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but competition now is keener, and the standard of training and general knowledge expected of business men is higher than it formerly was. When two boys of equal capacity leave the State School at the age of thirteen, if one goes to business immediately and the other has the advantage of two or three years in a secondary school, the latter will probably be further advanced at the age of eighteen or twenty than the other, even though he has not been so long engaged in learning the business of his life. The difference does not affect merely the question whether an examination has or has not been passed. A recent writer has declared that the British nation possesses, in what is known as the public school system of training, "absolutely the best form of education for administrators, for statesmen, for soldiers, and for high officials." The men who distinguish themselves in later years are not by any means invariably those who have done best at examinations. Some boys, although not specially apt at their lessons, have during their school days already proved themselves to be born leaders of men. The playground is a sort of microcosm—a world in itself; and the social life which the boys live in it has its strict code of honour and its gauges of success or failure. If any one would be a man among men he must first learn to be a boy among boys. In schools for girls a similar benefit may be derived from the intercourse of young minds with one another. The best years of a youthful life for educational purposes are those which lie beyond the ordinary State school limit. Then the faculties begin to fully awake, and the mature mental receptiveness reaches the first stage of its development. In the race of progress among the nations there is no more certain sign of advancement than a numerous and well-filled class of secondary schools. South Australia stands fairly well in this respect; but there is still a great need of advanced schools, especially in the country districts. One of the best objects which would be promoted by the new scheme for educating the State school teachers at the University would be the encouragement of schools and classes taking a higher range of study in many of the local centres, where at present a boy and girl can obtain no assistance in any studies beyond the fourth-class standard of the local State school. It is satisfactory to learn that the new Minister of Education has brought to a conclusion the negotiations with the University authorities over which his predecessor procrastinated so long and unaccountably. No time should be lost in bringing the scheme into operation, so that teachers may know what preparations to make.

STATE SCHOOL TEACHERS.
The present position of the teaching staff and the prospect of making arrangements for their instruction by the University are referred to by the Board of Inspectors in their annual report as follows—"Several excellent teachers have left the service during the current year, having been attracted to Western Australia by the offers of employment from the Education Department there. As there is a new régime there, probably the prospects of rapid promotion and the increase of salary have been the main factors in inducing many of our teachers to sever their connection with our service. The loss of these male certificated teachers naturally suggests the propriety of considering how the demand for such teachers to be met in the future. We have but a small number of male pupil teachers to supply the deficiency, and, unless we offer special inducements, there will undoubtedly be a lack of the right kind of men to fill up the positions that only male teachers should occupy. In this connection the generous offer of the Adelaide University to take over the training of all teachers—students and pupil teachers—free of cost to this department, has had our most earnest consideration. There cannot, we think, be any difference of opinion as to the recognised necessity for the highest mental culture of all those who have to train children. The course of instruction at the University would be so framed as to secure the thorough training of teachers in the theory and practice of their profession, and the results to the department should be very valuable. The trainees, by association with other students who would be working with them, but with different aims, would gain very much by having their sympathies awakened and their mental horizon widened extensively. They would gain much also in status, and their social position and power would be proportionately increased. The work in our schools ought also to benefit in every way, but particularly the general intelligence of the community should be raised, and the country should reap the benefit in a variety of ways. As the older countries of the world—where education is being fostered and encouraged more vigorously, and with more system than formerly—have discovered, to their cost, it does not pay to allow the intelligence of the masses to be undeveloped; and if this development is to be practical and useful, it must be through the agency of the best qualified instructors. Impressed by these considerations, we have thought it advisable to recommend the acceptance of the offer of the University, provided that such safeguards as we think necessary for the protection of the interests of the department are approved and agreed to by the University Council. The carrying into effect of this recommendation will, we think, have the approval of all the teachers in the service, for they are fully alive to the necessity for a higher education, and are desirous of embracing every opportunity that offers for improvement."

—in some cases not any—who have the ability to take up the work. The idea that the function of a university is purely educational is true only of the arts course, for science, medicine, and law are utilitarian. The man who can study for the pleasure it produces only, has no place in this practical age. Education is a potent factor in the community, and we can't get too much of it, but let those who wish have the opportunity of improving themselves by getting help from the gentlemen who are so ably filling the chairs at present at the Adelaide University. I hope, sir, that you will use your influence in the direction of widening the sphere of the University.—I am, &c.,
RUSTICUS.

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THE UNIVERSITY AND THE PUBLIC.
The Chancellor of the University of Adelaide encouraged those attending the annual commemoration twelve months ago to hope that the gathering might this year be transferred to some more spacious scene, but the hope has not been fulfilled, and the University library will as usual witness this afternoon the conferring of degrees, with the formal reception accorded to the winners of scholarships. Each year this function becomes more popular. Dear to the heart of all female relatives is the opportunity of acclaiming a student's success, and when that student is herself a lady the rustle of skirts is more overpowering than ever. Then there is the body of onlookers not directly interested, who may charitably be credited with adding the desire to do honor to learning to a natural pleasure in an interesting spectacle. Thus the library, by no means a small room, has become unequal to the strain imposed upon it. The advantages of admission by ticket, a reform first suggested in these columns, are almost neutralised by a too generous issue, and on one terrible occasion it happened that grave and reverend members of Senate, coming in at the appointed hour, found all their places usurped by desperate ladies who had fallen in the rush for legitimate accommodation. The fact is that this function has assumed by degrees a less academic and more popular character, and the fact should be one for congratulation. Yet it might be desired that the great occasion of the year, on which the University welcomes the public within its walls, should be marked by something more of dignity. The undergraduates have gradually taken the control of the proceedings into their own hands, and it happens, unfortunately though necessarily, that the more thoughtlessly noisy among them are the most in evidence. The songs with which they welcome each graduate presented are ingenious enough, often really clever; these are now arranged in advance and actually appear in a printed programme, which the authorities recognise by judicious pauses when the songs are due. This recognition calls for a corresponding forbearance. The impromptu interruptions are of necessity generally foolish, and are in any case ungentlemanly if they interrupt or disconcert a speaker. Last year a distinctly offensive placard was displayed, and Professor Salmond's address, specially directed to the younger men present, was punctuated by whistles, big-drum solos, and concerted yawns. All this speaks but poorly for the socially refining influence of the higher learning.
A regrettable feature of to-day's programme is the omission of the customary oration on some special subject. These orations have formed a long and valuable chain of timely utterances in the past. There was an unavoidable break in the sequence in 1896, but the omission this year does not appear to be accidental, and thus an unhappy precedent is set for future gatherings. Many will remember how Professor Boulger presented an eloquent and persuasive advocacy of the claims of literature upon the community, delighting his audience by his glowing phrases, and also by various unconventional terms. More technical, but not less valuable, was Dr. Stirling's earnest appeal for the prosecution of original research in this country, specially fitted as it is by nature to offer prizes to the seeker. There tol

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THE EDUCATION DEPARTMENT.
In the Assembly on Wednesday the Minister of Education (Hon. E. L. Batchelor) informed Mr. Peake that an agreement has been come to between the Education Department and the University of Adelaide as to the preparation of pupil teachers. Regulations are now being prepared, and if ready will be laid on the table this session. The regulations will be put in print and copies supplied to headteachers as soon as possible, and will also be published in the "Education Gazette." This will enable candidates to know under what conditions they will have to serve during the greater part of their term. The Board of Inspectors has been instructed to frame these regulations.

UNIVERSITY WORK.
To the Editor.
Sir—I was much interested in your report in Saturday's issue of the meeting of the University Senate re Greek. I should like to put forward a plea through your columns for a more generous course for the arts course. To anyone desirous of obtaining a degree, but who is unable to attend the lectures of the several professors, there is considerable disadvantage. The more fortunate undergraduate knows exactly what to omit, and what to specially prepare, for it is well-known that it is practically impossible to cover all the ground specified in the allotted time. I think it is also conceded that there are few students who are equally good at mathematics and classics, and yet at present both are compulsory to the first two years of the course. This does not allow of specialisation till the third year, whereas in the universities mentioned by Professor Bently and Canon Poole such is practically allowed from the start. It goes without saying that the various university professors are specialists, and no doubt each regards his branch as the most educational. And yet, what would be the result of an interchange of chairs? Were I bold enough to suggest an emendation, it would be in the direction of two schools—one for mathematics, and one for classics, after passing the senior public examination in both—so that each student might follow his particular bent. I believe this method obtains in the Melbourne University at present. Then again, I think that anyone outside the University might upon payment of a moderate fee be able to obtain a copy of the professor's notes, and by this means bring the University within the reach of all. The evening classes have done much, and may do still more. In consequence of a stipulated number being required for forming a class, after going so far, a student is left to his own devices. It occurs to my mind that the above is a practical method for university extension. Many towns throughout the colony are too distant to get a lecturer's services, and in those towns there are few

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UNIVERSITY EXAMINATIONS.
The following results of examination for the M.A. Degree were posted on Thursday:
Passed in classics, ancient history, &c., William Charles Ansell, B.A., Albert Sydney Devenish, B.A.