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MUSICAL EDUCATION AND PROFESSION.

To the Editor.

Sir—In The Register of May 13 appeared an account of an interview between a representative of your paper and Professor Peterson, of Melbourne University. Mr. Peterson's policy, so far as I have carefully acquainted myself with it, appears to be an endeavour to bring the whole of the musical education of the Commonwealth under the exclusive dominion of the Melbourne University. Such a policy, if successful, would be tantamount to the worst kind of monopoly, the effect of which would be tyrannical, and would tend to extinguish that spirit of individuality so essential to the growth of any art. It would impose upon the many the fads of a few, and would be detrimental to those teachers and students who possess the courage and independence to work on lines outside those prescribed by the combine. I am heartily in favour of a large measure of support being given to the examination scheme of the allied Universities, provided that a wiser scheme is devised and carried into effect, whereby all preparatory and intermediate teaching of music shall be proscribed from the curriculum of the Elder Conservatorium; or, in lieu of this, that the institution be worked upon a paying basis. It is an evil, it is a wrong—I speak as a citizen and a taxpayer—that £1,000 should be paid annually by our Government to subsidize the teaching of music which for the greater part is done equally well by many private teachers. If the Conservatorium were so reorganized that provision was made only for advanced tuition in music it would have the heartiest support of every reputable teacher. Instead of this there is the undercutting of the standard of fees charged by the better class of teachers, whose fees already were lower than in any other Australian capital. This lowering of fees is for the benefit of those who need no such reduction, and the annual loss of £800 or £900 is the result. Unfortunately the University Council, it would appear, sees no necessity for reformation. Time will show whether or not it is right in its conclusion. But though I would prefer to see the scheme of the Melbourne and Adelaide Universities successful I am not in favour of and shall do all in my power to oppose any such monopoly as that at which Mr. Peterson aims. His statement that in 1910 the Melbourne University diploma standard will be that recognised by the Victorian Registration Board needs confirmation before it can be accepted by your readers. Professor Peterson for a long time tried, but in vain, to secure for his University exclusive rights in regard to the registration of music teachers in Victoria. Public meetings of the profession were held, and the representations of all recognised musical bodies were so forcibly brought under the notice of the board that it agreed to accept on equal terms the diplomas of all duly recognised bodies for the purposes of registration. Statements were then made which were likely to mislead the public on the subject, and consequently a circular was drawn up by the representatives of the other institutions referred to. Professor Peterson, in the interview with one of your staff, seems to endeavour to make it appear that registration in Victoria in musical matters is in the exclusive hands of the University. The question may very pertinently be asked—What authority has he for his assertions? Possibly he mistakes that which he desires for existing facts; and the public may well reserve judgment for further warrant. And meantime the musical public may ask themselves—For whose good would be the establishment of a huge educational combine? So long as competition continues there is every probability of a good standard being upheld, and such well-esteemed educational factors as the Associated Board of the R.A.M. and R.C.M. and Trinity College, London, are not likely to be brushed aside as easily as some would seem to wish. They have done splendid work in Australia, and deserve, and will receive, hearty support from a large body of earnest teachers.

I am, Sir, &c., E. E. MITCHELL.

UNIVERSITIES OF MELBOURNE AND ADELAIDE.

PUBLIC EXAMINATIONS IN THEORY OF MUSIC, MAY, 1908.

PASS LIST.

—Grade II.—

Annie Muriel Bignell (Miss E. M. Williams), Ethel May Pollard (Miss S. A. Winwood, Mus. Bac.), Ettie Constance Strout (Miss W. P. Nicol).

—Grade III.—

Florence Barns (Sisters Mercy, Angas street).

—Grade IV.—

Honours.—Tristram Harper (Miss A. Flaherty, A.M.U.A.), Teresa Moore (St. Dominic's Prior, N.A.), Violet Fanny Heath Morris (Mr. E. M. Bennett), George Mayo Pearce (Miss F. Cooke, Mus. Bac.), Charles Pitman (Miss A. L. Hawkins), Eileen Ruth Lathlean Reed (Miss I. H. Fergusson), Violet Mary May Wayne (Miss W. P. Nicol).

Pass.—Bessie Breslin (St. Dominic's Priory, N.A.), Muriel Isabel Grace (Miss R. Davey, Mus. Bac), Vivian M. Earle (Hyde Park School of Music), Dorothy Elford (Miss Ada Rough), Dora Gertrude Hall (Hyde Park School of Music), Gladys Ellen Martens (Misses E. & W. Tucker), Mary Honor Martin (Miss W. P. Nicol), Muriel Martin (Miss W. P. Nicol), Pearl Estelle Masters (Miss Edith Taylor), Valitta Jane Elizabeth Waters (Mr. E. M. Bennett), Ellie Frances Wilson (Miss E. H. Badger), Winifred May Hurley (Miss E. W. Haining).

—Grade V.—

Pass.—Dorothy Brady (Sisters Mercy, Angas street), Eileen Cotter (Sisters Mercy, Angas street), Nellie Elizabeth Drayson (E. Day), Monica Elwood (Sisters Mercy, Angas street), Gertrude Fitzgerald (Mrs. E. M. Bennett), Alfred James Gardner (Sisters Mercy, Angas street), Eva Jones (Sisters Mercy, Angas street), Mary Lander (Sisters Mercy, Angas street), Mary Emily Lee (Hyde Park School of Music), Mary Margaret Lee (Sisters Mercy, Angas street), Nellie Olivear Gambler McLachlan (Mr. E. M. Bennett), Ivy McRae (Hyde Park School of Music), Gordon Arthur Milington (Miss A. L. Hawkins), Jean Cecelia Elizabeth Sabey (Miss A. M. Cross), Genevieve Annabel Wood (Mr. E. M. Bennett).

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UNIVERSITY SHAKSPEARE SOCIETY.

TWENTY-FIFTH SESSION.

The inaugural meeting of the Shakspeare Society for 1908 was held at the University on Thursday evening, when Mr. Fred Stevens gave an introduction to the study of the "Tempest." The lecturer dwelt upon the probable date of the comedy, showing that all conclusions as to such must be based either upon conjectural illustrations in contemporary writings, as those of Florio's translation of Maigne Elze's criticisms, and Ben Jonson's "Volpone," or on the far more dependable evidence afforded by the metre, style, and spirit of the play. Without doubt these internal tests placed it in Shakspeare's final period, the probable date being 1610-11, or possibly 1612-13. The lecturer passed on to the critical appreciation, touching upon the appeal of the drama to the instinct of the scholar who tries to catch a glimpse of the dramatist's personality through his creations, and who loves to hear the echoes of the sea adventure so popular in Elizabethan times. He traced the teaching that freedom consists in service in obedience to necessary moral and social laws—"Caliban," the illustration of the perverted conception of "freedom," which identifies it with unlimited licence, revolts against Prospero, the symbol of the true freedom of the scientific spirit, which by mastering the secret laws of the universe is able to turn them at will to purposes of the highest beneficence. In conclusion, the most powerful appeal of the "Tempest" was to those among mankind, who, tired of the limitations of the material universe, could find relief by wandering in the "ampler aether" and "diviner air" of these poetic wonderlands. The officers elected for this session are:— Patron, the Chancellor (the Right Hon. Sir Samuel Way, Bart.); President, the Vice-Chancellor (Dr. W. Barlow); Vice-Presidents, Professors Mitchell, Henderson, U. Darnley Naylor, and Ennis, Rp. Glynn, Rev. A. T. Roas, Sr. Sir Josiah Symon, Mr. S. Smeaton, B.A., and Mr. F. F. Wholohan; Hon. Secretary and Treasurer, Mr. E. H. Lock; Minute Secretary, Miss Muriel Craigie; Committee, Messrs. C. R. Hodge, Fred Stevens, A. W. DoElic, A. E. Latter, and Francis A. Beacham; Mrs. Iv. Mrs. Koeppen-Porter, Mrs. Kuzelberg; Librarian, Mr. S. Smeaton, B.A.; Dramatic Director, Mrs. V. Powis-Stuart. The report of the secretary (Mr. E. H. Lock) for 1907 showed that the former standard of the society had been well maintained, and it is with fresh interest and no lack of enthusiasm that the new session has begun.

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A DAY IN ROME—100 A.D.

In connection with the educational work of the Young Men's Christian Association, the first of a series of three University extension lectures was delivered on Thursday evening in the Victoria Hall by Professor Darnley Naylor, M.A. There was a large and appreciative audience. Professor Naylor's course of lectures will deal with "Life in classic times in Rome and Greece." The subject chosen for the opening night was "A day in Rome in the year 100, A.D.," and it was treated in a masterly and popular manner. The professor, for the purpose of the lecture, asked his audience to imagine that he had dreamed of having visited Rome and its people in the first century, and was relating his personal experiences. He described life and scenes in that ancient city, and gave a delightful representation of the pathos and humor of his supposed visit. He described Martial's house and study, and the poet's literary life in Rome. His account of a Roman dinner with Pliny as host and Martial and Tacitus as guests was a highly interesting and amusing section of the discourse, which concluded with an appreciation of Pliny, and his letter upon the death of Martial. The lecture was well illustrated by pictures and diagrams.

INTER-UNIVERSITY CHALLENGE SHIELD.

In connection with the annual inter-university sports contests, which are held in Sydney, Melbourne, and Adelaide in turn, a valuable trophy has been provided by Mr. Venour Nathan, a prominent resident of Sydney. This takes the form of a handsome challenge shield, 36 x 24 in., and valued at 100 guineas, which has been beautifully executed by Messrs. Walker and Hall at their works in Sheffield, England. The shield, which is for perpetual competition among the universities, is of silver, mounted on oak, and bears the Australian coat-of-arms and the arms of the universities in Australia and New Zealand. The emblems have been wrought in enamel and gold in a manner highly creditable to the executors. In the centre of the trophy is an embossed map of Australia, upon which a scene at a rifle shooting competition has been worked, and around the oak base small shields have been placed to provide the name of the winning university each year. Altogether the trophy is one of the richest in design and execution yet seen in Adelaide. It will be on view at Messrs. Walker and Hall's establishment, Grenfell street, until the inter-university sports meeting on Wednesday next.

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## UNIVERSITY SPORTS.

### ARRIVAL OF SYDNEY CREW.

Members of the Sydney University eight-oar crew who will row against Adelaide and Melbourne students on June 6 on the Port River arrived by express on Friday morning. They will stay at the Semaphore, so as to be close to the river for training operations next week. The following is the crew:—W. K. Inglis (bow), 11 st.; K. Smith (2), 11 8; L. B. Rudder (3), 11 5; A. H. a'Court (4), 11 8; C. N. Smith (5), 12 12; M. E. Bedford (6), 12 8; O. A. Ireland (7), 11 12; T. S. Dixon (str.), 10 8; R. G. K. Waley (cox.), 8 4. Coach, Mr. R. P. Hickson. The crew are considered to be a strong eight. Ireland rowed at No. 7 in the winning New South Wales boat in the interstate race on May 9. Waley was coxswain for the same crew.

The following are the Adelaide University crew:—F. B. Frinsdorf (bow), 10 st. 2 lb.; C. L. Abbott (2), 10 12; G. H. Burnell (3), 12; L. W. Gill (4), 12 1; R. M. Scott (5), 12 2; R. W. Tassie (6), 12 2; A. L. Kennedy (7), 10 5; C. A. Hamilton (str.), 11 12; A. S. Ferguson (cox.), 8 7. Coach, Mr. Arthur Nicholls.

The Melbourne crew are expected to arrive this morning.

#### —The Challenge Cup.—

The students' boat race on June 6 will be for the challenge cup presented by members of the Oxford and Cambridge University crews to the universities of Australia. It is a massive piece of work and a magnificent specimen of the silver-smith's art. The cup will be on view in the window of Messrs. Stevenson Brothers, Randle street, during the week. It stands nearly 36 in. high, and on the bowl are embossed views of an eight-oar race on the Thames, scenes representative of Oxford and Cambridge, and imposing glimpses of Westminster Abbey and the British Houses of Parliament. The base has a design of laurel leaves with crossed oars, and on the sides of the base is a record showing that since 1893 Sydney University crews have won eight contests, Melbourne six, and Adelaide one (in 1896). The cup is surmounted with a figure of Victory. The previous races have been held in turn on the Port River, the Yarra, and the Parramatta. Sydney students won the last, and are the present holders of the Challenge Cup.

#### —Athletic Team.—

The teams from Melbourne and Sydney to contest the athletic sports will reach here on Tuesday morning, and will find accommodation in the city, so as to be close to the oval on which they will do their final track work. The Adelaide representatives have not yet been finally selected, but good material exists to form a strong team. In our advertising columns will be found particulars of the meetings to be held on the Adelaide Oval.

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## UNIVERSITY SPORTS ASSOCIATION BALL.

### A BRILLIANT SPECTACLE.

The Elder Conservatorium Hall wore a scheme of softened brilliance on Friday evening, when the University Sports Association held its annual ball. The engagement lacked none of the material which had built its successes, which is one way of saying that last evening's was a matter for the committee to regard with complaisance. Red was the key to the colouring—subdued red; and green was the tag on which the key hung. Ropes of red poppies swayed beneath the handsome massive beams of the roof of the hall. Coucave leaves, large as the petals of a cabbage, but as delicate as those of a red rose, suffused the blaze of the electric lights. The oars of the University boat club were hung upon the walls with green fastenings. Palms orientalized the entrance and the platform, and graced the corners of the great chamber. All the white walls were relieved by knots of poppies and bows of green, and festoons, gala style, curved gracefully between each such knob. The ensemble was, without qualification, a picture in artistic daintiness. At 9 o'clock the Chancellor of the University (the Chief Justice, Sir Samuel Way), the Vice-Chancellor (Dr. Barlow), and members of the committee received Their Excellencies the Governor and Lady Le Hunte and suite. The vice-regal set comprised His Excellency the Governor and Lady Way, Lady Le Hunte and the Chief Justice, Mrs. Dr. Hayward and the Vice-Chancellor, Mrs. Barlow and Professor Bragg, Miss Clowes and Mr. S. Talbot Smith, Miss Olive Wigg and Dr. Hayward, Miss Jessop and Capt. Da Costa (of H.M.S. Challenger), Miss E. Bakewell and Dr. J. A. G. Hamilton.

The ladies in the debutantes' set consisted of Misses Chamberlain, Butler, Sanders, Byard, Dumas, Weidenbach, Jones, Longbottom, Haynes, Adams, Harris, Jolley, Cowan, Sheppardson, Morris, Schmidt, and Delprat.

A long programme of dancing followed. The excellently prepared floor was invariably crowded, and the scene—what with the rainbow-palette of the ladies' dresses, the uniforms of military officers and naval members of the company of H.M.S. Challenger, and the fluttering gowns of Varsity men—was always a brilliant spectacle. A number of smaller rooms flanking the hall served for "sitting out" purposes. The supper rooms—richly hued scenes—were on the lower floor, while refreshments were also served near the landings. Music was played by an efficient orchestra, under Miss Elsie Chapin.

The committee consisted of Dr. Barlow, Professors Bragg, Emis, and Darnley Naylor, Mesdames J. R. Anderson, W. R. Bragg, and H. Darnley Naylor, Misses Bakewell, Jessop, Henderson, Baker, and Wigg, Messrs. C. L. Jessop, W. Henderson, G. C. Campbell, C. A. Hamilton, O. Moulden, L. W. Gill, H. M. Muirhead, and R. H. Wallmann, and the secretaries, Messrs. J. S. K. MacLennan and W. K. Bakewell.

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## UNIVERSITY LAW-DEBATING SOCIETY.

A meeting of this society was held at the University on Wednesday evening. Mr. E. E. Cleland presided over a fair attendance. Mr. E. Phillips was elected to the committee vice Mr. W. V. Ray, resigned. The case set down for argument was as follows:—"A meets B, and orally agrees to give him a piece of land. A makes out a transfer (for which there is no consideration) of the land, which is under the R.P.A. He duly signs same, and the signature is proved in the ordinary way. He takes the transfer to B, and promises to send the certificate of title of the land up in a day or two. Subsequently he refuses to deliver the certificate of title. B stamps the document with a £1 stamp, takes the transfer to the L.T.O., and asks the Registrar-General to register the same. The Registrar-General refuses, because the certificate of title is not handed in. B brings an action against the Registrar-General for refusing, and the Registrar-General joins A as defendant."

Mr. Campbell (counsel for B) contended that, on the true construction of section 57 of the Real Property Act of 1886, this transfer was a deed, and would therefore import consideration so as to make the contract between A and B enforceable. He also asked the Court to order the Registrar-General to register the transfer under section 61.

Mr. Muirhead, for the Registrar-General, contended that the power of the Registrar-General was discretionary, and the Court would not interfere with such discretion. He was supported by Mr. Giles.

Mr. E. Phillips, counsel for A, argued that this was not a deed before registration, and even then not for all purposes, such as importing consideration. He relied on the maxim "Equity will not assist volunteers." Mr. Reid supported him, and the case was also discussed by Messrs. Haslam, Powers, Ray, Thomson, and Wallmann.

The Chairman, in delivering judgment, said apart from the Real Property Act, B's claim failed, for it was ineffectual as a conveyance, unenforceable as a contract, and certainly not a trust. Turning to the Real Property Act, although he had grave doubts, he was inclined to think that this document was a deed even before registration, but not for all purposes. He did not think it would import consideration so as to make the agreement a binding contract. Section 57 rendered it ineffectual as a conveyance. That absolved A, and he agreed with counsel's argument that the Registrar-General had, by section 220, sub. (9), of the Act, a discretion, which would entitle him to take the stand which he had done. Judgment must be entered for both defendants.

## EXTENSION LECTURES.

The series of winter courses of extension lectures at the University will be inaugurated on Tuesday, June 9, when Professor Bragg will deliver the first of two lectures on "Recent researches in radioactivity." Professor Bragg's work in this field of research has brought him well-deserved recognition, and as this will probably be the last occasion on which an Adelaide audience will have the pleasure of having lectures from him, there will no doubt, be a large attendance. Tickets for the course may be obtained from the registrar at the University.

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## TEACHER AND PUPIL.

The Minister of Education in Tasmania (Hon. W. B. Propsting), who returned to Hobart last week from a visit to South Australia, New South Wales, and Victoria, gave interesting accounts of his trip to local papers. He stated that throughout each of the States visited he noticed that a large number of buildings were being remodelled to provide better lighting and accommodation, and he felt that if the authorities had gone to Europe 10 or 15 years ago much money would have been saved. He was greatly impressed with the excellence of the methods employed at the kindergarten schools at Woolloomooloo and at Brunswick (Victoria) schools. The infant rooms at the latter were about the best he had ever seen. "The dual desk," he continued, "is adopted in all the new schools in the three States, and wherever possible the use of large rooms is avoided, and large classes under one teacher are divided into grades. The Fort-street school, Sydney, was the largest establishment of the kind that I saw. The buildings are old, and in the main unsuitable. There are over 2,000 children, and though no children living in the neighborhood of the school are refused, still last Christmas 1,000 scholars had to be turned away. The school is secondary rather than primary. It is intensely popular on account of the high standard of education. The principal is a master of arts and an LL.B. The organisation and responsibility of such a school is very great. Although children from the vicinity of the school are given precedence over others, still many come from places 50 miles away, and pay their own railway fare. They have special French and German masters, whilst there are many matriculated students in attendance. In Sydney I met two inspectors from New Zealand, and they propose to go to Victoria also to continue their enquiries."

### Moral Education Congress.

An International Moral Education Congress is to be held in London next September. It is to be the first of an annual series. The general committee includes about 300 representative members residing in Austria, Belgium, France, Germany, Great Britain, Hungary, Italy, Japan, Russia, Denmark, Norway, Sweden, Switzerland, and the United States. Contentious problems are to be let alone at this first congress, though subsequent gatherings may discuss them. School organisation, teaching methods, discipline, direct and indirect moral instruction, and the relation of moral education to religious, intellectual, aesthetic, and physical training are to be dealt with. Looking beyond the congress, the organisers contemplate the establishment of an "International Journal of Moral Education" and an International Moral Education Bureau. Both these ideas are to be submitted to the coming assembly. At the same time, it is not forgotten that the most ardent friend of human improvement needs a little comfort and relaxation, especially if he is a stranger in a strange land. Therefore, efforts will be made to obtain for visitors to the congress reduced fares, good accommodation, advice respecting excursions, and guidance to places of interest.

### London Education Committee.

At the meeting of the education committee of the London County Council, held at the end of March, the following important resolutions were adopted:—1. That the statutory control of the council, given by the Act of 1902-3, over the non-provided schools, coupled with rate-aid, has very greatly increased their educational efficiency by (a) procuring the improvement of their buildings; (b) increasing the number and improving the qualifications of the staff; (c) supplying improved apparatus, books, and furniture; (d) providing instruction for adult unqualified teachers; (e) providing additional instruction in domestic subjects and manual training; (f) reorganising and combining small departments; (g) improving the average attendance. 2. That neither the proposed financial assistance nor the proposed supervision, as set out in the Bill now before Parliament, affords a sufficient guarantee of continued efficiency. 3. That it is undesirable that the education of children in elementary State-aided schools should be withdrawn from the control of the directly-elected representatives of London. 4. That the council should forward these resolutions, which were passed by the education committee without division, to his Majesty's Government. That the Parliamentary committee be so informed, and that the council recommend accordingly. It was pointed out in the discussion that the average cost of the non-provided schools was 29/8 per child above the 47/ possible grant under Mr. McKenna's Education Bill, and there was a general condemnation of the "contracting-out" principle.

### Story-Telling in Elementary Education.

Educationists will be deeply interested to learn that Miss Marie Shedlock, a wonderfully successful infant teacher, is accomplishing a great work in English schools. Miss Shedlock has made her name as a teller of stories. This does not imply that she is a frequenter of entertainments and such like. Her work is that of a serious and thoughtful psychologist and investigator of child nature. If she has devoted her life to mastering the art of story-telling it is because she considers this particular gift an invaluable factor in elementary education. Under the auspices of the Board of Education of the London County Council, of the Manchester Education Committee, the Birmingham University, and other educational organisations Miss Shedlock has during the past year not only told stories to English school children, but she has also been giving a series of lectures upon her methods to elementary teachers. Miss Shedlock believes in looking after the beginners, and that nothing is too good for the youngest children. In story-telling, she says, it is expedient for teachers to have listeners grouped as much as possible in sections of an age. For a child of five or six years old a different category of story is requisite to that to be employed for a child of eight years, and so on. In telling the story, too, the dramatic instinct, so strong in small children, must be very carefully approached and encouraged, but no extraneous adjuncts are advisable. Let the storyteller's surroundings be plain and simple, in normal harmony with the everyday life of the children, with nothing to distract their attention—no pictures or blackboard illustrations, for instance. The story as it comes from the teacher's lips, pointed phrase by phrase by the raconteur's facial expression, should paint a word-picture of its own. In the fairy tales, the folk lore, and legends of all countries, there is inexhaustible material ready for teachers. Miss Shedlock finds Hans Anderson a literature in itself. After the story she advocates a few moments of silence and stillness, and she very strongly deprecates any pedagogic attempts at making children reproduce what they have heard. "To do this," she says, "is to defeat your own purpose. The child can neither understand nor reproduce the art which nevertheless appeals so deeply to its feelings; but a delicate little seed of beauty and expression has been sown which stammering efforts at reproduction can only uproot and destroy." To those terrible persons who are always agitating for "practical" results the bare idea of asking children merely to listen to a fairy tale in school hours may doubtless suggest sheer waste of time.

For many years Miss Shedlock's chief sphere of work has been in the United States, and the special interest taken in the matter by Earl Grey and the Canadian Government leads her to hope for future developments amongst teachers in Canada and elsewhere. Teachers are needed badly. To become a successful storyteller upon educational lines means, of course, an innate aptitude. It is obvious that the teacher must study, not the story, but the children, in whose midst it is told. Yet the instinct for this art is not altogether rare. It is often dormant where it is least expected.

### Anglican Bishops in Conference.

At a conference of Anglican bishops in London on April 10, the following resolutions were passed:—1. That this committee would welcome a conference between representatives of churchmen, Roman Catholics and Nonconformists, with a view to adjusting grievances and maintaining religious teaching in the national system of education. 2. That this committee, being sincerely anxious for a peaceful settlement of the education controversy, is of opinion that no settlement can secure permanency on peace, for it is either unjust or educationally unsound. The committee therefore cannot recommend churchmen to accept the Bishop St. Asaph's Bill as a satisfactory contribution towards a peaceful settlement. This measure recognises and endows undenominationalism, and leaves religious teaching to voluntary effort.