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Regatta 9.12.22

EDUCATION AND LITERATURE.

"Studies serve for delight, for ornament, and for ability." Bacon's phrase is recalled at this time of the year, when school tests and reports, and the University public examinations, form the leading topic among a large body of eager, youthful students, and their teachers. It is the earthly day of judgment for many young folk. Conscientious and ambitious students who have been patiently mastering text books, "scorning delights to live laborious days," and others, who, with the insouciance of youth, have studied but indifferently—each will be reaping the fruit of the past year's work. For the older generation, the examination season means the recapturing of the past and its happy schooldays, when life was a high, glad adventure, with nothing except passing anxiety concerning the examination results to throw a shadow over the pleasant, swiftly-passing days. One reflection which is suggested at the closing of the educational year is, How is the young Australian of the present day being educated in that most important of subjects, literature, upon the value of which all educationists are agreed? At the Adelaide University it has been long compulsory, and of such moment is it deemed elsewhere that recently

in England a departmental committee was appointed by the President of the Board of Education to enquire into the position of English in the educational system. As a result of that investigation, a most informative and interesting report, embodied in book form, has been published in London. The interesting finding—a reversion of the old theory that the three R's were sufficient for education—is made that "English language and literature now mark the starting point from which education viewed as a universal, reasonable, and liberal process of development must spring." Further, "that literature must be used in the right way—that is, the practical use of literature in education is to be distinguished from the pedantic and a perception of the difference between convention and reality must be given."

These statements show that the authorities keenly perceive the great value of literature, and the beneficial results which accrue from its discriminating study. It must not be inferred, however, that the study of literature merely means a superficial acquaintance with the great masters of the English language. Its first use is utility, and, as an old writer says, "Care must be had to train up scholars so that they may be able to express their minds purely and readily in our own tongue." A later treatise emphasizes the preference for the English language over the classics. "I love Rome, but London better; I favour Italy, but England more. I honour the Latin, but I worship the English." "Necessity itself doth call for English"—the necessities of social life and of business alike demand facility in the writing of pure and lucid English. Apart from all material advantages, vast and far reaching as they are, there is also an immense intellectual gain in the knowledge and acquisition of literature. The powers of the mind, reflection, reasoning, apprehension, judgment and criticism are each strengthened and enlarged, giving a permanency and an ethical value which can be acquired in no other way.

With the rightful study of literature, the standard, individual and national, of culture is raised, and a nation is judged largely by the power of its intellect. "Better," writes Ruskin, "is a little group of wise hearts, than a wilderness filled with fools." In the personal aspect, literary studies can afford one of the best and most selfless of pleasures—the love of literature for itself alone. The elusive beauty of a phrase, the haunting melody of the written word, the indefinable mystery of the spirit of words, the long, rolling hexameters—are they only so much cold print, or the symbols of all elemental, primitive things—the winds, the sun, light, colour, running waters, flowers, and trees? At the least they exemplify the predominance of the mind of man over the jargon of the beasts. All educationists must necessarily be doing a momentous work if they are bringing the mind of the child in touch with the finest issues of life through the study of the highest and noblest in literature.

Of course, the young idea can only be taught gradually and painstakingly to love literature; but the reaping is worth the sowing. The university curriculum affords a very catholic acquaintance with the master minds. Shakespeare is always a set subject, and this alone means a wide scope to the good teacher, for drama, comedy, poetry, characterization are all embodied in the works of "the myriad-minded man." Milton is a favourite text book, and essayists also hold their place. Of late years Sir Walter Raleigh's valuable little book on "Style," and Lamborn's estimable "Rudiments of Poetry," have been of great help to the students. The type of question, too, is not now so much a matter of guess work, but it strives to induce the student to reason, to appreciate, and to criticise, rather than to memorise without understanding. This is in itself a valuable advance. For it is better for the student to know one thing well than half-a-dozen things badly. And best of all is a thorough knowledge of the English language—a language more than ever important in this age when the English nation has become so universal; important, too, because it is an age of vast declining values, against which must be used to the full the antidote of a good education. A little learning may be a dangerous thing, but a liberal education is truly "a preparation for life," and the soundest foundation on which to build good citizenship.

RHODES SCHOLAR.

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MR. D. J. R. SUMNER APPOINTED.

A meeting of the Rhodes Scholarship Committee was held at Government House on Saturday morning, and Mr. Donald James Robert Sumner, a medical student at the University, was selected as the scholar for 1923.

His Excellency the Governor (General Sir Tom Bridges) presided, and other members of the committee present were the Chief Justice (Sir George Murray), Sir Joseph Verco, Professors Henderson and Darnley Naylor, Messrs. R. J. Rudall and H. Thomson. An apology was received from Mr. J. R. Fowler, M.A. There were five candidates.

The successful applicant, Mr. Sumner, has just completed his medical course at the University and will receive his degree on Wednesday. He hopes to go into the Adelaide Hospital, on the medical staff, for six months, and expects to leave for England about July next. Mr. Sumner is 22 years of age, having been born at Mount Torrens on August 17, 1900. He is the second son of Mr. and Mrs. E. T. Sumner, of Mount Torrens, where his father is in business. His early education was obtained at the Mount Torrens Public School, where from 1905 to 1911 he was the youngest member and dux of his class each year. He gained the fourth-class certificate at the age of 9, and a fifth-class certificate at the age of 10. He then went to the Blumberg District High School where he was dux of the primary class for four terms, and passed the Primary Examination in five subjects. He



Mr. D. J. R. Sumner.

was dux of the junior class for three terms, and passed the Junior Public Examination in six subjects. He was awarded a public exhibition with three years' free tuition.

Entering the Adelaide High School in 1914 he passed the Senior Intermediate Examination in five subjects. In 1915 he was dux of the Senior Public class. He passed the Senior Public Examination with credits in Latin, trigonometry, English, and literature (Tennyson medal). He obtained third position in the general honors list, and was awarded a public exhibition with £40 a year for two years. In 1916 he passed the Higher Public Examination in five subjects, and in 1917 in a further five subjects, with a credit in biology. He was awarded the Government medical bursary, with five years' free tuition and £40 a year. Mr. Sumner entered the Adelaide University in 1918, and started upon the first year of the M.B. and B.S. degrees. He secured first position on the pass list and was awarded the Elder Prize. In the second year he was also first on the pass list, and was again awarded the Elder Prize. In 1920 he gained a third-class pass, and in 1921 won a similar honor.

Mr. Sumner's participation in sports has been equally satisfactory. He was a member of the cricket and football school teams at Mount Torrens, and also won a place in the teams at the High School. In addition he played lawn tennis and cricket for the Mount Torrens Clubs. At the Adelaide High School he was particularly successful in lawn tennis. In 1917 he was first man, and won the singles and doubles championship of High School and handicap singles. He was a member of the first cricket team, and was successful with bat and ball. He obtained the highest bowling average, 23 wickets for 183 runs. He was included in the first football team which defeated the Melbourne High School for the first time, and was awarded sports bands for success in cricket and tennis.

At the University he joined the rowing club and took part in inter-schools' contests for the Tyas Cup. He was stroke of the medical tub-slides crew 1919 and 1920. He played in inter-University football contests—Melbourne, 1919, Adelaide, 1920, and was awarded the University blue

for football in 1919. He played for the Woodside Football Club in the Hills Association in 1921. In 1919-1920 he was a member of the University B lawn tennis team. He played in the inter-University contests for the Niall Cup in Sydney, where he won the only single for Adelaide. He went into the A team in 1921-1922, and won the Class I. Handicap Singles March Tournament of South Australia, L.T.A., played in inter-University contests for the Niall Cup at Adelaide, 1922, and defeated the first and second men of the Sydney University. He was awarded a University blue for lawn tennis.

In social and leadership matters he was a prefect of the Adelaide High School, hon. secretary of the tennis club, and vice-president of the literary and debating society. At the University he was hon. secretary of the Men's Christian Union, a member of the committee of the Adelaide High School Old Scholars' Association, and of the Adelaide University Medical Students' Society. In 1920 he was hon. treasurer of the University Sports Association, sub-editor of the University Magazine, and vice-captain of the University A football team. The following year he was president of Men's Christian Union, a member of State Council of the Australian Student Christian movement, a member of the committee of the University Medical Students' Society, and a leader at the schoolboys' camp; captain of the University B tennis team, and a member of the Students' Relief Committee. This year he has been a member of the committee of University Sports Association, the lawn tennis club, the students' representative council, and of the South Australian committee for European relief.

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Mr. H. J. Priest, B.A., B.S., formerly of the University of Adelaide, who succeeded Professor Bragg there, and now on the staff of the Brisbane University, arrived by the express on Sunday. Mr. Priest contemplates spending the couple of months' vacation in his native city.

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DEAD HEROES.

THE MCCAUGHEY BEQUEST.

Sydney, December 11.
The meaning to be placed on certain words in the will of the late Sir Samuel McCaughey, relating to the bequest of £255,000 for the relief and assistance of the dependents of members of the Australian Naval and Military Expeditionary Forces who served against Germany and her Allies in the Great War, was to-day made the subject of an application to the Chief Judge in Equity (Mr. Justice Street). The bequest stipulated that members of the forces in relation to whom the bequest was made, "shall have been killed or died of wounds, or died from any other cause whilst so serving." The court was asked to decide whether the relief provided under the will extended to the dependents of soldiers or sailors who had died on active service from the effects of gas or disease.

The court was informed that numerous applications had been made to the trustees of the Sir Samuel McCaughey estate by the guardians of children of dead A.I.F. soldiers and sailors for assistance from the bequest. The trustees, however, experienced difficulty as to the real meaning of the words of the will so far as they related to all those who had died on active service.

His Honor decided that the trust funds could be applied to the relief of the widows and children of any persons who died from any cause as a result of their services in the Great War. He directed that the costs of both parties should be paid out of the appropriated fund, the Crown Solicitor for the Commonwealth to be at liberty to act for both parties.

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Mr. George E. M. Jauncey, B.Sc., on whom the degree of Doctor of Science will be conferred to-morrow by the University of Adelaide, in recognition of his thesis dealing with radio-activity, was formerly an Adelaide student, and is now Assistant Professor at Washington University, St. Louis, United States. He is a son of the late Mr. George Jauncey, of Adelaide, and a brother of Mr. K. Jauncey, of Westbourne Park. Mr. Jauncey was educated at King's School and Prince Alfred College, and graduated at the University of Adelaide, where he won the 1851 Research Exhibition, which allowed him in 1912 to pursue his studies in England, where he worked under Professor W. Bragg. From England he went to Toronto, Canada, and has since held positions in several Universities in the United States.