

TRAINING TEACHERS

NEW BUILDING PLANNED

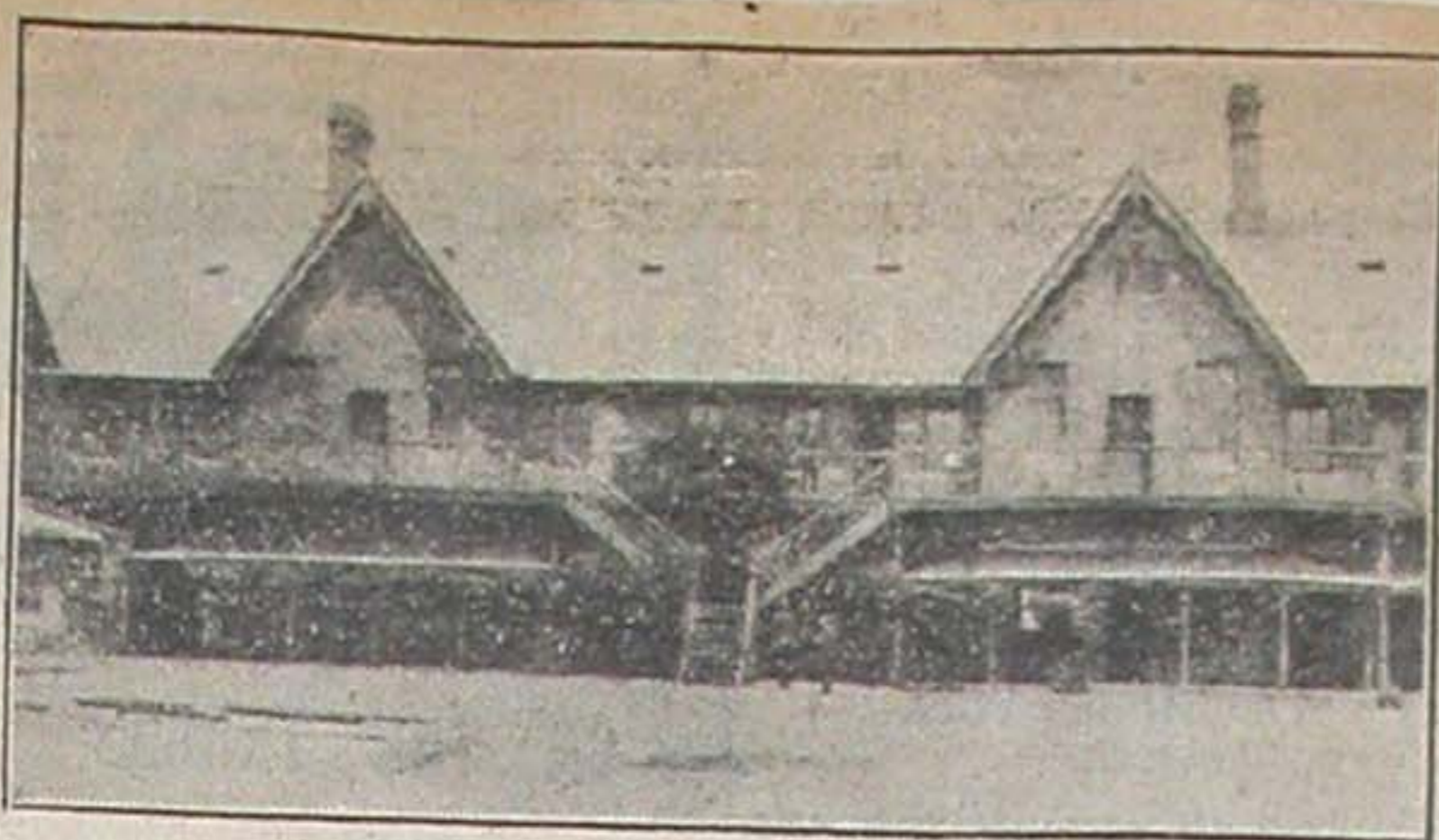
Thorough Instruction Given

With the fact that the training of teachers is of equal importance with the training of children as a basis, it will be of interest to the public to learn something of the organisation, conditions, history, and benefits of the Teachers' College conducted by the Department of Education in South Australia. A large proportion of the rising generation receives its education in the State schools.

By permission of the Hon. L. L. Hill, M.P. (Minister of Education) a reporter called on Dr. A. J. Schulz (principal of the Teachers' College). Everyone knows the picturesque old building at the rear of the Public Library on North terrace. It was at one time the police barracks. The guardians of law and order have vanished, and in their stead are more than 300 young men and women who, with the aid of a staff of 12 instructors, are developing their brains in the direction of furnishing the requisite mental equipment for the competent teaching of the young idea.

There are eight courses of study at the college. These embrace a course for small country schools, ordinary primary schools, infant schools, high schools, the commercial department of high schools, domestic art centres, woodwork centres, and technical schools.

The bulk of the students are those from the high schools who have passed the intermediate University examination. They have applied and have been accepted as probationary students and have entered directly upon one or other of the above-mentioned eight courses. Under the present



PRESENT TEACHERS' COLLEGE—This building at the rear of the Public Library, North terrace, was formerly the police barracks.

any woman student who marries before her agreement has expired, she is released from her contract.

In most of the courses, which extend over more than one year, the work is so arranged that the first part is devoted almost wholly to University studies. The final year is devoted to professional studies and teaching practice.

The academic studies are selected largely with a view to giving culture and breadth of outlook. The professional studies include the history and theory of education, psychology, method, hygiene, nature study, music, art work, physical culture, elementary agriculture, woodwork, and domestic arts.

The practical work of the college is executed mainly in the practising schools. The amount of practical work by the students varies with the course. There is usually at least half a day each week de-

duction will be celebrated in Adelaide. About 60 teachers will come from Melbourne and Sydney to take part in the intercollegiate mental and physical contests.

SMALL BEGINNINGS

From a small beginning in 1876 in the central building of the Adelaide High School, when there were only 30 or even fewer students, the Teachers' College has grown in importance and numbers. The year 1900 was a turning point in its history, when the University decided to devote some of the Sir Thomas Elder bequest to educational purposes. In 1900 Dr. Schultz was appointed principal, and in 1921 the college was removed from the University to its present premises.

The need for a new, well-equipped, and up-to-date building will be readily conceded when it is learned that in the pre-



NEW TEACHERS' COLLEGE—Sketch drawn from a tracing of the new Teachers' College, to be erected in Kintore avenue. Though certain alterations have been made in the plans, the picture indicates what the building will be like.

sent arrangements the University provides the general education of the students qualified to attend lectures, and the college provides the general education of the other students and the professional studies and training of all the students.

LIBERAL CONDITIONS

All students entering the college must be at least 17 years of age. The pecuniary conditions are strikingly liberal. The men students receive a maintenance allowance of £60 and the women students £50 a year, the amount being increased by £10 during each subsequent year or training. An additional allowance of £20 for boarding or for travelling is made where required. All necessary text books are provided, and all instruction at the college and University is free.

The students enter into an agreement to serve the Education Department as teachers for four years on the completion of one year of training, an additional year being required for each further year of training. In the case of

voted to demonstration work, and about one week in five is devoted to continuous practice. The teachers in the practising schools are selected specially, and receive an additional allowance, rising from £10 to £40 in four years.

After the teachers have been appointed to schools promotion depends on the obtaining of increasing skill marks, the possession or acquisition of additional qualifications in the way of specialised knowledge, including passes in University public and degree examinations, as well as higher departmental or University examinations in education.

Considerable value is attached at the college to the development of sports and a corporate life. The college has its magazine and a variety of clubs for sports and social life. Public concerts are given annually, and intercollegiate sports and debating contests entered into with Melbourne and Sydney Teachers' Colleges. The corporate life in the college works up to a climax each year, when a gala week is held. Next month this festive oc-

sent quarters there are no assembly room, no scientific laboratories, far too few offices, and no sports ground. There is not even a lunch room or a library, and classrooms are so few and so small that they will not accommodate more than half the number in a class at one time.

The plans for the new Teachers' College, preparations for the erection of which in Kintore avenue are in progress, show that all these serious defects will be remedied. It will comprise a basement, ground floor, and first floor. In the basement will be a boiler house for the heating of the building. The ground floor will contain a central courtyard, assembly hall, laboratories, seven well-equipped classrooms, ample accommodation for teachers, a common room for men and for women students, and well-appointed cloakrooms.

On the first floor will be additional classrooms and a library. As the Teachers' College will celebrate its jubilee next year, it is fitting that the occasion should be marked by the erection of a fit place in which efficient training may be given.

MODERN EGYPT.

LECTURE BY PROFESSOR PRESCOTT

The final extension lecture of the series on "Modern Egypt" was given at the Prince of Wales Theatre, Adelaide University, by Professor J. A. Prescott, on Tuesday evening, before a large assemblage.

The lecturer said the political status of Egypt was the queerest of all the paradoxes of that land of paradoxes. The destinies of the country, which was not a part of the British Empire, had been controlled by Englishmen or Scotsmen for many years, but the administration had always been through the British Foreign Office, not through the Colonial Office. The succession of the country's rulers included Greek Ptolemaic, Roman, Arab, Turkish, and finally British rulers, and although the country claimed a nominal independence, the anomaly still existed, for Egypt had so far shown little promise of being able to carry the new responsibilities demanded, and on which its independence was conditional.

A Pawn in the Play.

The present troubles of Egypt began in the earliest part of the nineteenth century, added Professor Prescott, when first Napoleon, and then Mohammed Ali Pasha, tried to put Egypt on to the map of Europe. Napoleon's aim was to break the link in England's chain to India, and for three years he held the country. After Napoleon's departure Turkish authority was for the moment restored. In 1832 the forces of Mohammed Ali, and his son Ibrahim, threatened the sovereignty of Turkey by triumphal marches through Syria. English advice carried the day, and Mohammed Ali was able to make a temporary peace with his master, the sultan. Eventually the combined forces of Turks, Austrians, and British drove Mohammed Ali back into his original Egyptian shell. His successor, Abbas I, was notorious for his ruthlessness, although to Mohammed Ali Egypt owed a great deal, for he was a rough man of genius. Abbas closed the school, dismissed a number of European officials, and closed the factories. Said, who followed him, had a French education and surrounded himself with foreigners. He welcomed foreign development. Ismail, the next in power, was in many respects bigger than his predecessors, but he was a prodigal spendthrift, and it was his excesses that first brought European control into the country. In 1876 the crisis came. The Egyptian Government suspended payment of Treasury Bills. A commission of public debt was appointed to act as representatives of the bondholders, and a few days later the debt was consolidated at £91,000,000. The condition of affairs in Egypt at that time was deplorable. One-fifth of the arable lands had passed into the hands of the Khedive, who tried to work them with forced labour. Eventually the powers recommended Ismail to abdicate, and he was succeeded by Prince Tufik. Trouble occurred in the army, and in 1880 three colonels led by Arabi denounced the Minister of War for ill treatment of native officers, and Arabi was able to enforce the dismissal of the Minister.

British Occupation Begun.

The lecturer said the British occupation began in 1882, but was never intended to be more than temporary. Lord Cromer went to Egypt as Consul-General in 1883, and for the first few years his regime was a fight against bankruptcy. The Sudan was a great hindrance to progress. Soon after the British occupation an Egyptian force was annihilated by the fanatical forces of the Mahdi. The lecturer spoke of the reforms carried out during Lord Cromer's stay in Egypt. He was succeeded by Sir Eldon Gorst. The nationalist movement was already on the way. Lord Kitchener was appointed in 1911, and his presence had a sobering effect on all parties. When the war broke out the position of Egypt was critical. It was generally recognised that the weakest feature of the British occupation had been the position of education, which had been restricted by financial stringency. The Egyptians were not blameless. The lecturer dealt with the nationalist movement led by Zaghlul. He said the British Government recognised that an independent Egypt could only be safeguarded from the abuses of the past by a democratic form of Government. The constitution, however, was not enough. It was of little use trying to force a twentieth century constitution on a people whose political organization was still that of the middle ages. The abuses possible during Egyptian elections were due largely to the fact that the internal administration of Egypt was still of an autocratic character, and had not been modified to fit it with the new constitutional ideas. The lecturer then quoted Lord Cromer's statement regarding the fall of Ismail Pasha.