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Dr. Ennis, the University Professor of Music, and Director of the Elder Conservatorium, will leave Adelaide by the mail steamer Australia on Thursday, for a short trip to the old country. It is now nearly four years since the doctor left London for Sydney, and he feels it is necessary that he should revisit some of the musical centres of Europe in order to keep in touch with the latest musical ideas. To this end the University Council has granted him a slight extension of the usual vacation, which will allow him to leave this week, and he expects to return again by the end of February, so that he may take up his duties at the University and Conservatorium at the usual time. The Professor will make special efforts during his brief sojourn in England, to hear as much new orchestral and chamber music as possible, and will spend a few days in Paris, and attend some of the performances at the Grand Opera House in that city.

Professor Henderson, of the Adelaide University, is paying a brief visit to the Cape of Good Hope. He is engaged in writing the official biography of Sir George Grey, who was at one period Governor of South Australia, and his object in visiting South Africa is to examine the papers presented by Sir George to the public of Cape Colony, which are preserved in the Grey Museum in Capetown.

UNIVERSITY OF ADELAIDE.

A meeting of the Senate of the University of Adelaide will be held on Wednesday next. Included in the business are the elections of warden, clerk, and six members of the council. There is no opposition to Messrs. F. Chapple and T. A. Caterer as warden and clerk respectively. Regulations relating to the degree of bachelor of arts, and the primary public, junior public, and senior public examinations are to be submitted from the council. Mr. James Henderson will move—"That the Senate concurs in the determination of the council made on the 20th day of June, 1903, to commemorate the late Allan James Campbell, a bachelor of medicine and bachelor of surgery, and former alumnus of this University, and a surgeon-captain in the military forces, who in the South African campaign in the year 1900, achieved distinction by signal acts of courage in the course of duty and in the cause of humanity." Dr. Campbell, who was a son of the late Hon. Dr. Allan Campbell, served for six months in the hospitals at Ladysmith and Howick, and afterwards joined Mjr. Steinacker's Horse, whose headquarters were at Koomati Poort, the very centre of the deadly malarial district. He was appointed surgeon-captain. This difficult and dangerous post he occupied through the worst months of the fever season, and then himself fell a victim to the malady. He recovered, and continued his good work at Koomati Poort, Harrismith, and Tweefontein, but died of enteric fever at Pretoria on February 12, 1902. Col. Westcott, P.M.O., said that Dr. Campbell was the only civil surgeon he had mentioned in his despatches. It is intended to place a memorial tablet of brass bearing a commemorative description in the Elder Hall.

The teachers themselves. Regulation 333 provides against the appointment to the position of first assistant of all but those holding at least an E certificate. It might reasonably be asked why assistants are singled out when no such restrictions exist in the case of head teachers. Although according to the regulations any of the latter, in order to gain a certain personal classification, are expected to pass certain University tests, it will be found that non-possession of the literary qualifications entitling to any particular classification does not seem in the least to militate against likely chances of promotion. Fair teaching ability and length of service are all that are needed. So well have teachers come to see this that many have even never called for the certificates attesting what class they were placed in on completing their course of training. Among suggestions in a leading article of The Register of recent date the necessity for both professional attainments and skill as a necessary condition for the appointment to the important position in the service was demonstrated. Inspector Neale years ago, and again this year, has emphasised the same necessity. The call cannot with impunity be ignored much longer. A slow, though sure, course of promotion extending over a period of more than 50 years in a department which is second to none in point of importance, stands self-condemned unless its administration allows free scope to the exercise of intelligent discrimination between natural ability and mediocrity.

I am, Sir, &c.,
AUSTRALIA.

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UNIVERSITY EXAMINATIONS.

To the Editor,

Sir—The late law examinations at the University have revealed what seems to be a desire on the part of the examiners to find out what the students don't know, and not what they do. It has long been a subject of complaint that there appears to be a tendency to "weed out" as many as possible. Is this fair? It was once recognised that a student should be familiar with principles of law; now he is required to be an fait with all the principles, and also ready to answer all sorts of subtle questions without an opportunity for thought. In one paper recently set there were 10 questions, subdivided into numbers of others, so that the unfortunate student found himself with three hours, to answer about 40 questions, many of them very intricate, and requiring most careful thought. I ask again, is it fair? How can a student be expected to do himself justice? Whatever the cause, there is no doubt that the papers suggest the idea of catching the student, and the results are not necessarily a criterion of merit. The students dare not complain, as they fear that it will tell against them, and so they go on. I trust that a remedy for the evil will be found.

I am, Sir, &c.,
LEX LOCI.

To the Editor,

Sir—I wish to protest against the unsatisfactory character of the paper in English literature at the higher public examination. The work set comprised Bacon's "Essays," Shakespeare's "Tempest," Browning's "Strafford and Abt Vogler," and Milton's "Lycidas." Of the seven questions given the fifth merely demands mechanical skill in "rewriting" whatever that may mean, a given passage in blank pentameter verse; the first and sixth could be answered by any one possessing a superficial knowledge of the two plays. Bacon is dismissed in one and one-third of a question. The bulk of the paper is devoted to Browning, at whose shrine the examiner apparently worships. Shakespeare receives even scantier consideration than Bacon. Imagine the farce of thus exalting Browning, and thus pretending to test a candidate's knowledge of Bacon's "Essays" and "Macbeth!" University professors are apparently too much burdened by the weight of their abstract knowledge to allow full scope to their common sense.

I am, Sir, &c.,
HA-HA.

UNIVERSITY OF ADELAIDE.

MUS. BAC. DEGREE.

The following is the pass list for the ordinary examination for the degree of bachelor of music, November:—

- First Year—
- First Class—Ernest Albert Daltry.
- Second Class—George Townsend Griffiths.
- Third Class—Oliver Elizabeth Alberta Waterman.
- Second Year—
- Third Class—Mary Ann Spred.
- Third Year—
- Third Class—Norman Leslie Burnell, George Gavin Forrest Gardner.

EXAMINATION FOR THE DIPLOMA OF ASSOCIATE IN MUSIC.

—Pass List—

- Ruby Claudia Emily Davy, principal subject—composition; Martin Kirkwood Kemp, principal subject—singing; Elsa Wilhelmine Rodeman, principal subject—singing.

In the list of first-class passes in the senior public theory examination the name of Muriel Overdelline Gmeiner was inadvertently omitted.

Ad. 20th Nov. 03

"Soprano" writes:—"I would like to know why it is that at the music examinations now being held in Adelaide at the Conservatorium the names of the teachers are sent in on the candidates' cards to the examiner, thus giving an opportunity of favoring pupils from the Elder Conservatorium. In previous years only numbers were used."

Ad. 20th Nov. 03

Among the passengers by the mail steamer Australia, which sailed for London on Thursday, were Lord Baringdon, Professors Mitchell and Ennis, and Mr. A. W. Silver, of Brighton, who are booked to disembark at London, and Dr. Lendon, who intends landing at Bombay. Mr. J. C. Williamson is a passenger to Western Australia by the same vessel.

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EDUCATION.

To the Editor,

Sir—After having carefully read the revised education regulations published in The Gazette and ably commented upon in The Register, I began to wonder why some of the evils of the regulations recently disallowed by our Legislature should not only have been retained but actually aggravated under the rules just formulated. One of the worst features of the old regulations was the classification of salaries and conditions of promotions. It was shown again and again that, as an inevitable result of that classification, under the system of promotion prevailing in the Education Department the most important schools of the state would in the future be in charge only of men who have reached or are nearing the age limit of retirement. In other words, schools such as Gawler, Kapunda, and particularly the city schools, must at no distant date be managed by men not necessarily belonging to the teachers of the highest order, but to such as have taken good care of themselves, and have so managed to negotiate the 42 annual grades leading to the top. Bad as this arrangement was, it will be found that under regulation 321 of the new issue the number of stages in the table of remunerations has been further increased by three; so that in the future no teacher will be able to reach the maximum salary of the first class before he has been in the service 53 years, reckoned from the time he enters upon the duties of his profession as a candidate. As it is almost certain that the age limit of retirement in Government departments will before long be brought down to the level of that ruling in the Commonwealth service, a simple arithmetical calculation will show that it matters little at what amount the department fix the salary of their largest schools since the conditions can never be realized under which they will be obtainable. One would think that a department managing the training of national intelligence ought to offer some guarantee that high educational attainments, when ever coupled with ability and power, are sure to meet with recognition; but regulation 333 seems to point to the contrary. According to that rule, no matter what the differences in intellectual acquirements and professional skill, all the young teachers leaving the University Training College have their salaries practically fixed at least for seven years in advance. It has been urged against the state school system, and perhaps with truth, that it tends to bring all children to the same menotonous level; and one might almost despair of the remedy when the same levelling process is rigorously applied to

To the Editor.

Sir—The question raised by the article entitled "Human Tadpoles" provides food for reflection for every thoughtful man and woman who has the welfare of the rising generation at heart. The Register has been to the front in many a social and political reform. May I express the pious hope that it will win fresh renown in the field of educational reform? Let me quote my own experience in support of the views enunciated in your article. The question of cramming is very old. About 20 years ago I was (unfortunately) attending one of the big colleges where the cramming process was in full blast, and where, along with other "stuffed products," I was duly fattened by a judicious (?) system of pouring everything in and taking nothing out. In the usual course I faced the sole arbiters of academical learning—to wit, the University examiners; and, when the results came out, found myself a first-class matriculated student, with divers credits against my name. At that time I fondly imagined I had practically conquered the whole realm of knowledge, whether mathematical, classical, scientific, or otherwise. As a matter of fact, I soon discovered that the wells of knowledge were rapidly drying up—that I resembled a piece of blotting paper, which, having fully performed its destined function of absorbing superfluous ink, is thereby rendered worthless. Knowing my German textbooks by heart, I yet knew no German; ditto Latin and Greek; ditto science (so-called); ditto the other elements which go to form that elaborate and purely ornamental but decidedly non-useful modern mosaic yclept "an advanced education." My brightly glittering gems of knowledge turned out to be but paste, and a poor kind at that. Like the dewdrops in the sun, they had no permanent value. During the hotbed stage of artificial treatment my faculties of observation, of comparison, of original research and of thought, all lay dormant, simply through want of encouragement; and this was the sort of thing my father had the privilege of paying for out of a very limited income. When I think of those misspent years at college, and of all that misspent hard-earned cash, I am tempted even at this day to indulge in unparliamentary language; and, although I have done my best to remedy the deficiencies of my early educational training, I must confess that I still feel the stunting and numbing effects of it, just as the young tree, long retarded in its growth by the application of restrictive force, never fully in after life makes a perfect recovery. But, bad as was the cramming system in my day, it is now tenfold worse. Having had 18 years' close experience of college and university methods (being, alas! that poor drudge, a dominie), I can speak with some measure of authority on this point. There is no question that the schools most concerned select and pursue their subjects of study entirely by the one consideration, whether they will pay best at the examination. The point of view of their services towards mental growth and self-improvement is completely overlooked; and the evil work of the crammers is actually stimulated and directed by the University, the seat of all training—itsself! For does it not give an arbitrary and in many cases fictitious value to the various branches of learning, thus diverting, if not destroying, many a student's natural tendencies? The poor fellow simply must aim at what pays best, and therefore stifles his inherent longings in answer to the requirements of his imperious taskmasters. The pity is that the University, like most men and things in these degenerate days, offers itself as a willing sacrifice to the God of Mammon in the guise of examination fees. Its educational function is utterly subordinated to its examining function. It is too closely in touch with primary education, to the disadvantage of the latter. Even state schools are now sending up their candidates by the hundred. More grist to the mill of Mammon! When the body politic catches the infection, and prostitutes to the pursuit of this will-o'-the-wisp objective the talents of its teaching staff, the hard cash of the overburdened taxpayers, and the brains of its young, it is high time to ask an authoritative "quousque tandem?" and to cut down the education vote. Ah! what is the tangible reward of all this juvenile

sweating? Why, a certificate of competency—or is it incompetency?—in certain elementary subjects, a certificate of which the very examiners themselves question the validity. In their report for 1902 (p. 69) these gentlemen make the naive admission that "nearly half of those who pass (in English) raise doubts in the minds of the examiners." I have known doctors of divinity