

THE UNIVERSITY OF ADELAIDE.

EXAMINATION RESULTS.

November, 1920.

Ordinary Examination for the Degree of Bachelor of Dental Surgery.

November, 1920.

PASS LIST.

First Year.

Second Class.—Coombe, Harold Robert. Passed in physics and metallurgy, thus completing the first year. Clark, John Francis.

Second Year.

First Class.—Clark, John Francis.
Third Class.—Schafer, Max Ernest Hanford.

Third Year.

The undermentioned students passed in the subjects stated, thus completing the third year:—

Campbell, Thomas Draper; Moore, Arthur Pariss Reading—in physics, anatomy, and general pathology and bacteriology.

Edwards, Hurtle Thomas Jack; Smith, Robert James Brazil—in anatomy and general pathology and bacteriology.

EXAMINATION FOR THE DEGREE OF BACHELOR OF LAWS.

Pass List

(In order of merit).

Law of Property, Part I. (110).

Second Class.—Bean, Edgar Layton; Astley, John Felix; Ashton, Joseph Everett; Chamberlain, Reginald Roderic St. Clair; Hargrave, Lancelot Morton Spiller; Williamson, James Audrey; Wilson, Keith Cameron.

Third Class.—Hogan, Leo Matthew Bradford, and Roberts, Arthur Bruce, equal; Cole, Thomas Haslam; Power, John Leslie; Hodby, Frederic Stephen; Pellew, Lancelot Vivian; Leslie, John; Gillman, Joseph Fisher, and Madigan, Paul Edward, equal; Coombe, Reginald Joseph, and Heuzenroeder, Reginald Leo, equal; Hayward, Cedric Charlie; Reeves, Charles Wheatley; Gibson, Reginald Mends.

Law of Property, Part II. (111).

First Class.—Ward, Kevin Leonard; Hogan, Esmond John Campbell; Kelly, William Raymond.

Second Class.—Morgan, Edward James Ranembe; Melville, Sidney John; Travers, John Leo; Olsson, Athol Julius; Newman, Ralph Frederic; Wright, Sydney Charles Grenville.

Third Class.—Davoren, John Joseph; Smith, Paul Teesdale; Sparrow, Cyril Keith, and Sandery, Charles Arthur, equal; Somerville, Dorothy Christine; Wallace, Norman Verschoer; Martin, Hugh Wallis; von Bertouch, Leopold; Caeck, Reginald Heithersay, and Ingleby, Aileen Constance, equal; Hannan, Clare; Harris, Ernest Wilfred.

Law of Contracts (112).

First Class.—Ure, Gwendolen Helen; Bean, Edgar Layton; Holmes, Edna Lucy.

Second Class.—Innes, Kenneth Norman; Hewitt, Cecil Austin; Hodby, Herbert Charles; Mortimer, Cecil Leonard; Power, John Leslie; Bleby, Thelma Evelyn; McCabe, James; Cutlack, Peter Robert; Leslie, John; Ohlstrom, Patrick Andreas; Treloar, James Leonard Sydney; Adams, Frederick Penoyre; Millhouse, Vivian Rhodes.

Third Class.—Korff, Adrian Joseph; Crump, Cecil Charles; Heuzenroeder, Reginald Leo; Pavy, Gordon Augustus; Coombe, Reginald Joseph; Morris, Mervyn Charles; McCarthy, James Cnaceen Ellery; Hayward, Cedric Charlie; Nesbit, Lancelot Julian; Butler, Harold Dixie.

Law of Wrongs (113).

First Class.—Astley, John Felix; Piper, Francis Ernest.

Second Class.—Cartledge, Jack Pickering; Hodby, Frederic Stephen, and Davoren, John Joseph, equal.

Third Class.—Hodby, Herbert Charles; Kitson, Augustine Bede, and Nelligan, Joseph William, equal; Chamberlain, Reginald Roderic St. Clair, and Hannan, Clare, equal; Cole, Thomas Haslam, and Pellew, Lancelot Vivian, equal; Millhouse, Vivian Rhodes; Nesbit, Lancelot Julian.

Roman Law (116).

Third Class.—Heuzenroeder, Reginald Leo; Mellor, Thomas Reginald.

Private International Law (118).

First Class.—Kelly, William Raymond; Ziesing, George Ignatius.

Second Class.—Piper, Francis Ernest; Nelligan, Joseph William; Morgan, Ed-

ward James Ranembe; Ward, Kevin Leonard.

Third Class.—Hogan, Esmond John Campbell; Cartledge, Jack Pickering; Melville, Sidney John; Travers, John Leo; Gifford, Alfred Silva Harril, Harris, Ernest Wilfred, equal; Hogan, Leo Matthew Bradford, Martin, Hugh Wallis, Rooney, Patrick William, equal; Roohin, Aaron; Burns, William Middleton; Pattinson, Baden Powell; Olsson, Athol Julius; Tolley, Lloyd; Hannan, Clare; Sandery, Charles Arthur, equal; Kitson, Augustine Bede.

David Murray Scholarship.

The David Murray Scholarship in private international law is awarded to William Raymond Kelly.

The results in constitutional law, evidence and procedure, and in the arts subjects, and also the awards of Stow prizes will be announced later.

Advertiser 20-11-20

THE EXAMINATION SYSTEM.

From E.W.P.:—Is our University system of teaching obsolete? After a lapse of 20 years I have again taken up a course of lectures, with the inevitable examination at the end, and as far as I can see there is no improvement or alteration of any kind. These are the same old scribbling of notes at the lectures, usually two or three sentences behind the lecturer; the same old systematising of the facts, so that they may be easily learned by rote; the same old cramming for the last few weeks; the same old nervous anxiety in the examination room, with its horrible atmosphere of fear and dread; the same old disappointment at not having done one's best under such impossible circumstances; the same old nervous prostration after it is all over, long drawn out by the anxious waiting for the results; the same

and relief over the pass list, almost too great to bear, or the blank despair at the prospect of another year's grind; and last, but not least, the same old passing of nearly all the information gained into the oblivion of all crammed knowledge. Truly, the course is but a remembering and a forgetting, and the forgetting is more rapid than the remembering. And, on the other hand, still, as in the days of old, there is no chance at the lectures of discussing the subject or asking questions to solve difficult points; no interest in the study of the subject for its own sake; no inclination to follow it up afterwards; no scope for originality; in short, no opportunity for real education, i.e., the drawing out of the powers within the student; only the dreary process of being stuffed, instead of the joy of spontaneous discovery and expression. Surely among all our knowledge there can be found some better principles, and with all our achievements surely there can be found the executive ability to put them into practice, so that we may evolve some system more human, more humane, and more effective.

Gerald 23-11-20

BEN FULLER'S GIFT

RHODES' SCHOLAR RECEIVES £1000.

The Premier of New South Wales said on Monday afternoon that Mr. Ben Fuller, of Fuller's Theatres, had voluntarily given £1000 to enable the New South Wales Rhodes' Scholar, V. Treant, to go to England to continue his studies. The Premier added the statement made recently that Treant was unable to take advantage of the prize owing to the inadequacy of £300 a year in England at the present time. Mr. Fuller regards the donation as only the starting point in assisting the advancement of education.

Adv. 25-11-20

UNIVERSITY AND INDUSTRY.

Recently the Graduates' Association of the Adelaide University solicited the co-operation of the Chamber of Manufactures in a proposal to bring about a closer relationship between the University and the industrial life of the State. A conference of representatives of both bodies has since been held and a scheme formulated by the graduates considered. Nothing definite has been reached in the matter. The aim of the students is to secure the advice of the chamber regarding certain studies and the placing of men on the completion of their University course. They feel that, however slight such an alliance might be,

A VISIT TO ENGLAND.

MR. FREDERICK CHAPPEL'S IMPRESSIONS.

Since his retirement from the head-mastership of Prince Alfred College Mr. Frederick Chapple, C.M.G., besides retaining an active interest in all matters connected with education, has devoted his leisure time to several patriotic and other movements having for their object the promotion of the welfare of young people. During his recent visit to England he was able to give attention to all of these. The trip was made primarily for the purpose of meeting his sons. Mr. Alfred Chapple is a lecturer in engineering at Cambridge, Dr. Harold Chapple is in private practice in London, but is still associated with Guy's Hospital, and Mr. Ernest Chapple, specialist in teak for the British, Bombay, and Burmah Trading Company, was in England at the time on furlough, but has since gone to Seattle on the company's business.

Speaking of the educational trend, Mr. Chapple stated in an interview on Tuesday that as a result of the forward movement initiated by Dr. Fisher (Minister of Education) the status of the Government-controlled schools had been raised, and the pay and prospects of the teachers had been considerably improved. The influence of that movement had also been felt in higher circles. He went on a number of visits to Cambridge, where his son was very busily engaged as a coach in recovering ground lost during the war. One thing that specially impressed him at Cambridge was the development in the study of modern languages. At Oxford he saw Mr. Frank Wyle, supervisor of the Rhodes scholars, and among other things which they discussed was the complaint regarding the inadequacy, under existing conditions, of the living allowance. It appeared likely, from what he was able to gather, that the amount will be raised before long. Among several fine ceremonies which he witnessed was the conferring of honorary degrees upon Mr. Lloyd George and Mr. J. H. Thomas (the Labor leader). He attended an Oxford Union lecture by Rabindranath Tagore, the Indian poet and philosopher, and obtained the impression that the speaker would be a dangerous man in India from the standpoint of British rule. Among the old Prince Alfred students he saw at Oxford were Mr. Harold Davies (a son of Professor Davies), who was specialising in chemistry, and Mr. Henry Brose (a Rhodes scholar), who at Christchurch had gained distinction for his clever translations of the works of Einstein, the German physicist, on relativity.

Mr. Chapple mentioned the pleasure he had derived from a visit to Westminster Training College, where he was a student in early manhood, and also from meeting Sir William Bragg, formerly of Adelaide and now Quain Professor of Physics at the University of London. He had been able to learn something of the wonderful research work done by Professor Bragg and his son during the war. One of many branches of effort in which they had secured splendid results was in the detection of distances from which shots were fired by the enemy.

As a past president of the Y.M.C.A. in Adelaide, Mr. Chapple took a deep interest in the evidences of the growth the organisation had been making in Great Britain. He made a thorough inspection of the big headquarters in Tottenham Court-road, and found there well-equipped Y.M.C.A. huts in nearly every town in the provinces. The association gained a great reputation during the war, and was endeavoring in every possible way to continue the good work it was able to do at that time. Some of their branches were strengthening their equipment on the literary side and were going in for large lending libraries as well as attractive reading and writing.

Identified as he is with the activities of the League of the Empire in South Australia, Mr. Chapple welcomed the opportunity afforded him to meet a number of visiting teachers from Canada. He was much impressed by the earnest manner in which a proposal for the interchange of teachers for stated periods between different parts of the Empire was being taken up. The Boy Scout movement in England Mr. Chapple was delighted to find thriving and progressive. An international "jamboree" of scouts held at the Olympia, London, was attended by the representatives of many countries and was in every way successful and impressive. One group of efficiently-trained lads was from Iceland.

It would develop into an important factor in the promotion of efficiency in industrial affairs and would enable the State to derive the full benefits of the higher educational institutions.

THE EXAMINATION SYSTEM.

From "I SMILE":—The treacherous criticism of E.W.P. on the obsolete methods still employed in the Adelaide University are worthy of serious consideration. As head of one of our public schools, in order to fit myself for the "qualifying quota" portion of my salary laid down in the regulations recently published by you (which, by the way, bears a too familiar resemblance in many respects to the long-ago dead and buried system of "payment by results," partly disguised under the new name of "effectiveness"), I had serious intentions of doing a little more "swotting" or "cramming" or "stewing" up some "lectures" droned out by an alpaca-berobed professor whose salary does not partly depend on a "qualifying quota," and who, therefore, is in no way held responsible for the number of students that pass his examinations. E.W.P. reminds me that the same state of things prevail that disgusted me nearly 20 years ago. Then, as it apparently would be now, through not being an efficient stenographer, I failed to keep pace with the "lecturer," and consequently, like many others, found my notes to have so many holes and tatters in them as to almost fill me with despair. The memorising of these "notes," after much time is spent in knocking them into shape, seems to me to be all that is necessary to gain a subject in the much-coveted and much over-estimated B.A. degree. And this is the mental training (or torture) that men of long educational experience are asked to undergo to enable them to gain a higher classification so that they can earn the "qualification quota" part of their salaries. We want some of the dusty cobwebs removed from our educational (or cramming) establishments in North-terrace. We want the education of men, not the cramming of notes. We want interest aroused in the student. In fact, we want a drastic alteration in the rusty, dusty methods at present employed by some (not all) of the well-paid professors in our University. We want a few "live wires" to galvanise the present moribund system into life. Anyone can lecture. It takes a man of tact and fertility of resource to explain difficulties that beset the path of the student; to awaken interest and sustain it; to encourage observation, reasoning, thoughtfulness, originality, and intellectual activities. Do some of the professors do this?

Adv. 24-11-20

PICTURE SHOWS AND SENIOR ENGLISH.

From G. G. NEWMAN:—When I am in a jovial humor I often lie myself to the street called Hindley and, following the crowd, at length find myself feeding my mind with the shadowy pictures and listening to a sweet consort of music. I am amazed at the manner in which the younger portion of the audience, forecasting future events, warn the actors of impending dangers; and I am amused at the passing comments of my immediate neighbors. Whenever Carolus Chaplinus removes someone of choleric disposition by a tap on his head from a cubical mallet, scarcely can I repress a smile; and as often as I witness Maripekioridus I am charmed by her noble and graceful deportment and her beauty, easy and natural. These few remarks lead me to quote a question from senior English, "Write an essay in the style of Addison on a spectator's impressions of a visit to a picture show." We speak of visiting art exhibitions and picture galleries, but do we speak of visiting concerts and shows? As some candidates wrote on a visit to a show of pictures, and others on impressions of a moving picture show, it appears to me the examiner's meaning is ambiguous. Does he mean a moving picture show or an artist's exhibition of pictures? I presume that so long as a candidate wrote in Addison's style on either topic no marks would be subtracted for his failure to divine the examiner's requirements.

Adv. 25-11-20

THE BARR SMITH LIBRARY.

With a view to perpetuating within the University of Adelaide the memory of the late Mr. Robert Barr Smith, his family has given £11,000 to the institution. During his lifetime Mr. Barr Smith gave £9,000 for the purchase of books which constitute a library named after him. It has been decided to set aside interest at the rate of 5 per cent. from the £11,000 for the maintenance of the library, the books of which will be distinguished from other volumes in the possession of the University.