

UNIVERSITY OF ADELAIDE

EXAMINATION FOR THE ADVANCED COMMERCIAL CERTIFICATE. PASS LIST. -Economics- Charles Allen, Herbert Edward Anselm, Carl Joseph Bengtson, William James Coffey, Robert Harold Cotton, Albert Lawrence Donnelly, John Fraser, Alfred Richard Hogben, Edwin Jukes, David Kirkman, Charlie Bruce McMichael, Albert Edward Mowatt, John George Robertson, Charles Hestall Treloar. An asterisk denotes that the candidate passed with credit.

EXAMINATION FOR THE DEGREE OF MASTER OF ARTS—NOVEMBER, 1903. (Old Regulations.) -Passed- Spencer Churchward.

PASS DEGREE OF BACHELOR OF ARTS. The following students have passed in subjects of the course for the pass degree of Bachelor of Arts at the annual examination in November, 1903. This does not include Western Australia.

-8.-Economics.- William James Adey, William Kendall Bedmall, Harry Billingshurst, Ellen Brady, Roy Lant Bromley, Albert Joseph Brooks, Roy Laidlaw Davidson, Maggie Gertrude Flett, Lizzie Ann Hales, William Henderson, Walter Fita, Stephen Hatley, William Herbert Hould, Frieda Louisa Jacob, Lionel Harry Jefferson, Myra Minnette Leggoe, William Luke, Robert Wilson Macaulay, Milton Moss Mangham, Arthur William Pitt, Emily Dorothea Proud, Edgar Maurice Ralph, Frederick William Russell.

-9a.-Psychology.- Barbara Angus, Catherine Conter Bradley, Sylvester Patrick Byrne, Jessie Campbell, Charles Charlton, William Herbert Cherry, Thomas William Cole, Charles Herbert Comley, Herbert John Deeble, Mary Catherine Denny, Euphemia Gibb Drummond, Isabella Freeman, John Harry, May Margaret Harry, Charles James Jenner, Edward Charles Loan, Robert Wilson Macaulay, Raymond Orlando Maurice Miller, Percival Harris Mitchell, John Moyes, Adolf John Schulz, Sarah Newton Twiss, William Arthur West, Annie Beatrice Whitlam.

-9b.-Logic.- Charles Herbert Comley, May Margaret Harry, Edward Charles Loan, Robert Wilson Macaulay, Annie Beatrice Whitlam, Vida Alice Wilks.

-9c.-Philosophy.- None passed.

-9d.-Education.- Ellen Brady, Ida Muriel Capper, Herbert John Deeble, Maggie Gertrude Flett, May Margaret Harry, Martha Crossman Lawrence, Myra Minnette Leggoe, Robert Wilson Macaulay, Arthur William Pitt, James Pryor, Edward Stokes, Daisy Florence Sullivan, James Henry Williams.

BACHELOR OF ARTS' DEGREE. The following students have passed in subjects of the course for the pass degree of Bachelor of Arts at the annual examination in November:-

-Modern European History.- James Anderson, Henry James Arncliffe, Frederick William Eardley, Hilda Gesina Franziska Pasky, Sophia Ellen Holder, Eric James Roby Holder, Margaret Lipsham, Arabella Aldersey Manning, Percival Harris Mitchell, Thomas Nevill, Percy James Rofe, Gordon Edward Sunter.

The following students have passed in subjects of the course for the pass degree of Bachelor of Arts at the annual examination:- -English Language and Literature.- Mary Anna Agnew, Graeme Mackay Barbour, James Bills, Margaret Grace Bousquet, Ida Muriel Capper, Helen Fredericks Clegg, Ray Laidlaw Davidson, Leslie Edwards, Edith Josephine Gardner, Otho Eric Goldsworthy, Emily Milvain Good, Sophia Ellen Holder, Anna Estelle Luffan, Bertina Margaret Lambert, Robert Wilson Macaulay, May Meadows, Adelaide Isabella Mithke, Henry Ernest Pearson, William Henry Rayner, John Curfew Sanders, Lillian Mary Theakston Stephens, Edward Stokes, Warren Alexander Swan, Leonora Ethel Twiss, William Wainwright, Annie Beatrice Whitlam, James Henry Williams. Recommended for the John Howard Clark Scholarship—Emily Milvain Good. Proxime Accessit—William Henry Rayner, Sophia Ellen Holder.

HUMAN TADPOLES.

THE CRAMMING OF CHILDREN.

CONDEMNED BY DOCTORS.

[By our Special Reporter.]

Those who agree with Spencer's ideal, "Healthy animals, the first condition of national prosperity," will find that there is plenty of room for criticising the educational system of South Australia in regard to the cramming of children—an evil the growth of which keeps pace with the increasing popularity of the higher examinations and the multiplication of educational prizes within reach of the young. If the opinions of eminent medical men are to be respected the rearing of the human tadpole—a person with all head and no body—should be as sternly discountenanced as the breeding of the wild dog is discouraged in the pastoral areas. The Adelaide medical fraternity as a body hold strong views on the subject, and when a reporter of The Register waited upon several of the most representative members of the profession they did not hesitate to express themselves on it. Their opinions are entitled to more consideration than those of the teachers and education authorities generally, because the latter as a rule see only the triumphs of cramming—the array of scholastic successes presented on speech day—whereas the doctors are more intimately acquainted with the reaction of the system that leaves itself in nervous disorders, brain fag, and a variety of other complaints to which the student is peculiarly heir. In short, the teacher is concerned with the dux and the doctor with the patient.

A medical man who enjoys one of the biggest practices in Adelaide—his desire not to be drawn into a controversy compelled him to preserve his anonymity—remarked to the reporter—"I blame the Adelaide University largely for the strong hold that the cramming system undoubtedly has upon our educational institutions. There seems to be a craze for holding examinations in everything, and the University sets a bad example. The object of a great number of teachers is to send up as many children as possible for examination, and we find over 1,000 candidates submitting themselves at the last junior public. I consider that 13 or 14 years is too tender an age for such a strain, and I have no hesitation in saying that the bad effects will last into future manhood or womanhood. The number of candidates mentioned is in excess of the records for the Melbourne and Sydney Universities, notwithstanding the much larger populations of those cities. I will not say that there is not a demand for these examinations in Adelaide, but the University stimulates the demand by making the supply. There is no doubt that the success of a school really depends on the number of passes it gets. Even you as a newspaper man much concerned with the reading tastes of the public would probably be surprised at the keenness with which parents read the pass lists and the reports of speech day proceedings when the record of the year's work and successes is presented. I have had special opportunities for observing that one brilliant, well-crammed boy will attract dozens of scholars to his school, and I am afraid that the masters as a whole feel no scruple at what methods they employ to produce that magnetic boy. Not enough is left to a young person's natural ability, and in that respect I believe that the late Mr. Rhodes hit upon a happy idea in outlining the conditions of his scholarships. The plastic state of the brain or the formative period of the youthful mind needs more fallow time than is permitted under the present cramming system; the division of the day for study, recreation, and physical culture and rest badly calls for a compromise. The utter uselessness of cramming is shown by the large proportion of eminent men in every walk of life who have risen to prominence from lowly positions without the aid of education as it is known to-day. But they had their natural or original ability to depend on, and that is exactly what the cramming system of to-day smothered. Unfortunately so soon as a school begins to go down in the examination lists its numerical strength fades. There is, in my opinion, too much nightwork, and some teachers are very fond of giving it because it does not mean personal supervision on their part. The health of the children is also affected, of course, by the general hygiene of the schools. The ventilation in some of the buildings is awful, although an improvement in that respect is to be noted in the more modern schools. Apparently we are only beginning to realize what these things mean in the education of the youth."

Another well-known practitioner was more definite in his ideas for remedying the evil. He remarked:—"In the first place I believe that many children are sent to school at too early an age. A child should not begin its systematic study until it attains the age of 7 years. I am a great opponent of the idea apparently entertained by some parents that the school is a nursery. I know the worry of keeping children at home all day and the temptation mothers have of packing them off to school, but if they knew the evil effects of early, undue study on the young mind they would more carefully measure the interval between the cradle and the school. I believe, however, that the danger has been somewhat lessened by the distinct advancement that has taken place in the kindergarten principles of educating the young. I have had plenty of opportunities for observing the baneful effects that cramming has on the human system, and I think that they could be minimised to a great extent if more attention were paid to physical culture. The mental capacity of one is so infinitely greater when the physique is right. I am a thorough believer in

the sandow system for those who study hard. Physical culture, in fact, should be compulsory in our schools. A common evil of cramming is affected vision caused by the strain on the eyes. I believe it would be a splendid thing if the systematic examination of the children's eyes were carried on in all our schools as is done in Germany. That should be done once in two years, and the community would be grateful for the results. The lighting scheme in many of the schools is altogether wrong, but the latest buildings show an improvement in that respect. The ventilation is equally bad in some buildings, and, of course, all these defects aggravate the evils of cramming. I know that the need of money is at the bottom of these troubles, and I know with what concern the people view the increasing education vote, and for that reason I desire to cast no reflections on the department. I have great sympathy with the teachers. They are required to equip themselves for their profession before they are physically moulded. While they are cramming themselves they are compelled to impart knowledge to the young, and is it any wonder that the double duty so often finds out their physical and mental strength? In large but stuffy rooms, where two and three classes are instructed simultaneously the teachers have to raise their voices above the general but orderly din, and vocal troubles, set in, while teaching in open sheds has been too common in the past. These conditions all tend to pull down the system, and consequently the ill effects of cramming are shown up in their worst light."

The observant President of the Central Board of Health (Dr. Ramsey Smith) has devoted much thought to this subject, and when he was in the old country he lectured before the Rhyll and Holywell Teachers' Association on it. He said, in reply to me:—"Cramming means time wasted, energy wasted, brain tissue wasted, bad habits formed, and a fictitious value put upon the result. Let me illustrate. I may rattle off the name Tom Jones on my typewriter here a thousand times with amazing speed, but put me on to a fresh name, and I am a dunce. A boy who has to pass an examination in German may go through a prescribed book, cramming day and night, and learn it thoroughly, but outside of that book he will make the most terrific 'schoolboy howlers' in German that one could imagine. The result he desires should be accomplished by a natural use of the faculties. The present system is one in which everything is done for the boy, who simply has to reproduce in examination what has been stuffed into him by cramming. That brings it down to what a certain professor, who never sat an examination in all his life, has called an 'intellectual spew.' What education ought to do is to train the faculties of the mind, so that they can be used in solving the problems of everyday life, and you can no more do that by cramming than you can make a prizefighter by simple massage. Dr. Arnold, of Rugby, made it a rule never to tell a boy anything that he could find out for himself, and that was the secret of his education. As I said in my lecture in Wales, the typical dux boy of a school may lead at his college, and be a 'brilliant success' at the University, rattle off glibly all the facts of human history and human experience, and receiving cent. per cent. marks for them; but when

is he in the battle of life, where his poor brain machinery, never before exercised by a thought, cannot grapple with the very least of practical problems? If such a one enters a profession requiring the exercise of brain and bodily senses he is entirely out of the fight. Suppose he chooses to study science or medicine, subjects that demand well-trained faculties, then three-fourths of his teacher's energies have to be expended in undoing the mischief of his former training. The curse of the whole thing is the homework, which, sad to say, many shortsighted parents insist upon. I have listened to the congratulations showered upon and the record of triumph made by the winner of the gold medal and the hundred pounds prize of one of the largest ladies' schools in the United Kingdom. And when I considered that for the next 12 months that young lady would be under medical care, and for the rest of her shortened natural life would be a sufferer from the effects of the 'vanity competitions' of parents, specially of mothers—I could not help regarding that product of present-day education with the same feelings as you would regard a lady who had been forced to undergo an artificial course of spinal disease in order to acquire a natural Grecian Bend. Present day education is losing sight of principles and becoming concerned with details. The advice I gave to the Rhyll and Holywell teachers to make the best of two worlds, the world of details and the world of principles, was as follows:-

- 1. Shorten your hours; let the Government minimum be your maximum. Try to have a long interval between forenoon and afternoon—it gives you two days' work in one. If school work is done badly in a four hours' day it will be done worse in a five hours' day, and not at all in a six hours' day.
- 2. Simplify to the utmost the principles according to which a child works—let the exercises on these principles be numerous and easy. Remember there is nothing in the year's requirements of the code but what can be done by an average child in six weeks and by a dullard in three months.
- 3. Try to think out things from the child's point of view. Remember the child's measuring rod for physical and mental things is small, hence things look larger and more important to him than to you. A little breach in the continuity of custom or principle or discipline shatters a child's faith in his teacher and in the organized order of things.
- 4. Try to keep books in their true place. To train the faculties by mere book work is as futile as to teach a man to grow rich by simply counting money.
- 5. To keep your own mind fresh have a hobby, physical or mental, it does not matter which. It is the salvation of a busy man.
- 6. If you are a woman lay to heart this golden rule for long life and happiness—never stand if you can sit, and never sit if you can lie down.

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To the Editor.

Sir.—As there is still some ignorance as to the status of Trinity College I think the following extract from "The Academic Gazette" may prove of interest:—"Speaking on the occasion of the public distribution of certificates at the Dunedin (N.Z.) Centre, the very Rev. Dean Fitchett said that some years ago he wrote for the Australian 'Review of Reviews' an article on music in New Zealand. In that article he wrote lightly and, he was afraid disparagingly, of the Trinity College teaching and examinations. What he said was, he thought, that they were superficial, and of little value. Those present would perceive at once that when he wrote that he knew nothing about it. When Dr. Johnson was asked by a lady why in his dictionary he defined 'pastern' as 'the knee of a horse,' he replied: 'Ignorance, madam, pure ignorance.' That was his (the Dean's) explanation in respect to the article referred to, and he attended that afternoon to make personal confession and recantation. Since writing that article he had inquired about the Trinity College teaching, and found it to be of the greatest value—so much so that he did not know how we should get on without it. The names of the managers were a guarantee that whatever the College undertook would be gone through seriously and thoroughly. Looking at the practical side and the scope of the whole thing, it would be realised that the College was of the greatest value to local teaching, and its examiners were welcomed by competent teachers, since the system set out a plan of work that was approved by the highest musical authorities in the Old Country, and, besides, it provided an independent test of the results of the teaching." I can quite understand teachers who have signally failed to pass pupils at Trinity College exams (even the very simple Preparatory) being very much dissatisfied. Therefore, they point out to inexperienced parents that they don't think much of Trinity College. But they will now send their pupils up for the Adelaide University School exams. I might point out that these three exams—costing £2 12s. 6d. in all—apparently take the place of the old Adelaide Primary exam.

As regards the true meaning of education, remember you are really training a child, not trying to produce certain results from his working. Hence training is the chief thing; the acquisition of facts is only secondary importance.