—Degree of B.Sc.—

Various additions and alterations were adopted in connection with the regulations governing the degree of B.Sc. It was decided to add physiography to the compulsory subjects for the ordinary degree. Under the old regulations students could take up subjects necessary for the science degree in any order they pleased, and the professors sometimes found that they had not undertaken the preliminary subjects necessary for them to do their work properly. With a view to prevent them entering upon an honours course unless properly fitted for it, Senate adopted the following new clause:—

Before beginning an honours course in any department candidates must have previously passed in such of the compulsory subjects and have done such preliminary work in allied subjects as the Faculty of Science considers to be necessary.

With a view to obviate the long delays between a short course of lectures and the examinations it was decided that:—

All examinations shall take place in November, except that, when the course of instruction in any subject has been completed before the end of the third term, the examination in that subject may be held at any convenient time earlier than November, to be fixed by the council. In any case, candidates must enter their names at least a calendar month before the day of examination, and must when entering present certificates showing that they have regularly attended the prescribed lectures, and have done written and laboratory or other practical work, where required, to the satisfaction of the professor or lecturers.

Other alterations affected the amount of fees payable. Physiography was fixed at £1 1/, and the total fees were increased from £22 1/ to £28 7/.

—Musical Matters.—

The following motions submitted by Professor Funis were also adopted:—

At the end of each completed academic year students may offer themselves for the examinations for the diploma of Associate in Music, as provided for in regulation B., Diploma of Associate in Music. For each examination for diploma, £1 11/6; for the diploma, £2 2/.

To obtain the Diploma of Associate each candidate must complete three academic years of study, not necessarily consecutive, at the University of Adelaide, in one of the undermentioned principal subjects, and must pass the examination proper to each year:—Pianoforte playing, singing, violin playing, violoncello playing, organ playing, musical composition.

Daily Herald, July 28th, 1910

EDUCATION AND DEMOCRACY.

LIGHT FOR THE WORKERS.

LECTURE BY THE REV. W. TEMPLE.

Before a large attendance in the Prince of Wales Theatre of the University on Wednesday evening the Rev. W. Temple, M.A., gave a lecture on Education and Democracy. His Excellency the Governor, Lady Bosanquet, and Miss Bosanquet, and the Premier and Chief Secretary were present.

His Excellency said Mr. Temple was a son of the late Archbishop of Canterbury, who was highly qualified to speak on the subject he had chosen. That was proved by his distinguished career.

Mr. Temple said democracy in the old country had long confined itself to providing machinery for registering the opinions of people irrespective of how they were formed. The result was the last general elections, the conduct of which was an insult to any self-respecting community. Government conducted on those principles was not democracy. If people were really to govern the country they must have an educated democracy. Education did not mean stuffing the mind with facts. It was the quickening of the faculties. In England they had gone through a phase of industrialism, a phase of reform, and some of the reforms did good, but did a lot of harm in doing the good. Fifty years ago it had been said that open competition was the best thing; now it was known that open competition meant the tyranny of wealth. There were reformers who had a wholehearted belief in the educational ladder. It was undoubtedly a good thing that a city was given expensive tastes and habits an opportunity if he had the ability to work up to any position, but the vital difficulty about the educational ladder was that while one could work one's way up it by ability, lack of ability never brought anyone down it. (Laughter). And when a boy was encouraged to work his way up it, in present conditions he was encouraged to turn his back on his own class and on his father's house. A boy taken from a poor home and put in a university was given expensive tastes and habits of life which made it difficult for him to go back to his former life. His sympathy disappeared, and he remained a self-seeker, partly objectionable to the class he had climbed among and wholly objectionable to the class he had left.

Education could not be dumped upon people. In England they had tried to do that, but had failed. It was no good to force education upon people; they must wait for people to ask for it. There was a peculiarity about the workers. They might find in one street a man hungering to be taught some academic subject, but utterly afraid to speak of his inclination for fear of being ridiculed. Another man in the same street might desire to learn something else, and another still a different subject, but when alone they were too reserved to say what was in their minds. Once they got together, however, these men would open their hearts, and those who wanted to educate them had noted that and encouraged them to gather in small classes and provided for them teachers. Then came the trouble of finding what each wanted to study. Usually it was economic conditions. They wanted to know about that which affected them closest. The subjects differed occasionally, and at Wigan the class had demanded to be taught about the horse because most of them drove horses. And lectures about the horse were given, with the result that Wigan had been an earthly paradise for equines ever since. (Laughter.) The University of Oxford had started these classes on the recommendation of a committee comprised of seven representatives of the University and seven Labor representatives. It had been proved that when the Labor representatives went on the committee the scheme went like fire. The second year there were eight classes and the following year 27. The other universities fell into line. The number of students in the classes was limited to 30, and at least four-fifths must have been wage-earners. The reason for that last condition was that workmen did not like being in an alien atmosphere. They met once a week and had an hour's lecture and then an hour's discussion, because the workman could not stand being talked to without talking back. (Laughter.) They pledged themselves to remain at the study for three years. Every fortnight one submitted an essay, and those essays were sometimes written in extraordinary circumstances. One man wrote his sifting on a sugar box with his paper on another sugar box, holding a candle with one hand and writing with the other, while each arm held a baby on each knee. (Laughter.) The whole family lived in one room, and the man had no other opportunity. His essays were pronounced equal to those of advanced university students that took prizes in the compositions at Oxford. (Cheers.) The reason was that the man was educated. His faculties had expanded with his industrial life, and although he had not gained knowledge as that was understood in university life, when the time came for him to learn he had been capable of understanding what was told him. The university idea of a successful essay writer was a student who could sit down and write the most about a subject he did not understand in three hours. (Laughter.) That was the Oxford habit. (Laughter.)

There was in England an enormous amount of intellectual capacity going to waste, and that was shocking economic waste to a country. Those who were taking greatest advantage of those classes were the Socialists, and they met the individualists, and each found the other was not so bad. There had probably not been one who had changed his ideas, but the feeling between the two had been considerably improved. It was good to bring into being a basis on which they could unite the different classes of society. At those lectures the different bodies of men were studying the great subjects of human interest. It was not a case of one man teaching and 30 men learning, one of whom started a little earlier than the rest.

The matter of finance had faced them. To keep one man at the Oxford University and allow him to get the best out of the place cost £150 a year, and that amount would pay for two of those classes. Was it not better to teach 60 men than to bring one to the university, especially as the latter course meant encouraging the divorce of the English working class from home life. By means of those classes men were brought into living contact with the university. It had been said that the universities belonged to the working classes and had been stolen from them by the rich, but that was not altogether the case, as the universities had drifted away. Their demand for an educated democracy was not because they had any hereditary right to the universities, but because Labor had entered into the government of a country that Labor should have education. (Cheers.)

There were two forms of opposition to the principle. The first was—"What does the working man want with education?" The answer was—"What does he want with life?" (Cheers.) Education meant making him more human, teaching him to be a man and enabling him to understand men. The greatest obstacle, however, was the apathy of the workers themselves. The people did not want that which was offered. They did not trust it, and could not imagine that what was wanted to be brought about was possible. What those people were concerned about was how to live. They feared any change, as changes had always meant a period of unemployment. The mission of those who encouraged these classes was to let them see what it was to be a man—(cheers)—to give them a glimpse of that which lay within the treasury of literature, science, and art. There was no engine of social reform like education. They talked about England being the land of liberty and justice. Liberty was self-government. Justice was treatment for the individual from the point of view of the community as a whole favoring no one, and being unduly harsh in no case; the meeting out to each according to his own contribution to the State (Cheers.) For the development of society they must develop the capacity of the citizens. (Cheers.)

His Excellency, in proposing a vote of thanks, said he had come expecting to be interested. He could now say that he had been entranced.

Professor Darnley Naylor welcomed another member of the staff. The Adelaide University staff were always thankful for the good fortune of listening to such men as Professor Henry Jones, Dr. Hodgkin, and Mr. Temple.

After responding to the ovation he was given, the lecturer said he wondered whether there was no need in Adelaide for such classes as he had spoken of.

Pt. Pirie Advertiser. July 30, 1910.

Australian Universities' Musical Examinations.

The Registrar of the Adelaide University (Mr. Hodge), when visiting Port Pirie last week, addressed the local University Centre Committee on the work of the musical examinations of the joint Board of the Australian Universities. The foundation of the musical curriculum at the Adelaide University had, he remarked, been due to Sir Thomas Elder, who had given a small donation to form a scholarship, the gift being followed a few years later by the further magnificent one of £20,000 to form the conservatorium and a chair of music. For ten years the University of Adelaide had been joint partner with the Associated Board or Trinity College in their examinations, but at the end of the agreement the Australian Universities had decided to form a board of their own, with its own curriculum, examiners, degrees, etc. The Board had been formed by the Melbourne University (which included Tasmania) and the Adelaide University, which also embraced Western Australia. It was expected that when music was incorporated in New South Wales and Queensland their Universities would be included, support also being looked for from New Zealand.

Mr. Hodge further remarked that while the board had nothing to say against their late partner, the Associated Board of Trinity College, the syllabus of the Australian University Board was more complete, a little harder, and, in the opinion of Australian musical circles, decidedly better than that of the Associated Board. The general trend among teachers and students seemed to be to take the exams. of the Associated Board instead of the more difficult and consequently more valuable ones. Another aspect of the case was that all money obtained by a travelling institution, such as the Associated Board, went right out of the country, while that paid to the University was used over and over again in the interests of Australian education. The Associated Board only sent out one examiner, and it was hardly reasonable to expect one man to be an expert in every department of music, but the University Board had at least two examiners in each grade. Thus no pass could be obtained unless the candidate were really proficient, and, though the examination might be a little more difficult, the value of the certificate gained would be thereby increased.

The University Board, which desired a minimum of ten candidates before holding an examination at any centre, offered two scholarships annually, tenable for three years, the course being that for the Bachelor of Music Degree. The scholarships were to be competed for at the September examinations by the candidates in Grades I. and II. in theory and practice of music who obtained honors in those grades, the scholarships being awarded by special examination in November.

Very badly and incorrectly reported, C.E.D.P.