

Reg. 20th Nov. 03.

Reg. 21st Nov. 03.

Reg. 25th Nov. 1903

...in possession of their university certificates, but yet unable to write a single page of original matter without disfiguring it with crude grammatical blunders and misspellings. If the certificates were actually a proof of efficiency, opposition would to a large extent be dismissed; but the proof of the pudding is in the eating, a truth most business men will be ready to substantiate. The fact is that the University should never have lowered its dignity by holding these elementary examinations. It should draw a hard-and-fast line at the entrance or "senior" examination. Imagine an august body, in solemn conclave assembled, solemnly perusing the productions of little boys and girls of 10 and 11, and setting upon them the seal of its "copulative, conjoined and collegiate" approval or disapproval! Does the incongruity never make itself felt? After a long experience and much success in coaching candidates for various public examinations, I am rigidly of the opinion that the cause of real education, as opposed to the spurious article, is thwarted and degraded to a vast extent by these same University examinations. Possibly the most harmful characteristic of modern "education" is that teachers and books do practically everything for a pupil. Relieved of the difficulties of learning for himself and of trusting to his own inherent powers, the student becomes mentally enervated. The indispensable qualities of grit, determination, and self-reliance are left to wither themselves. It is forgotten that the true value of study lies—not in its development of the capacity to "open the mouth and shut the eyes," but in the Process (print it with a capital, please, Mr. Editor) by which the learner acquires his knowledge. Modern learning is not characterized by the same solidity and depth as of old. The modern learner is, like the modern traveller (I beg his pardon; I mean "tourist"), who does not climb the Alps for the sake of climbing and of manfully overcoming difficulties, but rides up with a plethora of luggage, and then at dinner exhibits his languid person in immaculate evening dress in a luxurious hotel at the top. And what is the remedy for this unsatisfactory state of things? The teacher is generally helpless in face of the parents' expressed wish. If he stands in the way of little Tadpole's eager rush to the university, his pocket suffers; and so poor Dominic pumps his wind into little Tadpole's bursting head. There is no doubt that the University, backed by its willing allies the big colleges, is primarily responsible for the sorry business. Among them they have "educated" the public to look for long lists of "passes" interlarded with goodly clumps of asterisks, all tending to their common glorification; and the University furthers this objectionable work by appending to each candidate's name the name of his school. The principle is utterly without justification. This is no case of "sour grapes," Mr. Editor, as perhaps your knowledge of me may testify. I am animated only by a sincere desire to further the cause of real education. Let the child's mind expand naturally. Let it follow its inherent bent without undue restriction. Let the child be taught to cultivate his powers of observation, to stimulate to harmonious action and interaction all his worthy faculties, to aim at mental alertness and decision—in short, to build up a sturdy character on the true foundation of the spiritual, the physical, and the mental, giving each element its proper proportion in the scheme of life. The cure rests with the University. Let it confine its scope as an examining body to strictly legitimate limits—in other words, mind its own business—and the maker of the human tadpole will (Thank God!) find his occupation gone. The unpractical university professor is the last person in the world who should control and direct the trend of primary education. Had he the tact of preparing a class of youngsters for his own examinations he would, despite all his profound book-knowledge of the theory and history of education, of physical science, &c., look in vain for his pupils' names on the list of published passes. No sutor ultra crepidam. Within his own proper sphere he is doubtless admirable. When he invades the realms of business, of practical literature, of practical life, he is—of course, I speak in the gross—a pronounced failure. Herein, as I have already stated in other words, lies the key to the whole question raised by your splendid article.

I am, Sir, &c., FACT.

To the Editor.

Sir—"A little learning is a dangerous thing," wrote the poet. "Too much learning is a dangerous thing," say the doctors with equal force. If we feed a child with food unsuitable to its age, whether with bodily or with mental food, it suffers. All acknowledge this; yet the system continues. Surely it should be known what kind of teaching is suitable at each stage of a child's life—what can be assimilated, and what will produce mental indigestion; yet the tendency is to add to the burden the young brain has to bear. Does a parent ever try to answer the questions set his children at an ordinary examination? What would a committee of employers say regarding the value of much that is taught, or what would they report as to the usefulness of an average boy who has just left school? Can he write a good plain hand? Can he add correctly a column of figures? Can he write decent English so as to express unmistakably what he wishes to convey? Can he even put enclosures neatly folded into an envelope and affix the stamp right way up? If he can, he does not always trouble himself to do it. It is claimed that certain things are taught in order to strengthen the intellect. Surely subjects useful in themselves can be found for that purpose. Is it not equally important to exercise the observing faculties? What a boy notes for himself, or thinks out, or makes, is a pleasure to him, and builds up his mind without being wearying. Even in England the old-fashioned methods are giving place to more practical ones. Euclid is set aside as too tedious; Greek is being displaced for useful modern languages; practical work takes the place of book-learning. Here, free from the dead weight of custom, we should be leading, instead of tardily following in the improvement of educational methods. With the increase of libraries we can now "look up" many things with which we used to burden our memories. Teach a child those things that must be learnt by rote or by constant practice; give him a fair share of out-of-door sports; provide him with wholesome food; encourage him to use his eyes and to ask questions about what he sees; and he will grow up to be a more useful man than a brought-up-on-academical condensed food.

I am, Sir, &c., S.

UNIVERSITY OF ADELAIDE.

EXAMINATION FOR THE ADVANCED COMMERCIAL CERTIFICATE—NOVEMBER.

PASS LIST.

—Commercial Law.—

*Herbert Edward Ansell, *Albert Lawrence Donnelly, *Rowland Edward Silas George, William Frank Harrison, *Reginald Freeman Harry, *Samuel Harvey, Leonard Samuel Miller, Percival John Porter, Harry Drever Russell, Ernest Albert Smith, *Hubert Ambrose Solly, Stanley Garfield Thredgold, *Arthur John Wilmore, *Alfred Evelyn Wood. An asterisk denotes the candidate passed with credit.

Reg. 23rd Nov. 03.

EDUCATION.

To the Editor.

Sir—I read with pleasure the extremely vivacious communication from "Fact" on the subject of cramming our unfortunate youngsters. In him they have an able champion, treating the subject pathetically enough from their point of view, while his masterly pen must make the University examiners wince under his sarcasm. It is evident he has taken high degrees in Life's University—Master of all the Arts—and is qualified to speak; from his apparent versatility he is no partisan; and he writes too facetiously to be mistaken for any "dominie-drudge." "His cloak somewhat shines and shows the threads"—of verity. But one sentence, to my mind, needs revising. He says—"The indispensable qualities of grit, determination, and self-reliance are left to fashion themselves." This must be a misprint. Why, that is just what they are not allowed to do! These inherently good qualities are so nullified and atrophied by the "pithing" system that, instead of "fashioning themselves" by exercise, the poor children are all dwarfed to the same unfortunate pattern by the University Juggernaut machine. We need some one like "Fact" to keep this mischief of it all well before our eyes, or—too late—we shall find that, in the struggle to live, combined with the want of a naturally cultivated intelligence, our "Young Australia" will prove a too-plastic material in the designing hands of statecraft.

I am, Sir, &c.,
A SCHOOLMA'AM.

Ad. 25th Nov. 1903.

UNIVERSITY OF ADELAIDE.

Ordinary examination for the degrees of bachelor of medicine and bachelor of surgery, November, 1903:—

Pass-List.

First class in order of merit, second and third classes in alphabetical order.

First Year.

First Class.—*Henry Kenneth Fry.

Second Class.—George Reginald Cope Cotton, Darcy Rivers Warren Cowan, Lindsay Page Winterbotham.

Third Class.—Lionel Oxborough Betts, Percival Thomas Spower Cherry, Hugo Flecker, Lewis Wibmer Jeffries, Archibald Campbell Magarey, Reginald John Verec.

*Recommended for the Elder Prize.

Second Year.

First Class.—None.

Second Class.—Leonard James Pellew, Rex Garnet Plummer, William Ray.

Third Class.—Ernest William Griffiths, Eric Henry Lewis.

Third Year.

First Class.—*Dean Dawson, William Morgan Hunn.

Second Class.—John Victor McAree, Francis Edward McAree, Walter Henry Russell.

Third Class.—Robert Douglas Brummitt.

*Recommended for the Dr. Davies Thomas scholarship.

Fourth Year.

First Class.—*Malcolm Leslie Scott, Eulalie Hardy Hanton Burnard, Constance May Cooper.

Second Class.—Renfrey Hershorn Burnard, Phoebe Chapple, Alfred Francis Stokes.

Third Class.—None.

*Recommended for the Dr. Davies Thomas scholarship.

Fifth Year.

First Class.—*Lionel Wykeham Hayward, Edward Joseph Stuckey.

Second Class.—None.

Third Class.—Thomas Badge Ashton, Melville Birks.

*Recommended for the Everard scholarship.

MUSIC EXAMINATIONS.

Miss Angelita Davis has received intelligence from Trinity College, London, that she has gained the diploma of Associate in Music of that institution. This young lady began her musical career at an early age. At 8 years of age she won the competition in pianoforte playing at the S.S. Union Festival in 1890 against all-comers under 15 years. Two years later she passed the junior University exam. in both violin and piano, and subsequently the senior theory and practice at the University, and gained senior honors in both theory and practice at Trinity College exam. In 1900, at 17, she won the senior pianoforte playing competition at the Century Exhibition. She then began the Mus. Bac. course, and is now in the third year. She had her first lessons from her mother. She was then placed under the late Professor Puttmann for a short term. At 15 she studied with Mr. Z. Williams for about two years. Latterly she has been coached in theory by Dr. E. H. Davies.

EDUCATION AND "TADPOLES."

To the Editor.

Sir—After carefully perusing the letter by "Fact" dealing with the question of "human tadpoles," I can arrive at no other conclusion than that he is animated with the desire of placing all the schools on the same basis. He has levelled them, as it were, to the same ground; and, according to his views, there is no school but what is assiduously devoted to the cramming system. I would tell him that at a time when the University examinations are at hand, and therefore cramming if done at any time would be carried out the more closely, there are teachers who do not, for the sake of seeing their pupils gain places among the successful candidates, hesitate to mitigate the oppression of study by proposing to take the "tadpoles" for an outing at the seaside. A number of students attending one of the leading secondary schools of this city during the past week were accompanied by their teacher to the beach, and this at the time when the examinations at which they intended to present themselves were rapidly drawing near. I formed one of the party, and am safe in saying that when we students reached the seaside we dismissed from our minds all thoughts of school work, and entered with the greatest zeal into games of various kinds; so much so, that any spectator watching us as we revelled in the delights of the seaside would have called incongruous any such remark as—"There are a number of students who intend to present themselves for a University examination in a few days," and the term "tadpoles" would have seemed absurd in such a connection. If "Fact" during his educational career could find no time to indulge in pleasure parties at the seaside, in the hills, or elsewhere, we students all sympathize with him, for we believe fully the truth of the adage, "All work and no play makes Jack a dull boy," and we at least are resolved not to be held up as examples of the verity of the proverb.

I am, Sir, &c.,
ONE OF THE TADPOLES.

To the Editor.

Sir—I was pleased to read the article on "Human Tadpoles." I certainly think there is a tendency in our schools to cram the children, especially before the examinations come off. There is too much homework, and it would be better if it were quite done away with, particularly during the summer months. One of my little girls came home from school the other day complaining that she felt "all head," so I advised her to go out and get some fresh air. I have great faith in the fresh-air cure. Health comes before education. I have always been for keeping the children back, perhaps for two years in the same class, to give them a chance of a little rest, although they have always passed without any trouble. I hope for the children's sake there will be an improvement in the near future.

I am, Sir, &c.,
A MOTHER.

To the Editor.

Sir—In reference to the article on education and human "tadpoles," although much of it is undoubtedly true, and some families need the advice given therein, yet the large majority of boys and girls and young men and women need to be told the very reverse, as the love of play and frivolity, and the dislike for thinking and for real earnest study, is rampant among the young people. Most families have one clever and studious child that takes the prizes and passes the examinations; but what about all the others? They are as lazy and wilful and spoilt as can be; and, from observation, I would conclude that it is not all the unlearned boys and girls, who have been allowed to follow their own sweet will, who are the healthy ones, nor is it all the studious and brilliant ones who are the sickly ones; on the contrary, I know of many families where the reverse is the case. To cite one, the girl was taught from infancy, studious to excess, passing her exams. with credit, yet never ill; two brothers just the other way about, anything to get out of lessons and studies; one died of consumption, and the other developed hip disease. People who are fond of study have no time to think of themselves and get ill, and how much fuller and richer their lives are. My years at school and at the university, especially at examination times, were the happiest of my life. The university students look a healthy and jolly set of young men and maidens; and, although in exceptional cases they overdo it and go to the wall, yet the same thing happens to people in all walks of life. What about shop assistants, office clerks, and others? Then, why lower the standard of learning in our schools or universities, because that would be the result if the changes advocated were adopted? Would those very doctors who were interviewed hold the high positions they do, and be the clever men they need to be, if they had not studied hard, begun their education at an early age, and "grafted" extra hard just before exam. time? Do they regret it? It is quite against Nature's teaching to say that children should not be taught till they are seven years of age, for does not Nature show us that the organs and limbs of the body grow stronger if constantly and gradually developed by use, whereas if no use were made of them they would lose their powers by degrees, and perchance become atrophied. So it is with the brain; if used, it develops; if not, the power to think and memorize suffers. Nature shows us also that an infant begins to think and to learn from the time it grows out of its swaddling clothes. It learns to recognise objects and persons; then to name its wants, so that in two or three years from its birth it has learnt a language. An adult takes longer to learn a foreign language, proving that a wee baby can think and memorize and use its little brain. Then why not let it continue its thinking and developing of brain power by teaching it in a playful and interesting way its letters and to write and read; so that at the age of seven, when sent to school, it will be quite ahead of other children not so trained, and will find a pleasure in school life, and escape its miseries and punish-