

Ad. 22nd Aug.

Req. 25th Aug. 1903.

Req. 28th Aug. 1903.

THE VIOLIN SONATA.
UNIVERSITY EXTENSION LECTURE.

Professor Ennis, Mus. Doc., completed his series of lectures on "The development of the violin sonata" at the Elder Conservatorium on Friday evening, when he finished the history of his subject. He dealt at length with the influence of Handel and Bach upon the sonata, and the change which succeeded the work of these great geniuses and led to the rise of the combination of the piano and violin. The lecturer explained that Handel's compositions were written to a greater extent for the popular taste than those of his compeer, but as a result the latter's work was of deeper and, probably, more lasting worth. Bach's music was more emotional and idealistic, and contained a deeper sense of expression, owing to the fact that he led a quieter and more reserved life than Handel. Professor Ennis paid a high tribute to the influence of the pioneer Italian musicians, whose earnestness of composition had given their works more lasting popularity than that of many greater and more talented artists, and briefly sketched the change in the sonata up to the stage in which pianoforte and violin were combined. The lecturer illustrated the different phases of the growth of the sonata on the piano, and Mrs. Ennis gave a number of violin selections, which were thoroughly appreciated.

Anything beyond that is an injudicious and unwarranted interference with private enterprise. There is one great and abiding fault of the present system. The classes are monstrously large and unwieldy, and anything in the shape of individual tuition is an utter impossibility. Hence there is a remarkable sameness about the product of the state schools, the pupils of which differ no more in the bulk than do grains of wheat reaped from the same patch. Now in a small class there always exists a closer harmony and relationship between the teacher and his charges; and there is ample scope for the teacher, by example and personal contact, to instil and cultivate such desirable virtues as "grit" and self-reliance, which are of far more advantage in the struggle for existence than an adorned smattering of "accomplishments." I would also invite the Minister to call for a return from the Education Department to show the number of state pupils being prepared for the forthcoming University examinations (primary, junior, and senior). He will then, perhaps, become acquainted with at least one direction in which there is an ill-advised and totally unnecessary expenditure of energy on the part of the teacher and taxpayers' cash on the part of the Government. In conclusion, let me add that after 20 years' experience of teaching in South Australia I heartily subscribe to your article from beginning to end, for it bears in every word and line the impress of solid truth and sober commonsense.

I am, Sir, &c.,
GUMPTION.

"THE WINTER'S TALE."
UNIVERSITY EXTENSION LECTURE.

On Thursday evening the Rev. John Reid, M.A., delivered the fourth of his series of lectures on Shakespeare's romantic plays, when he dealt with "The Winter's Tale." There was a good attendance, and the majority of the audience were regular students of the course, who are deriving great benefit from the lecturer's able expositions of various plays. Mr. Reid, as usual, was most popular in his sympathetic and stirring rendering of random passages, but his treatment of the subject itself was a continual revelation. Introductory remarks dealt with Shakespeare's incomparable mode of evolving the play from old tales, and referred particularly to Green's novel "Pandosto, or the Triumph of Time." The name for the new play and its production also received careful attention. Next, Shakespeare's story was analysed, and the features which the lecturer particularly emphasized were the state of the Sicilian Court; the royal friendship—marred by clouds of distrust and the madness of jealousy; the condition of country life in Bohemia; the sheepshearing festival; "the course of true love never did run smooth," followed by the reunion and reconciliation of husband and long-injured wife; and, finally, the triumph of time. Mr. Reid then graphically portrayed a few of the dramatist's characters, under the heads of "a snapper-up of unconsidered trifles," "a champion of woman's rights," "an innocent sufferer," and "a queen of curds and cream." The word portraits were heartily applauded. The last play of the romantic series is "The Tempest," which will be studied next Thursday.

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PRIMARY EXAMINATIONS.

The primary public examinations in connection with the Adelaide University will be held this week, beginning to-day. Altogether 1,013 candidates have entered. Of these some 600 will be examined in the Exhibition Building, North terrace, and 400 at the following centres:—South Australia—Clare, Jamestown, Moonta, Mount Gambier, Narracoorte, Port Pirie, Koolunga, Port Lincoln, Quorn, and Redhill; Western Australia—Perth, Albany, Coolgardie, Kalgoorlie, Northam, and York. Elaborate arrangements have been made in the Exhibition Building, and the three divisions of the hall have been thrown into one large room for the use of students during the four days of the examination. Two of the subjects—English and arithmetic—are compulsory, but the others are optional, it being, however, a proviso that the candidates must pass in four subjects. Of the remaining divisions the favourite branches are history, in which 953 papers will be issued; algebra, 772; and geography, 742. Then follow geometry, Latin, French, and German, with smaller numbers of candidates. As each student sits for an average of over five papers the total number of separate papers to be issued will be at least 5,630.

PRIMARY EXAMINATIONS.

The popularity of the public examinations in connection with the Adelaide University increases year by year, as is evidenced by the growing number of entries. The primary examination which commences to-day has attracted 1,013 candidates, as against 960 last year, and the increased number will necessitate the use of the Jubilee Exhibition Building, instead of the Elder Hall, as in previous years. The permanent centres will furnish 610 candidates, and the provisional centres the remaining 403. The candidates will represent private and public schools in all parts of the States and in Western Australia. The permanent centres include Clare, Jamestown, Moonta, Mount Gambier, Narracoorte, Port Pirie, and the provisional centres, Koolunga, Port Lincoln, Quorn and Redhill. In Western Australia, besides Perth, there are centres at Albany, Coolgardie, Kalgoorlie, Northam, and York, each of which will be managed from Perth. The number of subjects taken up by the candidates averages 5½ each. In order to gain a certificate it is necessary to take at least four subjects, two of which are compulsory, namely English, and arithmetic. The popularity in the schools of other subjects will be seen by the number of entries for the several divisions. History heads the list with 953 entries; next comes algebra with 772, geography has 742, geometry 542, Latin 348, and French 185, while German and Greek have each a few. The examination will last for three and a half days, and about 600 of the candidates will work their papers in the Exhibition Building, while suitable arrangements have been made for the examinations in other centres. The age of candidates ranges from 12 years upwards.

Advertiser 26th Aug.

THE PRIMARY EXAMINATION.

The primary examination in connection with the University of Adelaide began on Tuesday morning, and will be completed to-morrow. The net revenue from fees must be of respectable dimensions, for each of the candidates pays at least half a guinea, while there is a small charge for each subject taken beyond the stipulated four. There is every reason therefore why the staff whose duty it is to attend to the distribution of the multitude of papers should be sufficiently large and comprehensively attentive. On Tuesday in several cases candidates were kept waiting for their papers up to a quarter of an hour after the examination on that particular subject had started. On a nervous child that "bad quarter of an hour" might have a very disturbing effect in the subsequent process of answering the questions or working out the problems set. No doubt now that attention has been called to the matter greater care will be exercised to allow all the children to start fair in regard to future subjects.

Register 25th Aug.

EDUCATION.
To the Editor.

Sir—In these days of storm and stress all thoughtful and unprejudiced people view with deep concern the vast and increasing annual cost of the state school system, and therefore your recent leader on "Education Economy" will strike a responsive chord in the breast of many a burdened taxpayer. Indeed, The Register's splendid attitude respecting this and other state problems merits the most grateful recognition. Your dictum that a distinctly academical course is not the only medium for true culture is most true; and yet we find the state school curriculum including Latin, Euclid, algebra, and other "advanced" subjects. In the limited time at his disposal the state pupil acquires but a mere smattering of these subjects, whereas his attention might be engaged far more profitably in securing a good working knowledge of English, regarding which his ignorance (I speak from observation and experience) is appalling. Moreover, there are well-equipped outside institutions, with which it is sheer folly—let alone an injustice—for the state to attempt to compete. A well-devised system of scholarships, tenable at recognised secondary schools, would supply the needs of the brighter pupils, and would enable the Minister of Education, by lopping off superfluities, to reduce the education vote by at least £50,000 per annum. Again, the fee formerly charged should be reintroduced, and only such parents as are not in a position to pay for the higher education of their children should be allowed the privilege of "milking the state cow." It is an indubitable fact that many men—including civil servants—whose incomes run into several hundreds, take an undue advantage of the present system. The Minister, if he troubles to enquire into the allocation of the bursaries and scholarships as now established, will learn much to give him pause. Manifestly abuses of the original intention and purposes of the Legislature are being committed, and these ought to be exposed and promptly checked. The aim and end of the state schools should be to inculcate proficiency in the three R's and at least a "nodding" acquaintance with the rules and practices of composition and good English.

Advertiser 27th Aug. 1903.

THE PRIMARY EXAMINATION.

Mr. R. J. M. Lucas, secretary to the public examination board of the University of Adelaide, writes:—"Allow me to say, in reference to a paragraph which appeared in Wednesday's Advertiser, alleging delay in the distribution of primary examination papers, that three papers were worked by the candidates on Monday, and in no case, as far as I am aware, did the distribution take longer than two and a half minutes. This is observed, not estimated time. To prevent confusion candidates began to take their seats about eight minutes before the time for commencing the papers, but the papers were not given out until the hour indicated on the time-table."

Req. 28th Aug. 03.

AT THE PRIMARY.
A HISTORY EXAM.
[By an Odd Youth.]

Just a few minutes before the time for the history examination at the Primary. As I thread my way through the long rows of little seats and desks towards my place near to the front of the hall, the room is filled with the clatter of other boys and girls hurrying to their martyrdom. There is a strange, nervous atmosphere in the big Exhibition Building. Every one is waiting with ill-concealed anxiety for the papers which the "bulldogs," or supervisors, are already distributing; and my heart beats fast as I wonder what fate that flimsy bit of paper will bring to me. Will it mean success or failure? Will it require me to tell it anything about King Alfred's reign, Magna Charta, or the Romans? No; of course it will not, because you are never by any chance asked what you have learnt. How I wish I had not smoked that cigarette coming in to town! But, still, the other fellows were looking white and frightened, and it made me pretend to be so "don't-care-a-hangly," even if I didn't feel it. Still, still—ahem! My thoughts are interrupted by a paper being placed on the desk in front of me by a resplendent figure in a flowing gown.