

Register 29th June 1905

Register 4th July 1905

UNIVERSITY OF ADELAIDE

PUBLIC EXAMINATIONS IN THEORY OF MUSIC, JUNE, 1905.

PRIMARY DIVISION.—PASS LIST.

Kathleen Mary ADAMS, Miss R. Hughes; William Herbert BAMPFORD, Miss Winwood; Ivy Marie BASKEDOW, Miss A. Kearney; Daisy BASTIAN, Mrs. N. Proctor; Mary BEAN, Sisters of Mercy, Angus street; Harold Arthur BEHRNDT, Mrs. N. Proctor; Clara Muriel BRIGHT, Miss E. A. Blackman; Gertrude Mary BOYER, Unley Park School (Mr. C. J. Stevens); Kenneth BRADLEY, Miss N. Whelan; Dorothy BRADSHAW, Miss G. Carey; Muriel BRADSHAW, Miss G. Carey; Olive BRODIE, Sisters of Mercy, Mount Barker; Charlotte Elizabeth BUSKER, Miss Winwood; Lillian CAIN, St. Peter's College High School (Miss Bosch); Frank Archibald CANN, Miss Winwood; Irene CATT, Miss L. Dunstan; Pearl Olive Annie CHAPMAN, Miss Winwood; Agnes CHICADLE, Mrs. Kingston; Ida Evelyn COLEMAN, Miss C. M. Walker; Florence Edith COLLINS, Sisters of Mercy, Parkside; Stella Florence COLLIVER, Miss F. Derrington; Jean Millicent CONNOR, Mr. A. H. Otto; Daisy Neville COOMBE, Miss F. Barnett; Ruby Blanche CRAGEN, Miss E. L. Title; Marion Laura CROSSMAN, Miss D. Ryan; Marjorie CULROSS, Miss Thompson; Dorothy Gertrude DERRINGTON, Miss F. Derrington; Nellie Gertrude DOWDEN, Mr. H. T. Price; Eileen Kathleen DOWLING, Miss E. Hughes; Violet May DUNCAN, Miss E. A. Blackman; Bertha ERICHSEN, Miss H. Hoopmann; Olive Alberta ESSELBACH, Osmond House School (Miss H. C. Webb); Hilda Maud EVAN, Miss Daboborsch; Christina Bridget FARRELLY, Miss Harris; Myrtle Marian FARRELLY, Miss Harris; Dorothy Jean FLEMING, Miss Winwood; Hilda Josephine FLOREY, Unley Park School (Mr. C. J. Stevens); Valetta Gwendoline FLOREY, Unley Park School (Mr. C. J. Stevens); Hannah Rita FRENCH, Miss K. M. Hooper; Vera FRY, Miss M. Martin; Nesta FULLARTON, Miss A. Spod; Dorothy FURBER, Miss F. Derrington; Campbell Margaret GILES, Miss Cousen; Theodosia Logier HARDEN, Miss Painter; Gladys Agnes HARVEY, Miss Wilson; Ellen Creswell HAYNES, Miss Painter; Annie HEATH, Mrs. N. Proctor; Olive HEBBARD, Miss Thompson; Mary Teresa HILL, Sisters of Mercy, Parkside; Rose HILL, Sisters of Mercy, Angus street; Hilda Llewellyn HOLLY, Miss W. P. Nicol; Lina Mathilde HOOPMANN, Miss H. Hoopmann; Ellis HOULGRAVE, Sisters of Mercy, Angus street; Stanley Leysage JOHNSON, Mr. A. H. Otto; Irene Doris JOHNSTONE, Sisters of Mercy, Parkside; Olive JORDAN, Sisters of Mercy, Angus street; Hilda JUNCKEN, Sisters of St. Joseph, Mitcham; Kathleen KELLY, Sisters of St. Joseph, Norwood; Joan KERNOT, Miss Daboborsch; Frances Madge KILICOAT, Miss Cave; Nellie Joy CLAY, Miss Daboborsch; Kathleen LAWRENCE, Sisters of Mercy, Mount Barker; Hilda Myrtle LEE, Miss L. Lee; Helen LE MESSORIER, Miss Thompson; Anna Matilda LINQUIST, Miss H. G. Cook; Augusta Kitty LOCK, Miss Painter; Kate MCCARTHY, Sisters of Mercy, Angus street; Kathleen McGANN, Sisters of St. Joseph, Norwood; Frances Bryce MACINTYRE, Southfield School (Miss E. M. Williams); Eliza Myrtle McLEOD, Mrs. N. Proctor; Elda Rosetta MAY, Mrs. Proctor; Clara MESNIL, Mrs. T. G. Roberts; Mary Elizabeth MILNE, Miss Cousen; Violet Fanny Heath MORRIS, Miss C. M. Walker; Nellie MURRAY, Sisters of St. Joseph, Norwood; Minnie Vida NANKIVELL, Mrs. E. T. Odgers; Selina Rose NANKIVELL, Mrs. E. T. Odgers; Vera NELSON, Sisters of Mercy, Angus street; Myrtle Ellen NICOL, Miss W. P. Nicol; Ada NORTON, Miss Thompson; Dorothy PIPER, Miss F. M. Kingsborough; Mildred Annie Mary POWELL, Sisters of St. Joseph, North Adelaide; James Arthur PRIEST, Miss E. M. Good; Norma Kintore REES, Miss E. Will; Ethel Rose RIDINGS, private tuition; Olive Allthea ROBIN, Miss F. Derrington; Stella Maud ROBINSON, Miss C. D. Bell; Margaret ROONEY, Sisters of Mercy, Angus street; Winifred ROONEY, Sisters of Mercy, Angus street; Valerie ROWE, Miss A. Kearney; Alice SCHLDT, Miss G. Carey; Jessie SEL-LAR, Miss E. M. Good; Rita SHANNON, Miss A. Kearney; Eileen SINCLAIR, Miss G. Carey; Leila SINCLAIR, Miss G. Carey; Elsie May SMITH, Elder Conservatorium; Maud SMITH, Miss G. Carey; Florence Sylvia SMYTH, Mrs. Kingston; Ida Yorke SPARKS, Mrs. Kingston; Laurel STAPLES, Miss Roub; Gertrude TARRANT, Mrs. N. Proctor; Jean Reid TASSIE, Miss Wilson; Coral Evelyn THOMPSON, Miss Winwood; Harry Clifford THURSH, Miss Bosch; Dorothy Ella TOLLEY, Miss H. M. Whittington; William UPTON, Sisters of Mercy, Angus street; Dorothea VON DOUSSA, Sisters of Mercy, Mount Barker; Sybil Marion WATSON, Miss E. Hughes; Alice Ruby WESTON, Elder Conservatorium; Lily Sarah Sanderson WHITE, Miss N. Whelan; Olive Amelia WILCOCK, Miss Cruickshank; Grace Hyattia WILLIAMS, St. Peter's College High School (Miss Bosch); Ida Irene Dora WILLIAMS, Miss G. Naismith; Myrtle Jessie P. WILLIAMS, Miss G. Naismith; May WILLIS, Sisters of Mercy, Angus street; Ida May WYETT, Miss E. Rude mann; Dorothy Michell YOUNG, Miss M. Martin; Helen Marguerite SANDLAND, Miss Zimmermann. An asterisk denotes that the candidate passed with credit.

CONGRESS OF TEACHERS.

OPENING SESSION.

TOPICAL ADDRESSES.

Educationists of all parts of the State, from ambitious monitors to veteran teachers and prominent public men, assembled in the Brookman Hall, School of Mines, on Monday morning, when the tenth annual conference under the auspices of the Public School Teachers' Union was inaugurated. The flag-decorated building was well filled by ladies and gentlemen, who listened with evident interest to the trio of addresses which set the ball of a four days' debate in motion. The President (Mr. A. Williams) occupied the chair, and he was supported on the platform by R. P. Sir Langdon Bonython, Sir Charles Todd, the Inspector-General of Schools (Mr. L. W. Stanton), the Assistant Inspector-General (Mr. C. L. Whitham), R. P. Batchelor, Messrs. Smeaton, M.P., and H. P. Gil, the Revs. J. Reid, M.A., and H. Howard, and the majority of the head masters.

—Reminiscences.—

Sir Langdon Bonython, in formally opening the conference, said his association with the teachers of the State went back for nearly, if not quite, a quarter of a century. As Chairman of the Adelaide School Board he was brought into contact with a large number of teachers. Nearly all the prominent men in the service had at some time or other been connected with the city schools, and the principal country schools were now under the control of teachers who were formerly assistants in the schools. (Hear, hear.) He remembered Mr. McBride, who had just been appointed an inspector, when he was an assistant in the Flinders Street School. (Applause.) It was with sincere goodwill that he congratulated the Minister of Education and Attorney-General (Mr. Anderson), who had attained to a position of dignity and influence. (Applause.) Mr. Anderson was not the only Minister that the Adelaide State schools had given to Australia. The Hon. E. L. Batchelor was a pupil at the Tynte Street School, and he had been Minister of Education in a South Australian Government and Minister for Home Affairs in a Government of the Commonwealth. (Applause.)

—Advances in Education.—

As President of the Council of the School of Mines and Industries he could not do better than refer to the great advances which had taken place in education during the last 50 years, with special reference to the development of technical instruction. Until 1846 there was no recognition on the part of England of the necessity of public education. How Scotland shone by contrast. There, as early as 1560, the Estate of the Realm ratified proposals of the Church Assembly that every parish kirk in a town should have its Latin school, that in the rural districts there should be elementary schools, and in the large towns colleges for teaching logic, rhetoric, and the Greek and Roman languages. Did these educational facilities, going back to the sixteenth century, explain the secret of the success of the Scotch race? (Applause.) In England at the beginning of the nineteenth century such public education as there was depended wholly on ancient endowments, with which the State did not meddle, or on hand-to-mouth charity. But the century saw wonderful changes. It was not, however, until 1870 that Mr. Forster's Bill was introduced, bringing elementary education within the reach of every child in the kingdom. (Applause.) Ten years later education was made compulsory, but the close of the century was in sight before free schools for the people became the law of the land. In secondary schools the curriculum had been changed to meet modern requirements. The claims of mathematics were recognised, and the importance of science and modern languages fully appreciated. But still greater changes had been made in respect to higher education. At the opening of the century England had but two universities. There were no examinations worthy of the name at Oxford, and only one in mathematics at Cambridge. They were told that scholarships and fellowships depended wholly on birth or favour, and the latter were restricted to clerical celibates. Those universities had been of late years centres of extraordinary activity. New universities had been created, which had already done good work, and were destined to do still more in the future. The Victoria University was formed by the federation of Owens College, Manchester, founded in 1846; the Yorkshire College of Science, Leeds, founded in 1874; and the University College of Liverpool, founded in 1878. The Durham College of Science, founded at Newcastle-on-Tyne in 1871, had become incorporated with the University of Durham; and Mason College, founded in 1875, had been absorbed in the University of Birmingham, which received a charter of incorporation in 1900. They had it on the authority of Sir Joshua Fitch, formerly Chief Inspector of Training Colleges, that all those modern developments of academic life and usefulness had supplemented the activity of the ancient universities in a remarkably effective way. Their freedom from traditional restrictions had enabled them to adapt their courses of study to the industrial requirements of the communities in which they were placed. Yet ample provision was made for the teaching of language, history, and philosophy, and generally for the "humanities" as the basis of a liberal education. (Applause.)

—Modern Development.—

Possibly the most interesting event connected with higher education which had occurred in England during recent years was the reconstruction in 1900 of the London University, under an Act passed in 1888. The university was established in 1827. The statute, provided for a wide extension of its usefulness. They regarded it as a large part of the business of a university to enable and liberalize the higher professions generally, without the limitation to divinity, law, and medicine. Both as to subjects and methods of instruction London, like many other universities at the present day, might be regarded as having broken with the university tradition that existed in the past. Any reference to the modern developments of education which did not bring into view the altered attitude in regard to the education of girls, and the improved status of women in the intellectual and professional world, would be incomplete. The higher education of women, with the positions for which that education was fitting them, and which they were promptly taking, constituted a radical social change, which had been well described as the transition from Jane Austen and Mrs. Humphrey Ward. It was in 1878 that the London University obtained a charter from the Crown enabling persons of both sexes to graduate in all the faculties on perfectly equal terms. Since then thousands of women must have graduated in arts, science, and medicine. The Durham, Victoria, and Birmingham universities followed the example set by London, and so did the Scottish, Welsh, and Australian universities. The past so far had been too strong for Oxford and Cambridge, but although those universities had not conferred degrees, they had allowed women to sit for examinations, and on passing had given them certificates. (Laughter.)

—Technical Education.—

In the matter of technical education England had been woefully behind some other nations, notably Germany and the United States. Although technical education bulked so largely to-day throughout the British Empire, the organization of such instruction in the motherland had taken place since 1880. Technical education might be regarded as a reaction against a too-bookish curriculum—a curriculum specially fitted to turn out clerks. But that was only true to an extent. The real explanation was to be found in the demands of the times in which they lived. Industrial and commercial competition made it very plain that the rule-of-thumb methods of workers and traders would not do in the face of changed and changing conditions.

—International Enterprise.—

Not long ago, at the opening of a technical college at Dantzig, the German Emperor stated that his country's advance in technical science was due to systematic training, not to chance discoveries. (Applause.) If a nation was to lead in industrial matters it could not depend wholly on private enterprise or individual benefaction. The Government, as the Right Hon. R. B. Haldane recently said, must take the lead in scientific training. In Prussia alone the expenditure last year on industrial and commercial education was nearly half a million. Provision was made for 21 schools for builders, 20 schools for the construction of machinery, special schools for the iron industry and for ship machinists, in addition to pottery schools, drawing schools, and commercial and industrial schools for girls. He was going to say that no country in the world gave such facilities for education as Germany, but he was not sure that such a statement would be quite true. The school system of America, including secondary and higher education, was liberality itself. (Applause.) The Marquis of Londonderry (the President of the Board of Education in England), in a speech delivered last May at the annual dinner of the Institution of Mining and

Metallurgy, estimated the value of the mines in the British Empire at between £1,200,000,000 and £1,500,000,000, and suggested that it would be good business for the shareholders to devote a portion of their profits to the creation and equipment of laboratories and metallurgical colleges. That was a very interesting way of saying that the cost of technical education might be regarded as a sound business investment. Great Britain was at length waking up to the immense importance of technical training to a nation. There were evidences of that throughout England, as well as in Scotland and Ireland. The widespread interest which was being manifested in technical education was having the effect of abolishing the absurd notion that there was anything degrading in manual work. That such a notion should disappear was inevitable when the young engineer in his oilskins, who could use his brains as well as his hands, stood so high in public estimation; and he mentioned the engineer as typical of the large and rapidly growing army of men and women who were strong in the mental alertness and manual dexterity acquired by the new learning.

—Vital Work.—

No work was more vital in its character than that of the teacher. What the future citizens of Australia would be largely depended on the men and women who had charge of our schools. There could be no doubt that in the personality of the teacher lay the highest importance, and it must be apparent to all that, "so far from doing anything which will lower the tone of the teaching profession, the national interest demands that everything possible shall be done to raise it." It was not in many professions that men had to be always at their best, and accordingly it was necessary in the interests of the people that the teacher's work should be recognised, and the status of the profession raised so as to attract into it the best men and women. No one would deny that proper recognition of the teacher and of the importance of his work was the expression of enlightened self-interest on the part of a nation; and in view of that fact the people of South Australia should insist on the teachers of the public schools being well trained, adequately paid, and properly housed and equipped. (Applause.)

Ad. 3rd July 1905

Mr. E. V. Clark, who, having won an Angus scholarship seven years ago, has studied electrical engineering in all its branches at the University College, England, and elsewhere, returned to South Australia on Saturday by the mail steamer China. Mr. Clark left University College two years before the expiration of his tenure of the Angus Engineering Scholarship, and went to the shops of Messrs. Siemens Brothers, where he gained a wide and varied knowledge of the technique of his profession. His intention is to remain in Australia, provided there is sufficient inducement.