School of Mines on Monday evening. Before stating his reasons for holding that conclusion, he considered two objections which they might be tempted to urge, namely, that politics could not be dissociated from party propaganda, and that the subject could not be made intelligible to young children. He entirely agreed that if politics could not be taught without dragging into the schools the questions which divided their political parties there was nothing more to be said of the matter. But was that consequence inevitable? He was aware that many people regarded politics as a sort of happy hunting-ground, which was divided between two warrior bands—a region which one could not invade without encroaching upon the preserves of one political party or another. But surely that view was false. Surely parties, however much they differed upon this or that question of the moment, and however bitter might be their hostility, did, as a matter of fact, agree on much more than they differed on. That was indeed so true that it had often happened that parties had been sorely perplexed to discover a distinctive programme. The game of Tories dishing the Whigs, or of Whigs dishing Tories, was by no means an extinct pastime. One eminent authority defined party government as the attempt of one party to keep the other out of office. They must not suppose that he condemned party government. Political parties, like rival advocates in the courts of justice, had a high function to fulfil. It was for them to see that all sides of a question were brought before the electorate when new conditions, or higher ideals of social justice demanded a revision of the established order. But just as advocates pre-supposed in their argument a common body of principle to which they appealed, so in the arena of practical politics, controversy was only possible on condition of starting from a common ground of opinion or belief. It was that common ground which he had in mind when speaking of the teaching of politics in the schools—the fundamental principles or elements of the subject which were accepted by all parties. Such an audience as he was addressing would represent every shade of political opinion. First, then, was the principle of civic obligation as based upon the indebtedness of the citizen to the State. He supposed no one of them adequately realised the extent of that indebtedness. They accepted the State as a fact, much as they accepted the sun and moon as a part of the order of nature. They did not realise how at every turn they were dependent upon the State for the maintenance of the conditions which made life possible for them. If his person, his property, or his home were invaded, it was to the State he must look for redress. Was his life endangered by the spread of disease or by the adulteration of food, it was to the State he must look for protection. Scarcely an act in their life but implied the State as the stable background of their existence, as indispensable to their life as the air they breathed. He would venture to ask if it be not desirable that this sense of civic obligation should be early impressed upon the consciousness of the citizen? Did they not think that many of the conflicts in the arena of practical politics would be avoided if that were done? Did they not think that many of those conflicts arose because electors looked upon the State, not as a fatherland which had claims upon their allegiance, but as an authority in relation to which the problem was to get as much as possible and give as little as possible. The second principle was the unity of social life in the State. Did they not think that something might be gained by teaching their youths that men were so united by social filaments that injury to one was an injury to all? There were other principles such as the worth of man with its implication of the claims of human weakness, the supremacy of the common good with its implication that the end of associated effort should be development of human character, the necessity of liberty to this development (not in the sense of freedom to do as one liked, but to do as one ought), and the nature of the rights of the citizen as dependent upon the recognition of the duties of the citizen. Assuming that they agreed with him that there were fundamental principles of politics which could be dissociated from the controversies of parties, it might be said that the subject was too advanced. That