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Birmingham, Oxford, Eton, Harrow, Folkestone, Brighton, Redhill, and other centres—not to mention London, where they have sojourned from time to time without finding much rest or recreation there. The three main objects of the trip—to see kith and kin and friends, to take stock of the best schools, and to get a glimpse of the beauty spots of this glorious island; now in its loveliest attire—have been steadily kept in view. Thanks to the introduction of Chief Justice Sir Samuel Way, Mr. Chapple had a most instructive time at wonderful Eton, where, in conversations with Dr. Waine, head master, he learned much concerning organization and administration. In the company of Sir Fowell Buxton he went to Harrow, and was introduced by your late Governor to Dr. Wood, the present, and Dr. Weldon, the past head master, as well as to other members of the staff, and authorities on education. This was a speech day; but, on the invitation of Dr. Wood, he also had the opportunity of getting a thorough insight into the economy and management of the institution. While at Cambridge he paid three visits to Leys, the great Wesleyan school. At Edinburgh he was twice at Fettes College, the splendid foundation, at which Mr. Alfred Paton is, I believe, finding scope for his abilities as a teacher; at Leeds, on the introduction of Dr. Hartley, brother of the late lamented inspector of schools in your state, he was shown every attention by the clerk of the school board. Here also Dr. Forsyth, principal of the Higher Grade Board School, and the principal and professors of the Yorkshire College of Science went out of their way to supply him with full information respecting the methods of teaching in operation and the results obtained. Mr. and Mrs. Chapple will on September 19 set out for Adelaide.

To the Editor.

Sir—With the exception of the first and last questions in the primary history paper they are worded in such a way as to dumbfound most of the boys and girls at this examination. The questions asked in Dr. Collier's "Senior-class Book," or the "Royal History of England," do not seem so involved as these primary ones. Constitutional developments are, I suppose, the chief considerations in the study of history; but these, being more general and abstract, and therefore more difficult, are not necessarily the matters of detail and fact boys and girls are supposed first to acquire. Even a little of the "drum and trumpet" style of history is not likely to do them any harm, while it is, from being more attractive to young minds, likely to be better understood than the style of history this primary paper seems to expect them to know. Question No. 2 is an awkward one to answer, even with the book open, if we only refer to Ransom's smaller history or Collier's senior book; and these authors are generally considered reliable. Nothing is directly asked about feudalism, Magna Charta, investiture, the Reformation, or the terms of any treaties or Acts. No special mention is made of Becket, De Montfort, Wycliffe, or the Lollards, Wolsey, or Cromwell, or any other "chief character" in any reign. The Wars of the Roses, Hundred Years' War (which J. R. Green says "profoundly affected English society and English Government"), famous battles, the dates belonging to them, or, indeed, to anything else, is not made the subject of any question. There are no genealogies asked for. Of course, it may appear presumptuous for me to criticise a history paper set by a scholarly professor of this great subject; and doubtless did he think it worth his notice, he might explain away much of the "argument" my remarks suggest by replying that his general questions involve much of the detail and fact I wanted more directly asked for. But I feel sure parents must have noticed the hours and hours their children spend in learning the details (particularly the battles, chief men, and dates), and feel somewhat for their youngsters' chagrin when a paper is placed before them which apparently disregards these matters altogether. I am not a disappointed teacher or parent of any competitor at this exam.—only a humble interpleader, hoping the professor will take a very liberal view of his pupils' shortcomings.

I am, Sir, &c.,  
C. SAWTELL.

On his return to England the professor was appointed a geological surveyor and lecturer on science, and as organizer and conductor of the Mining School for Workmen in Durham and North Yorkshire. Success attended his labors, and the Geological Society of London recognized the value of his work by presenting him, in 1874, with the balance of the Muraisson fund. The deceased scientist did not limit his studies to geology, but entered other fields. He was a most devoted student of conchology, and contributed largely to the literature on the subject, his collection of shells, which he valued roughly at between £80 and £100, representing all parts of the world. He was appealed to from all quarters of the globe to identify specimens, and was at the time of his death engaged in completing a most elaborate dictionary of shells. A contribution of his appeared as an appendix to Woodward's "Manual of Mollusca."

In 1875 he was appointed Elder Professor of Natural Sciences at the Adelaide University, and he continued to occupy the position up to the time of his death.

Soon after coming to this State Professor Tate realised that there was ample scope here for carrying on a branch of the Royal Society, and as a result of his efforts the present organization came into existence; the first presidential chair being occupied by him. He also interested himself in the

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PRIMARY EXAMINATION.

During the week about 480 candidates have in the city and the country undergone in connection with the Adelaide University the primary examination. This test differs in some features from the "preliminary," for which for the first time it was a substitute. Under the previous regulation the novitiate had to pass in each of four prescribed subjects; now he must satisfy the examiners in four, of which English and arithmetic are compulsory. He may select the other half, and take as many more as he pleases from a list of six headings. The results are expected to be published in about three weeks' time. It is stated that generally the papers placed before the aspirants were not more difficult than those of the preliminary. To this statement, however, exception is taken by a correspondent, who complains that the English history questions were "more suitable for senior students than for young folk less advanced than Macaulay's schoolboy." In support of his contention he forwards the series, as follows:—Time, one hour and a half; candidates are advised to select six questions.

1. What were the chief results of the Roman occupation of Britain?
2. Compare Dunstan's policy towards the Danes with Edward the Confessor's treatment of his English subjects.
3. Contrast the position of the peasantry in the times of William the Conqueror with their position in the times of Alfred.
4. Enumerate the judicial reforms of the reign of Henry II.
5. Show the evil results that followed from a policy of robbery and oppression in the reigns of Edward III. and Henry V.
6. Describe the position of religious parties in England at the beginning of the reign of Elizabeth.
7. What were the true causes of the strength and prosperity of England at the time of the Armada?
8. Supply illustrations from history of the truth of Dr. Gardiner's statement that cruel punishments tend to make things worse rather than better.
9. Give the meaning of the following words:—Ordeal, villein, assizes, benevolence, monopoly, homage, parliament, verdict, accession.

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THE PRIMARY EXAMINATION.

To the Editor.

Sir—Perhaps the authorities of the University made some blunder over the recent primary examination by giving history papers to the primary instead of to the junior or senior candidates. On looking at the University calendar for 1901, I find, in the junior public examination, there were eleven questions set and only five had to be answered, while in the recent primary nine questions were set and six had to be answered. "Write an account of four important persons who lived in the reign of Elizabeth," was the sixth question set in the history for the late junior exam. Now, compare it with—"Enumerate the judicial reforms of the reign of Henry II.," which was the fourth question set in the primary. Why, there is no comparison; and I think the professors ought to deal leniently with the candidates. In the third question of the geography seven towns were given, and the distances from the coast had to be answered. The textbook recommended was Wittber's, which does not give the distances. Were the candidates supposed to guess them?

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

direction of establishing the Field Naturalists' section of the society, and frequently contributed papers and initiated discussions on botanical questions. Eight years ago he presided over the Australasian Association for the Advancement of Science. Much of the scientific history of South Australia was written by the deceased gentleman.

In January, 1882, at the request of the Government, and with the consent of the Council of the University, Professor Tate accompanied the Hon. J. L. Parsons, Minister for the Northern Territory, and three members of the House of Assembly, Messrs. H. E. Bright, L. L. Furner, and the late Mr. J. H. Bagster, on an official visit to the Northern Territory, to report specially upon its geology and mineral characteristics. The party started from Southport, and rode on horseback to Pine Creek, a distance of 150 miles. On the way up and down they stopped at all the mining centres, and every opportunity was afforded to the professor for examining the geological formation of the country, and estimating its mineral resources. The journey had to be taken in the hot wet season by unmade roads and bridle tracks, and was necessarily very fatiguing. But nothing could damp the ardor and enthusiasm of the professor. He descended at personal risk mine shafts, ascended rough ranges, and took long journeys to personally examine interesting strata. Everywhere also he was a keen observer as a botanist, and collected with the utmost diligence specimens of the flora of the north coast. The Minister and members of the Parliamentary party spoke with great warmth of approval of his diligence, and with equal pleasure of his qualities as a comrade. The result of his investigations was embodied in a very able and valuable report, which was presented to Parliament and was ordered to be printed. The following sentence will show he formed a high opinion of the mineral resources of the Northern Territory:—"The development of the mineral resources of the Northern Territory is but in its infancy, and I believe that rich stanniferous lodes will yet be found. Rich auriferous lodes abound over a large tract of country. It is my honest conviction the gold reefs can be worked profitably and to a considerable depth."

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DEATH OF PROFESSOR TATE.

A DISTINGUISHED SCIENTIST.

The news of the death of Professor Ralph Tate, the Elder professor of natural sciences at the Adelaide University, will be received with profound regret, particularly in professional and scientific circles. For many years Mr. Tate had been prominent in the scientific world, the literature of which he considerably enriched. The deceased gentleman was born in Northumberland, and was about 60 years of age at the time of his death. At a very early age he evinced a deep interest in scientific research, and when only 12 years old he commenced the study of geology. Five years later he won a free exhibition in the London School of Mines. A little later still he was at the head of a geological class at the Polytechnic Institution, and subsequently he became senior master in the Bristol Trade and Mining School, and curator to the Geographical Society, of which, in 1861, he was elected a fellow. Professor Tate was soon recognized as an authority on geological matters, and his services as a lecturer and demonstrator were freely availed of by various large schools and other institutions. In 1867 he accepted a commission from the Javan Mining Company to go to Niamura as a technical officer, and for a considerable period he was engaged in various parts of Central and South America, where he studied the flora and fauna of the mountains and rivers, as well as geology.

In May, 1896, Professor Tate, accompanied by his wife, went to England and the Continent on a nine months' tour. Ostensibly he went away for a rest, but while he really needed, and deserved, a lengthy holiday, his love for scientific research led him to spend a great deal of time in the collection of data which would be of use to himself and his co-workers when he returned to duty at the University. Amongst other things he studied numerous types of marine mollusca, which were collected by various old-world scientists in Australia and elsewhere. He also grasped the opportunity to bring himself right up to date in geological and natural history matters, and for that purpose visited the leading science schools of London and the Continent. Whilst in London Professor Tate took part in the proceedings of the British Association for the Advancement of Science, and having been empowered to purchase mining models and other teaching appliances for the Adelaide School of Mines and Industries, he spent some time in their selection. He returned to this State considerably benefited in health by the trip, and richer in scientific knowledge than before.

Towards the end of their stay in England Professor and Mrs. Tate received a severe shock when the news of the death of their son George was called to them. Mr. George Tate, who had shown great promise, and had developed a liking for geological study, passed through the School of Mines and was managing a small mine in the Kalgoorlie district when he was attacked by typhoid fever, to which he succumbed. The sad news was a great blow to the professor, as George had shown a desire to engage in a scientific course of study.

Professor Tate was a firm supporter of the School of Mines and Industries, and was a member of its council until quite recently, when he resigned owing to ill-health.

For several months the professor had been failing in health, notwithstanding the close and skilful attention of his medical adviser, Dr. J. A. G. Hamilton, and other members of the medical profession, who had shown considerable interest in his case. About a year ago there were signs of heart trouble, and by a gradual process the affection developed, until the patient became so subject to sudden attacks that it was not safe to leave him alone for any extended period. About the middle of May doctor attended

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THE PRIMARY EXAMINATION.

To the Editor.

Sir—Permit me to enquire of the authorities of the University if the questions given in the recent primary examination in history are intended as a practical joke. If they are intended as a fair test of the knowledge of history in the candidates would it not be well to admit the successful candidates as graduates in that subject at the University without further examination?

I am, Sir, &c.,  
CURIOUS.