

attractive studies. A preface briefly outlines the more salient facts concerning the Commonwealth's achievements and natural resources. The publication is a welcome addition to the Christmas literature about Australia, and is specially adantable for posting overseas. Mr. Walker has also republished from an article in The Adelaide University Magazine for November a narrative description of "A Trip to the Interior," plentifully illustrated with small photographs. The printing in each instance has been done by W. K. Thomas & Co.

Registered
13.12.23

UNIVERSITY REGISTRAR.

Retirement of Mr. Hodge.

Services Gratefully Acknowledged.

Appreciative references were made by the Chancellor of the University (Sir George Murray) at the annual commemoration ceremony on Wednesday afternoon, to the services rendered to the institution by the Registrar (Mr. C. R. Hodge), who will retire in February, on account of ill health. The Chancellor said Mr. Hodge had devoted so much of his strength and energy to work there for nearly 40 years, that he had been unable to bear the burden any longer. He was not, however, the oldest servant of the institution. Mr. Fuller was engaged in 1881, at the same time as he (the Chancellor) entered as a student, but Mr. Hodge was next in seniority. He spoke of Mr. Hodge as he had always found him when he said that he had been an able, trustworthy, and loyal officer. (Applause.) He had



MR. C. R. HODGE.

never spared himself in the performance of his duties, and few knew what an enormous amount of work he had had to do. He had been the repository of all that had been done by the council, every committee of the council, and every faculty for most of the time he had held office. Mr. Hodge's knowledge had not been stored away in the recess of a memory that failed to respond when calls were made upon him. He left them with their admiration, their gratitude, and their affection. (Applause.) They trusted that the rest he would have would restore his health, and enable him to enjoy with satisfaction for many years to come the retrospect of a career that had been honourable to himself and of immense benefit to the University. (Prolonged applause.)

"OLD FRIENDS."

After the commemoration ceremony members of the Senate and staff of the university gathered in the Prince of Wales Theatre to make presentations to Mr.

Hodge. The Chancellor presided. Professor Mitchell said they were sorry to lose Mr. Hodge's services. He had always performed his duties ably and well, and had always stood bravely against the shocks that had been received by the council. (Laughter.) Such shocks, extending over 40 years, told on any man. It was sincerely trusted that Mr. Hodge would benefit by the rest which he proposed to take.

Professor Rennie said it was an unpleasant thing to break away from a person with whom they had been associated for so many years. They would all look forward to the time when Mr. Hodge would be restored to health. (Applause.)

The Chancellor, in presenting to Mr. Hodge, in behalf of the council and the staff, a roll-top desk, a gold watch and chain, and a cheque, said it was with interest and affection that those gifts were made. They all trusted that Mr. Hodge would thoroughly recuperate, and would enjoy many opportunities to visit the university to meet his old friends. (Applause.)

Mr. Hodge, in responding, expressed thanks for the kindly words uttered, and for the gifts. There seemed to be an atmosphere there which kept the staff together. His desire was that he should be fully restored to health, and thus be enabled to perform further service for the university. (Applause.)

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17 DEC 1923

Mr. Reginald Joseph Coombe, LL.B., who was admitted by the Chief Justice (Sir George Murray), Mr. Justice Poole, and Mrs. Justice Angas Parsons on Saturday, as a practitioner of the Supreme Court, is a son of Mr. Joseph Coombe, of Joslin, and is 21 years of age. He was educated at Gawler, and the Adelaide High School, and then at Prince Alfred College. By having won two Government exhibitions (one at 13 years of age, and the other when he was 16), he secured free education until his entry to the Adelaide University. At the Adelaide High School he was captain of the cricket team and of the second tennis team, and was a member of the football committee. He is an enthusiastic student of music, and during the last three years, he has been church organist and choirmaster at the Norwood Baptist and East Adelaide Methodist Churches respectively. Mr. H. R. Coombe, an elder brother, has received the Degree of Bachelor of Dental Surgery at the Adelaide University this year. Two of their sisters have taken the B.A. degree.

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In consequence of the resignation of two members from the board of examiner of law students, the Chief Justice, who presiding over the Full Court on Saturday morning, announced that Messrs Herbert Mayo, and G. C. Ligertwood had been appointed to fill the vacancies. One of the retiring members, he said, was Mr. P. R. Stow, who had acted in the capacity for many years, and had rendered extremely valuable service, but had not retired from active practice. The profession and the Bench recognised the value of what he had done during his term of office, and were sorry to lose his services. The Bench had thought that two young men should be appointed to the vacant positions.

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It is reported that Professor G. C. Henderson, who resigned recently from the Adelaide University owing to a prolonged and serious illness, is recuperating on a farm in New South Wales, where he is performing light labouring duties. Away from the severe academic atmosphere, he is expected to win back at least a fair measure of health, but the process is likely to be protracted.

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Mr. Marsden W. Padman, B.A. F.S.A.S.M., has been appointed assistant engineer at the Lake Victoria storage works, under the State Government.

The Advertiser

ADELAIDE: TUESDAY, DECEMBER 18, 1923.

EDUCATIONAL REFORM.

At this time of the year the subject of education is much in the forefront; for December is the month in which those interesting demonstrations occur that are associated with the breaking up of the colleges and schools. It is the occasion chosen by those who are at the head of these institutions to take the public into their confidence and let the people know what they are doing, and how they are doing it. Speech day is not merely an occasion for giving prizes and closing for the vacation. It is a time when an account is rendered of one of the most important stewardships that can be confided to any body of citizens. It is a trite saying that our teachers, public and private, have the formation of the future of Commonwealth citizens in their hands. The same thing is, of course, true of every country, but it is more especially so in communities like our own. The old saying of "a very wise man" transcribed by Fletcher of Saltoun that "if a man were permitted to make all the ballads he need not care who should make the laws of a nation" has lost all or most of its significance under the stress of changing conditions, and probably to-day the teacher and the newspaper share the influence once monopolised by the ballad-monger. The one instructs the coming generation, and the other the generation already arrived. In a few years the swarms of children who leave our schools yearly will become the men and women of the Commonwealth, and the character of the population will largely correspond with the ideal in the mind of the schoolmaster.

Hence, in regard to the public schools of this State, the inauguration of a system of "skill" marks for teachers—the "skill" which will determine promotion and future emoluments being displayed in the development of character. As the Rev. E. M. Venables points out in last month's "Nineteenth Century," the building up of character is the primary function of the great colleges and seminaries in England; indeed, much more attention is paid to it than to the training of ability. The nation has profited immeasurably from the inculcation of high ideals, as recognised in the apothegm that Waterloo was won on the playing grounds of the English public schools, for it was there that Wellington's officers acquired a sense of responsibility, a capacity for decision, and other traits without which no character can be complete. The stress placed on this branch of education in our school system is not overdone, for without it, as Wellington said, a clever man is but "a clever devil." Cleverness should go, as by appropriate training it may be made to do, with qualities of character; only in that case it must be recognised that a heavier burden is laid on the teacher than when he has to attend to the intellect alone. As to the schools of which Mr. Venables speaks, the work of the teachers in character-building is largely done already in the homes from which their pupils come; but this cannot always be said to be the case with homes on a lower social plane. If it is true, as Mr. Venables maintains, that "in any struggle for a boy's soul, home beats the school every time," what does this indicate? That the system under which the teacher labors must be rendered less rigid, which from the standpoint of the development of the intellect as well as the character is precisely the conclusion the Director of Education has reached in the case of our

"best teachers." Mr. Venables believes that morally and intellectually more can be done for the pupil when the teacher is given a "fair chance," as apparently in the public schools in England he not infrequently is given. Restrictions, modified; and inspections must all be will be the subject of conferences in our own State next year.

Opinions may vary as to what "giving the teacher more rope" must mean if any real benefit is to be derived from the longer tether. In England, says Mr. Venables, it must mean a relaxation from the obligation to secure "good examination results," the teacher's elevation to a higher status than that of a "pawn" on the chess-board of the timetable, exemption from the mark system, and greater leisure for study. These proposals are all in keeping with what has been the talk in educational circles for years, as also is the suggestion of Professor Darnley Naylor for the adoption in South Australia of the Victorian system of allowing approved schools, subject to certain safeguards, to do their own examining instead of having it done for them by an outside authority. For years in all countries where it exists, there has been on the part of teachers and parents a growing revolt against what has come to be known as the examination tyranny, modified only by an impression that it cannot easily be done without. The system must have some great advantage to be so widespread, and to have lasted so long, and the advantage is its apparent fairness. On paper, at least, everyone has an equal chance. But, then, questions are sometimes put which only by an accident can be answered successfully, and though fortune may favor anyone, a student does not go to an examination to try his luck. Then again, at the psychological moment nerves and memory may play strange pranks; and glory may be earned by superiority not in knowledge but in coolness and phlegm. An examination conducted by the school itself would be based on the work not of a few hours, but of the whole year; and it stands to reason that the intellectual and moral depths of a student will be more accurately and completely sounded by a year's observations than by any number of papers as "tricky" as the framer can make them. There is the further question—why appoint teachers to educate if they cannot be trusted to determine whether the result has been achieved or not? It is a drawback to examinations that failure is apt to be looked upon as something that cannot be retrieved, and there is no doubt that the catastrophe has had a numbing effect on many a student of excellent abilities. If the prizes of life were determined by examinations alone, the case would go hard with many a clever aspirant; but fortunately success depends on capacity to execute, rather than merely to memorise facts which are too easily forgotten. Under a system that kept the student permanently under examination by those best qualified to judge of his progress, not only would merit have a better chance of receiving its full due, but a sounder and wider culture would result.

Advertiser
18 DEC 1923

THE PERTH UNIVERSITY.

LECTURESHIP IN FORESTRY DESIRED.

Perth, December 17.—The University senate asked Senator Pearce (Minister for Home and Territories) if the Federal Government would establish a lectureship in forestry at the University, quoting as a precedent the Federal Government's consideration of the request of the Medical Congress for Federal aid in creating a chair of ethnology at the Sydney University. Senator Pearce replied that negotiations were proceeding with the State in regard to the establishment of a school of forestry. He had decided to go into both matters when he returned to Melbourne.