

### A Non-Party Body.

What is the W.E.A.'s attitude towards party politics? the interviewer asked the educationist, whom he has not yet seen despite the fact of this conversation which he is here retailing.

"The association is non-sectarian and non-party political. It seems impossible to many of the friends of the working class to educate except by the use of propagandist methods. But obviously, however true certain propagandist doctrines may be, the true aim of university education is to inculcate that breadth and mind and attitude of judicial criticism which make a man humanly sure of arriving at an unbiased decision. An unbiased decision, I need hardly add, does not mean lack of conviction. It is wonderfully interesting to see the change that comes over the working man student during the three years' course of study. It is not that he sheds his cherished convictions, but that he learns to purify them from unsupportable dross. If you handed over to me the whole working class as a tutorial class I would not care what doctrines they held in the end for they would think so straight and love truth so much that nothing else would matter."

### The Aim of Education.

Do you anticipate in Australia the objection that we have practically a complete democratic system of education from the primary school to the university?

"It has occurred to me, and it seems to show exactly what we stand for. Surely the grand aim of education of the people is not so much to provide a means whereby the manual worker's son may become a professional man—though that is more than legitimate—but rather to bring to all workers as they toil, a glimpse of the riches awaiting them in the treasure house of knowledge. We want men not to rise from their class, but to shed the light of truth upon their fellows. We are making the workers realise the grand fact that scholarship and labor are entirely compatible. If you listen to the questions in the classes you will discover that our students relate everything to life. There is a total absence of that merely academic spirit which treats knowledge as if it were the contents of a pillbox. It is the best side of the university spirit that we enjoy. Our system of summer schools for workers held at the universities is the crown of this work."

### A Big Proposition.

"No, my work is not confined to one State. At least, not for some time, at any rate, though I hope the movement will soon be far too big for me to serve it comprehensively. My first duty is to the Sydney University, of whose staff I am a member. But I hope that my authorities will occasionally release me to give what help I can elsewhere. I do not in the least seek to dictate to the movement, but I will gladly accept invitations to visit other States. I feel woefully ignorant of Australia and I hope she will be lenient with me. I am very eager to learn; in fact, I look forward eagerly to the happy process of being taught the many things that your wonderful, promising country can teach me. The W.E.A. soon shows one how little one knows and how joyous is the business of learning."

## UNIVERSITY OF ADELAIDE.

SENIOR EXAMINATION, MARCH, 1914.

### PASS LIST.

English Literature, Eg.; modern history, Mh; Greek, Gk; Latin, L; French, F; arithmetic and algebra, AA; geometry, Gt; trigonometry, Tg; inorganic chemistry, C; physiology, Pl; physical geography and geology, Pg; theory of music, M.

Allen, Eleanor Alice, Gk (private study, Malvern).

Blair, Euphemia Theodosia, AA (private study, New Hindmarsh); Branson, Laurence James, Eg (private tuition, Goodwood).

Christie, William, Eg, F, AA, Gt, C (private study, Hyde Park).

Daly, John Joseph, Mh, Pg (Mr. G. G. Newman).

Eustace, John Leonard, AA (Princes-street, Adelaide).

Hornabrook, Leonard Charles, AA (Mr. G. G. Newman).

Jacob, John Gilbert, L (University).

McKail, Ronald George, F (University); Motteram, Philip, Eg (Mr. D. H. Hollidge).

Page, Albert Edward, AA (Kyre College); Payne, Louise Mary Gwyther, Gt (East Fremantle); Pavy, Harold Keith, L (Mr. G. G. Newman).

Rayner, George Percival, Gk (Miss Langman); Rodley, Harold Roy Ernest, Gt (Mr. G. G. Newman); Rowe, Edgar Percival, Gk (private study).

Sard, Thomas Balfour Cooper, Tg (University); Simpson, Ralph James, Eg, M (Mr. G. G. Newman); Steele, Donald Macdonald, AA (private tuition, North Adelaide); Stephens, Cyril Forster, L (Mrs. Domsch).

Thrush, Harry Clifford, Gk (University); Trevelyan, Cecil Pl (Mr. G. G. Newman).

Weir, Isobel, Gk (Miss Reimann); White, William John, Eg (private tuition, Goodwood Park); Wight, Albert Raymond, Eg (Charters Towers School of Mines).

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## THE RHODES SCHOLARS.

### HOW THEY HAVE FARED.

From our Special Correspondent.

London, February 29, 1914.

The annual statement of the Rhodes Scholarship Trust, issued this week, shows that during 1912, 74 scholars, representing all the principal Dominions, the United States, and Germany, entered the University of Oxford as Rhodes scholars. Seventy-six others completed their course, in most cases of three years, and returned to their own countries.

The whole number of scholars in residence during the year as undergraduates was 175; six ex-scholars continued in residence for the purpose of further study; five more had temporary leave of absence; two held fellowships at Oxford colleges. Altogether the system would seem to have introduced into the University about a 17th or 18th part of the whole student body, and the scholars are, it seems, distributed pretty evenly among the different colleges, so something like this proportion appears to hold good for most of the individual colleges as well as for the whole University. It seems to offer abundant opportunity for influence on both sides; for the University and colleges upon a considerable body of men—for the men on college and University. Of the extent of this influence it is impossible to judge as yet.

### Honors and Class Lists.

In the statistics given in the Trust statement only three scholars are mentioned as working for a pass degree. Entrance for the honor schools must therefore be the general rule among the men. In these schools their record is good, and the list includes 10 first, 21 second, 15 third, and 5 fourth classes. This probably represents results nearly equal to those obtained by the ordinary holders of open scholarships at the University.

As regards the competition with home students it is, as pointed out, rather difficult to appraise comparative merit. The United Kingdom scholar has, generally speaking, the advantage of prolonged training at highly organised preparatory and secondary schools; the Rhodes scholar has usually one or two years' advantage in age, together with some University experience, but his education generally has been carried on without special reference to Oxford standards. On the whole, the men seem to be standing the test of Oxford competition fairly well in all subjects except classics. Only one first class was obtained in Literae Humaniores, and that by an American scholar. On the other hand, in the school of jurisprudence, five firsts were gained in the summer of 1913 out of seven awarded. The presence of the scholars at Oxford has apparently affected this school more than any other. In economics a diploma "with distinction" was taken by one German, two Americans, and one Austrian.

The University prizes won by Rhodes scholars during the year include a Viserian scholarship in law, the Davies Chinese scholarship, the Beit prize in colonial history, the Robert Herbert memorial prize, the Charles Oldham prize for an essay on classical literature, the Matthew Arnold prize for an essay in English literature, and the Gladstone memorial prize. While most of these can scarcely be reckoned among the major prizes of the University, they showed that the scholars are taking a fair share in the intellectual competitions of the institution.

### Social and Athletic Distinctions.

An object of undergraduate ambition valued quite as much as University prizes is that of the presidency of the union, held for the first time by a Rhodes scholar during the last summer term. In Oxford's competitions with Cambridge the scholars took a considerable part—one, an Australian, in rowing; five, mostly South Africans, in football; five, chiefly Americans, in athletic sports; two in lawn tennis; one each in cross-country running and water sports.

Some interest attaches to that part of the report which deals with occupations of the men after leaving the University. Of 431 ex-scholars in this list, 144 have turned to educational work, 113 to law, 47 to the Civil Service of the Empire, Germany, or the United States, 25 to medicine, 18 to business, the same number to the Church, and smaller numbers to