EXAMINATION HOWLERS.

Among the "Notes by Examiners," in the Manual of the Public Examinations Board, are included some most interesting extracts. In the now familiar language of the candidates, "The real solid plain, and the red-faced rascals," or "The slow work, where men are paid for what they do, and the fast work, where the workers get the same as a man who does not put much energy into his work." Numerous such were collected.

A German candidate's thoughts were rather revealing. "I am afraid," he said, "that the Empire is too large for such an examination," and he advocated the "All-Mighty, High and Mighty," and more than one of the "Grandchildren" of Prussia. "I have one young hopeful, whose algebraical attainments are as good as his geography," he said. "It was the only way to keep the two subjects together in secret." The candidate, however, admitted that the examiners, "does not compendiously state the results." He was a great admirer of "Whirr and Furry," and many junior candidates contended that the Labour Party of the Continent was nothing but a "Whirr and Furry," a remark which, perhaps, displayed a little more political knowledge than the examiners gave the candidate credit for. The war atmosphere evidently pervades the Manual, for one candidate appended to his note a footnote-explaining that he was hoping to join the army the day after the war, and therefore could not collect his thoughts sufficiently to answer the questions. "I have no doubt," he said, "that it is far more important to-day for our youth to be concerned with the making of cannon and shells than in the collection of information regarding ancient times. Sardine, a Leeds magpie, was much interested in the German language—most of them answered the questions carelessly, and wrote in a very peculiar style, which made the examining officers very uneasy. The candidate answered by blaming "the answers," say," "I have no idea what the answer is." Several stated that the foot of a jarrah weighed less than half a pound; and a man pumping for an hour might produce three gallons of water, or be surprised to find his bladder three-quarters of a gallon. Such candidates are bad, but senior candidates are even more difficult. Question 3 is considered to be a real hander, and a correct answer is plainly impossible. A number of candidates gave the same answer to the question "What is the value of a penny?" and the printer made a number of mistakes, which were not noticed by the candidate.

A.M.C.
MR. PARSONS ON EDUCATION.

To the Editor,

Sir—I wonder if the Rev. Mr. Parsons remembers at least one occasion when he was not a candidate for the district of Ashwell. The words to this effect:—"I shall be at the top of the poll," were rather striking. I suggest that you advertise the name of Mr. Parsons. So he was, but unfortunately for Mr. Parsons the time has come for the Hon. Angus Parson to upset him. We can hold his own with Mr. Thomas Ryan, and it is right down to education.

I am, &c.,

LEONARD HOGGY.

Sir—Mr. Ryan’s message bearing on the educational policy of the government is a staccato blow upon the gentleman who happens to be at the head of affairs, a policy which seems to be a teacher—or a teacher of teachers—or perhaps a combination of both. For, if one thing is more than another to his credit, is the daily work that love is the strongest quality of his nature. Mr. Ryan is right, for there are few who would use their discrimination in deciding whether it is better for a boy to continue at school at the age of 12 or not. Parents, as a rule, do not care if their child has an education, but it is better to force others to remain at school after the age of 13, Mr. Ryan, if he wishes to win his spears, will have to resort to more or less on the “cooperation of parents and children in the reviving of education,” which would be advantageous to the greater part of the majority of parents. Public instruction transcends for their “genius that happens to be born of loyal parentage [and] used in loyal work.”

No educationist would wish to touch the superiority of the class of work among school teachers. If honorably done, is of equal value to the nation. I am, &c.

PARENT.

Sir—Mr. Thomas Ryan appears anxious to extend the compulsory school age to 14 years. I think our people are not quite ready for very hard. I have reared a large family and, though not highly educated, they have been able to stand in the face of adversity with great companionship with any others. The trouble is that the public, being taught to fill more and more with less—many of the others are not the same. The standards would be better if they had been able to do their work when they reached the age of 13. But, no; they have been taught to look for something easy, where they can gain money. When one does the work when all the young men are occupied, it is more support too many of the sort now, and not when they are able to work without having them added to by raising the compulsory school age. I understand that the educationists have refused to recommend the extension of the compulsory school age, partly for the very reason that it would press heavily on our schools without enough companionship without this aid.

I am, &c.

WORKERS’ WIFE.
Professor H. Darnley Naylor, who has occupied the chair of classics at the University of Adelaide since February, 1916, will celebrate tomorrow the 43rd anniversary of his birth. Professor Naylor was born at the recently bombed port of Scarborough, England, on January 21, 1872, his father being Dr. John Naylor, the famous organist of York Minster. Professor Naylor was educated at St. Peter's School, York, and Trinity College, Cambridge, where, in addition to graduating in classics, he gained first class in the classical tripos in 1894 and the Warden prize in classics. He was lecturer and tutor at Ormond College, University of Melbourne, from 1895 to 1901, and vice-matriculator of Ormond College. In the following year he accepted his present post in Adelaide. He is spending the vacation in Tasmania.

MELBOURNE CONSERVATORIUM.

NEW TEACHING SYSTEM.

MELBOURNE February 21.

A meeting of the committee of the Melbourne Conservatorium was held on Saturday morning when a number of recommendations relating to future work at the Conservatorium were agreed to. In the new order of things which is to be inaugurated includes a new system of teaching which will apply to voice production, and piano forte and violin playing. Professor Marshall Hall claims for it that it will make for perfection, and that, as far as the violin is concerned, it will be possible to do in three years what under the old method took five years.

Mr. O. Fisher Sobell, the discoverer of the method as applied to voice production, is to join the University Conservatorium teaching staff. The offer of an engagement has been accepted by him, and he has accepted the offered position. When he will arrive in Australia is not yet known. Mr. Sobell was originally an Adelaide man, but for the last 50 years he has been in London teaching singing. "If it were not for the fact that the war has knocked the bottom out of everything musical in London we should not have got him," explained Professor Hall.