ad. 18th May. 1906.

#### THE UNIVERSITIES AND THE LADIES.

Lady graduates of the Adelaide University have always been admitted as members of the senate on the same terms as their male colleagues. They are also eligthe to vote for or to become members of the council. Melbourne is not so far advanced. At its meeting on Monday toe council of the Melbourne University received a report from the Faculty of Arts to this effect;-"That in view of the large number of weman students passing through the arts school, the faculty desires legislation which shall admit woman graduates to the University Senate.

or. Leeper moved that the council approve of the proposal and request the Government to take steps to amend the incorporation Act accordingly by the omisteration required in the Act could, he said. be passed through Parliament immediately Elementary justice dictated the change, which had been clamored for by public

opinion for a long time, The Rev. A. Marshall-It is a logical

conclusion. Dr. Barrett-The Senate has adopted this

proposal Professor Allen-I don't like to see any tinkering with the constitution until we see definitely what we are going to do with it. We should clearly understand what the senate intends to do.

Mr. H. B. Higgins, M.H.R., said that women had for many years been admitted to degrees, and he did not see why they should not be allowed to vote in the interests of the University. It was well. however, to know what were likely to be What other proposal was likely to be foisted on them as an amendment of the

Professor Allen considered that however desirable the proposal might be in different circumstances, the admission of women under the present conditions would simply make the senate less effective. There was no continuity, no proper representation of the interests that should be represented. Members merely attended when a question of special interest to them was

Mr John Grice considered that there was a risk of other amendments being made in the Act. There was a small attendance that day, and he moved as an amendment that the matter be deferred.

During a discussion of a conversational character, Mr. Higgins expressed the fear that in Parliament advantage might be taken of the proposal to attempt to intro-

The council decided to consider the mat-

ter at its next meeting.

# Reg. 18th May. 1986.

#### ELDER CONSERVATORIUM CONCERTS.

From "Cui Bono":- "To many who attend the students' concerts given by this institution, the way in wmich the programmes have been drawn up this term has eccasioned surprise. In previous programmes the names of gentlemen students have appeared with the prefixes 'Mr.' or 'Master, those of married ladies as 'Mrs., with the initials and surname of the husband, unmarried ladies being designated 'Miss,' in accordance with the usual courtesy of our modern civilization. In this scuson's programmes all these prefixes have been omitted. Many people may think this deletion of a prefix to a name a matter of little consequence, and some may even consider the omission of all titles, prefixes, and affixes as desirable; but the majority of people do not adopt these views; and it is within the knowledge of your correspondent that some of the students have resented the change, and that it has been the subject of adverse and even contemptuone criticism by the audiences and the outside public. Can any of your readers inform us why the change has been made? At the first blush it appeared to be intended to illustrate the aphorism of our respected Premier, as being 'dead nuts on respectability; but on reflection this explanation was discarded, the authorities of the Conservatorium consisting of gentlemen whose interest it cannot be that the respectability of the institution should in any way be lowered. Another suggestion was, that it was intended to follow the example of the Royal College of Music in London. If this is the case, the authorities have overlooked the difference of publie feeling in England and Australia, and forgotten that in modern democratic communities titles-and especially ordinary titles of respect-are more tenacionaly clung to than in older societies. The stadents in a building contiguous to the Conservatorium-strenuously and successfully-have endeavoured once a year to forget that they are gentlemen. Can this innovation be intended to facilitate similar forgetfulness on the part of the young ladles and gentlemen who attend the Conservatorium? There seems no advantage to be rained financially or socially, in reducing the status of students of music to that of State school children."

### ADVANCED COMMERCIAL COURSE.

To the Editor. Sir-I am glad to see that someone has sgain brought to the fore the question of a the University course, I can sympathise with "Student" as to the desirableness of establishing this degree. When the course was first mooted it met with a great deal of opportion, as many of the powers that be considered it outside the pale of University work. When this prehistoric idea was grudgingly withdrawn and the course duly naugurated we were informed that we can enjoy this great boon, which means to us four to six years of study, and if we are successful we will be awarded a certificate. Now, everyone must admit that the University course is more thorough, intricate, and difficult than the ordinary accountancy, course, but while if you pass the latter you are admitted to the Accountants' Association and enjoy many privileges, the University course, outside the actual personal benefit derived by the student, gives no local standing whatever. I think it is nearly time that the University authorities, or perhaps the Adelaide Chamber of Commerce, moved in this matter. The time is ripe, as there are several students who will complete the course this year, and many more will do so the following year. If the authorities want an incentive they have only to recognise the fact that the course can never be popular unless the students are to have their efforts properly recognised. -I am, &c., ANOTHER STUDENT.

THE TEACHING OF SCIENCE

UNIVERSITY ATTITUDE.

"USEFUL KNOWLEDGE DESPISED."

Professor Edwin Ray Lankester, M.A., F.R.S., director of the natural history departments of the British Museum, and late Linacre professor in the University of Oxford, is strongly on the side taken by "The Advertiser' in the controversy concerning the relative value of so-called "classical" training, and the acquirement of scientific knowledge. In the last "Romanes lecture," delivered by him in the Sheldonian Theatre, Oxford, before the "ancient and glorious university," as he described it, he spoke thus, his subject being "Nature and Man"-"It is a fact which is strangely overlooked at the present day, when the ascumption is made that the acquirement of a knowledge of Greek grammar is the traditional and immemorial occupation of Oxford students-that until the modern days of the eighteenth century ('modern' in the history of Oxford) Greek was less known in Oxford than Hebrew is at present, and that the study of Nature-Nature knowledge and Nature control-was the appropriate occupation of her learned men. It is indeed a fact that the very peculiar classical education at present insisted on in Oxford, and imposed by her on the public schools of the country, is a modern innovation, an unintentional and, in a biological sense, 'morbid' outgrowth of that 'humanism' to which a familiarity with

Speaking of the science of bacteriology, the professor remarked that it reemed to him a thing of greater significance to mankind than the emendation of a Greek text or the determination of the exact degree of turpitude of the statesman of a bygone age. He went on to say:-

the dead languages was, but is no longer,

the pathway."

"We boidly operate upon the minds of children in our systems of education without really knowing what we are doing. We blindly assume that the owners of certain minds, traditionally trained in amusing elegancies, are fit to govern their fellow-men and administer vast provinces; we assume that the discovery and comprehension of Nature's processes must be the work of a very few, and peculiar minds; that if we take care of the body the mind will take care of itself. We know really nothing of the heredity of mental qualities, nor how to estimate their presence or absence in the young so as to develop the mind to the greatest advantage. We know the pain and the penalty of muscular fatigue, but we play with the brains of young and old as though they were indestructible machinery. What is called experimental psychology is only in its infancy, but it is of urgent necessity that it should be systematically pursaid by the application of public funds in order than Man may know how to make the best use of his only weapon in his straugle to control Nature.

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as hen knowledge on this matter reaches. as it inevitably will in time, to the general population, it is certain that the democracy will demand that those who expend the resources of the community and as Government officials undertake the organisation of the defence and other great public service for the common good, shall put into practice the power of Nature-control which has been gained by mankind, and shall exert every sinew to obtain more. To effeet this, the democracy will demand that those who carry on public affairs shall not be persons solely acquainted with the elegant fancies and stories of past ages, but shall be trained in the acquisition of natu ral knowledge, and keenly active in the skaful application of Nature-control to the development and the well-heing of the com. minuty.

"It would not be necessary to wait for this pressure from below were the well-to-do class-which in most modern States exercises so large an influence both in the actual administration of government and by example-so situated as to be in any way aware of the responsibilities which rest upon it. Traditional education has owing to causes which are not far to seek, deprived the well-to-do class of a knowledge of and interest in Man's relation to Lature, and of his power to control natural processes. During the whole period of the growth of man's knowledge of Nature-that is to say, ever since the days of Bruno-the education of the well-to-do has been directed to the acquirement of entertaining information and elegant accomplishments, whilst 'useful knowledge' has heen despised and obtained, when considered necessary, from lower class workmen' at workmen's wages. It is of course not to be overlooked that there shave been notable exceptions to this, but they have been exceptions,

"The question has been recently raised

as to whether the acquirement of a certain elementary knowledge of the Greek lawguige should be required by all those who deare to pursue their studies in Oxford University, and accordingly whether the teaching of the elements of this language should form a prominent feature in the great schools of England. It seems to us (I am presenting the opinions of a large number of educated men) that this is only part of a much larger question, namely, whether it is desirable to continue to make the study of two dead languagesand of the story of the deeds of great men in the past-the main, it not the exclusive matter to which the minds of the youth of the well-to-do class is directed in our schools and universities. We have come to the conclusion that this form of education is a mistakeh and injurious one, We desire to make the chief subject of education both in school and in college a knowledge of Nature as set forth in the sciences, which are spoken of as physics, chemistry, geology, and biology. We think that all education should consist in the first place of this kind of knowledge on account of its commanding importance both to the individual and to the community. We think that every man of even a moderate amount of education should have acquired a sufficient knowledge of these subjects to enable him at any rate to appreciate their value, and to take an interest in their progress and application to human life. And we think, further, that the ablest youths of the country should be encouraged to proceed to the extreme limit of present knowledge in one or other branch of this knowledge of Nature, so as to become makers of new knowledge, and the possible discoverers of enduring improvements in man's control of Nature. No one should be so educated as to be ignorant of the importance of these things; and it should not be possible for the greatest talent and mental power to be diverted to other fields of activity through the fact that the necessary education and opportunity in the pursuit of knowledge of Nature are withheld. The strongest inducements in the way of reward and consideration ought, we believe, to be placed before a young man in the direction of Nature-knowledge rather than in the direction of other and far less important subjects of study."

In the face of arguments like these the University of Adelaide in assessing the value of subjects at scholarship examinaand the scholarships are given by the States -makes out a table of this kind:-

Subject. Marks. Subject.

1. Latin. . . . . . 400 1. Applied maths. B. History . . . . 300 4. Geology . . . . 200 5. Biology . . . . 200 Total .. .. 1,100 Tetal .. .. .. 1,000