

UNIVERSITY DISTRIBUTION OF CERTIFICATES.

The local committee of the Association of University Graduates at the completion of examinations to hold a "Distribution of Certificates Evening" to take place at the closing scenes in connection with the academic year in Adelaide. With the concurrence of the Senate Mr C. R. Hodge, the registrar, arrived in Jamestown on Monday afternoon. In the evening the institute hall was crowded by an enthusiastic and interested and anxious to hear all the proceedings. Mr Hilary Boucaut, chairman of the local committee, occupied the chair and in his opening remarks referred to the many advantages to be gained by study, but deprecated the cramming system as pernicious and having a dragging influence upon the intellectual powers if not allied to a brain capable of assimilating the knowledge gained with every day or practical work. The Rev T. H. Frewin, M.A., the hon secretary of the centre, gave a report of work done since establishment of Jamestown Branch in 1899 since when 837 candidates have been examined in 141 separate examinations. The number of candidates in this year increased from 17 to 77 in 1904. No less a sum than £150 has been saved in traivage, also proving the great advantage of the local centres. The following subjects have been taken—Theory of Music, Practice of Music, English Grammar, Arithmetic, English History, Geography, Algebra, Trigonometry, Geometry, Latin, Chemistry. Mr Frewin eloquently dealt with the importance of literary study and examinations, showing the necessity for a progressive series of subjects, especially Latin, which was a splendid training for the reasoning faculties, also enabling students to more adequately speak and understand the English language. Mr C. R. Hodge then delivered a part of a lecture on the "Unconscious humor of childhood," and delighted the audience by the recital of many quaint and witty sayings of youngsters in various stages of life. This contribution rendered the proceedings a service inasmuch as the frequent laughter loosened the feelings of the people and made the following distribution of certificates a most enthusiastic part of the evening's programme, as each name was called out the lucky and hardworked candidate was greeted with spontaneous cheer. Mr Hodge addressing appropriate remarks to each. Special mention may be made of two who gained "honors" in music. Miss Kathleen Gladys Holder received a silver medal as second highest marks throughout the entire series of examinations. The musical culture of Jamestown must be of a high standard when a young lady of 16 summers hold the records of mark in piano forte playing in the State. Miss Maggie Isabel Cameron also occupied a leading position on the scoring sheet, this making her second honor in University examinations for singing. The programme was pleasantly diversified by items rendered by the honor and credit candidates. Little "Ollie" Walker created a furore by the clever playing of her piece, was encoored and allowed to play again. The Liedertafel kindly opened and closed the evening by singing two part songs in really good style. A vote of thanks to Mr Hodge was proposed by Mr R. Cotton and responded to by the Registrar, who remarked that he was pleased to be present at such a successful function.

The full list of certificates for the purpose of distribution is as follows—

- LITERARY.**
- Primary.—Catherine Callary (Petersburg), Percy Howard Obennell (Petersburg), Sydney Sylvanus Mills (Petersburg), Walter John O. Close (Laura), Helen Marguerite Sandland (1903), Ada Mildred Sandland (1903), Colin Campbell Cameron, Edward John Cowen Farrell, Dorothy Kathleen Hill.
- Junior.—Hugh Lealie Carrington Cotton (1903), John Galbraith Moffat (1903-4).
- Senior.—Isabel M Sanders (Latin).
- MUSIC.**
- Primary Theory—Ada B. Goodee, Ethel C. Naismith, Stella Moore, Hilda Eleanor Wilkinson.
- Junior Theory—Stella Moore, Caroline Lange Scriven, Hilda Eleanor Wilkinson.
- Senior Theory—Margaret Irno Gray (1st class), Muriel Jessop Holder (2nd class), Ruby Moore (1st class), Christina Mabel Walker (2nd class).
- Elementary—Piano—Helen Marguerite Sandland (1903). Singing—Edith Naismith, Agnes S. Mitchell, Nellie Shaw, Clare McLennan. Piano—Olive Walker, Lily Emszowski, Myrtle J. F. Williams, Lizzie I. Linton, E. M. Woolard, Della Kitson.

- Lower Division—Piano—Rubina Klemmann, Valeria Rowe, Ruby Thwaites, Jane Lang, Daisy Elizabeth Newman, Ethel C. Naismith, Hilda E. Wilkinson, Cissy Chelwell.
- Higher Division—Rita M. A. Shannon, Ivy M. Basedow. Singing—Annie Elizabeth Veitch, Ada B. Goodee, Florence Anna Walter.
- Intermediate—Piano—Lucy S. Stalley.
- Advanced.—Piano—Ethel M. Holditch. Singing—Anna E. Walter, Gwendoline Keipert, Maggie I. Cameron (with honors). Piano—Kathleen Gladys Holder (with honors). Silver Medallist—Kathleen G. Holder.

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HONOR TO WHOM HONOR IS DUE.

TO THE EDITOR.

Sir—After being present at the function held under the auspices of the University for the purpose of distributing certificates to the successful candidates at the recent examination, I ran my eye over the list of names who won honors for their ability, and of those who received medals as a mark of distinction. Miss Kathleen Gladys Holder, of Jamestown, was presented on Monday evening with the silver medal, being coupled with another candidate, according to Mr Hodge the registrar, the examiner not being able to make a difference between the ability of the two candidates, the gold medal being awarded to another candidate. Now, Mr Editor, I went from that meeting under the impression that Miss Holder was second on the list of pianoforte players examined in the State, but after reading the report in one of the city papers I find that she was the highest in that particular branch of the musical art, and the gold medal was won by a vocalist, and the candidate who tied with Miss Holder was a violinist, therefore our town rightly claims the distinction of possessing a young pianist who had no equal at the recent exams. I think this should, at least, have been explained at the time the medal was handed over, and I think it is due also to Miss Holder. Will you kindly insert this in justice to the young lady concerned, as well as her teacher.—I am, &c.,

JUSTICE.

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FUTILE EXAMINATIONS.

Complaints were recently made in London. Truth regarding the local examinations held by an English musical college in India, which a correspondent declares are not nearly stringent enough. Writing from Bombay he says:—"I am able to state that the way the examinations are held presents no better guarantee than the conscience of the examiner; which conscience last year passed all the candidates entered. There should be a certain amount of control over the work of an institution, however respectable which draws a handsome amount of money every year out of a country where the low level of musical knowledge renders abuses easy." It would be interesting to know, the writer proceeds, whether a similar ground for complaint exists in any of the colonies of the Empire. If the statement of the Bombay correspondent that all the candidates at one centre succeeded in passing is correct, it does suggest that the standard might with advantage be raised. Truth goes on to quote from a letter received from "one well placed for knowing the facts," who denounces the examination system with great vigor. "We all know," says this correspondent, "that the tests are no tests worthy of the name, but when they advertise Cambridge and Oxford Mus. Bacs. and Mus. Docs. as examiners, will anyone listen to you if you hint at their incompetency? Nothing but the education of the parents and the nation generally will, in my opinion, prick the examination bubble. When they see that their daughters cannot play, although they have passed with honors all sorts of grades, then, and not till then, will these institutions fail to flourish." It should be added that this indictment is not directed against any particular institution, but against the system as a whole.

EDUCATION.

To the Editor.

Sir—Referring to "Gold Medallist's" letter in The Register of December 22, I think every one will admit the value of periodical tests of a boy's knowledge, and that there can be nothing harmful in examinations themselves. What I hold, and have always held, to be the pernicious thing about University examinations is the setting of textbooks in certain subjects. This is the foundation stone on which rests the whole evil of cramming. You can't cram a boy in arithmetic, because the questions may cover such a wide field that a proper understanding of figures is essential to success; but you can get through a Latin examination a boy whose knowledge of the language is most meagre. I can speak with authority, because I got through myself. It was announced at the beginning of the year that we should be examined in the first and second books of Livy and the "Odes of Horace." I was not the only candidate for examination that year who had devoted the four terms to the study of these textbooks and no other Latin literature. I was not the only candidate to whom a simple Latin sentence from some other author would have been as intelligible as Choctaw. I contend that far better results would be obtained if the candidates were required to translate extracts from any Latin author, and passed if they showed an intelligent comprehension of the language. The reputation of a school seems to depend on the number of successes gained at the University examinations; and it is not surprising in the circumstances that "cramming" should be resorted to; but if there were no textbooks the inducement to "cram" would be removed. The blame for the evil should be fixed on the shoulders of the University, and not of the schoolmaster.

I am, Sir, &c.,
MATRICULATED.

To the Editor.

Sir—From time to time subjects have been started in The Register upon which correspondents have given valuable opinions. May I suggest another topic for discussion—one connected with education? To keep the matter within bounds I propose three headings:—(1) What items of teaching we ourselves as scholars liked most, or least; (2) what studies did we find most serviceable, directly or indirectly, in after life; (3) what we would recommend, putting aside mere personal likings, as best fitted for ordinary, secular, school teaching. As a first contribution, which I trust will be much improved upon by subsequent writers, I answer for myself—(1) The teaching I most enjoyed was experimental physics; next, mathematics; least, history and geography. (2) I look upon the exact habits of thought engendered by the study of mathematics as the most valuable outcome of my school teaching. The acquisition of a fair vocabulary of Latin and Greek words has also been of service in after study. (3) Part of the school curriculum is essential, such as reading, writing, and the learning by heart certain arithmetical tables. The new mathematical teaching drops such unused things as circulating decimals and intricate compound fractions, and in geometry avoids much of the tediousness of Euclid's demonstrations. Geography would be more interesting if it included physical geography, and the influence of the latter upon productions and commerce. But in teaching English there is, I think, most room for improvement. Surely children could be more easily taught to write correct English by familiarity with good models than by analysis and parsing. As in music, the art can be taught earlier than the science. They might be trained to put a simple anecdote into various styles of composition, or be required to describe some familiar object, such as a pair of scissors, and thus also increase their powers of observation, in itself no mean gain. How both business and scientific men would rejoice if all communications received by them were terse, accurate, orderly arranged, and capable of only one possible meaning.

I am, Sir, &c., S.

THE LEADING WATCHMAKERS.