Advertiser 15th December 1892

Commemoration Day at the University on Wednesday was not characterised by any novelty so far as the proceedings of the undergraduates were concerned. There were no brilliant cursiations of wit in the interjections in which the students indulged at intervals. The undergrad. who whistled as Professor Bodger walked up the centre of the library during the proceedings was the most successful the mirth-raising line, as when the able Varsity instructor on hearing the well-known Australian whistle call turned and gazed enquiringly round laughter rose from all parts of the classic hall. On the whole the students comported themselves quietly, and did not go beyond the limits allowed in applauding their fellows whose pleasant duty it was to interview the Chancellor to receive from his hands the rewards of their active pursuit of knowledge. When, however, Professor Rennie rose to deliver his oration a few of the more turbulent spirits brought the Chancellor to his feet, and he expressed the hope that they would mark the esteem in which the professor was held within the walls of the University by allowing him to proceed in silence. When his Excellency the Governor rose to leave the hall the undergraduates whistled in good tune the National Anthem, and as the audience passed out they favored them with "Oh, my darling Clementine."

Express & Telegraph December 16th 1892

PRINCE ALFRED COLLEGE.

ANNUAL SPEECH DAY.

ADDRESS BY THE CHIEF JUSTICE.

The annual speech day in connection with Prince Alfred College was held at the Town Hall on Thursday afternoon. There was a large attendance, the large hall being crowded by the scholars, parents, and friends. The members of the singing class occupied the platform, whilst the other scholars occupied seats immediately in front of the platform. The chair was occupied by his Honor the Chief Justice, and there were also on the platform the President of the Wesleyan Conference (the Rev. J. Allen), Sir John Colton, the headmaster of the College (Mr. F. Chapple, B.A., B.Sc.), the Revs. H. T. Burgess, J. E. Stephenson, and C. Newman, Messrs. E. B. Colton, G. Colton, W. G. Torr, and other gentlemen. The specimens of the work of the scholars of the college on view were excellent, the drawings coming in for a deal of favorable comment. After the scholars had sung the hymn "Fair waved the golden corn,"

The HEADMASTER read his annual report as follows:—

I am glad to be able to speak of another year of pleasant steady hard work of almost unimpaired health and happiness in the boarding-house, of busy exercises in the classroom, and of enlightened activity in the playing fields. In many respects it has been one of the most successful years in our history. There have been no startling changes in our course of study to record. We are aware that "the good is ever the enemy of the better," so we guard ourselves against a "vain and harmful" policy, which wants the progress of educational thought and scholarship to stop throughout the English speaking world, and try to learn from our own experience too, and so determine what modifications of our plans and methods are shown to be desirable. "Technical education" is the leading topic of discussion now, and the need for it and the value of it have been plainly demonstrated. The problem that awaits solution is how far it should be introduced into schools of a given grade, and how far it should be left for special institutions to carry forward when the foundations of the elements of learning have been well and truly laid at school, and the career in life has been chosen. One extreme view is represented by the "practical man" who wants everything done by rule of thumb, and believes the sole purpose of a school is to coin machines for making money. At the other pole stands the eminent scientist who would teach only pure truth, and would postpone its practical application till such an acquaintance with abstract truth had been obtained that the application could be broad, masterly, and unhesitating. He would not, for instance, consider a man duly prepared to sow seeds in the soil till he had learnt all that botany and chemistry could tell him of the germ and its growth, and all that geology and chemistry and many another science below could teach of the constituents of the soil, and how they aided that growth. The right course, seems to lie in the golden mean, and we are forgetting the main function of a school, that it must seek to bring out all the powers to train the whole man. Mechanical dexterity, sound activity, reasoning power, accuracy in thinking, and clearness in expressing thought can all be cultivated at school, and a boy can be sent forth having learnt how to learn, ready fairly to acquire whatever his future calling demands of him. The selection of the subjects and methods most conducive to the development of the complex powers with which man is gifted may well tax the thought and skill of the wisest, and it is receiving all the world over constant and increased attention. There are some lessons that must be learnt at school manifestly. To these we added some years ago instruction in drawing and in the elements of natural science, and lately the committee furnished us with some admirably equipped laboratories and lecture-rooms, so that our work has every chance of being efficient. This year arrangements have been made for adding some of the out-door lessons for instruction in carpentry, and some others for teaching in the principles of "agriculture." These are not only theoretically taught, but on an enclosed portion of the college grounds the boys have tried practical experiments in manures, methods of culture, in raising useful fodder and other plants, and this has been the source of much earnest and interesting labor. And here we must acknowledge the kind assistance given us by Professor Lowrie, of the Agricultural College, Roseworthy. The exhibit of boxes, benches, or notes of lectures, of plans of drawing, &c., shows something of the skill acquired and the teaching given in carpentry and woodwork class. The School of Mines and Industries very kindly welcomed our overtures to receive instruction in blasting, carpentry, and tread on more liberally. To them and to Mr. Forsaith, the mechanical instructor, we owe our grateful thanks. Forty-seven of our boys have attended the class on Saturday morning, and Mr. Forsaith has been most zealous in his labors, and has reported well of the class to us from time to time. In his report he says—"I have found the boys of your college thoroughly attentive and enthusiastic in their work, and the progress made is quite satisfactory at bench work, at the lectures, and home work. While they have given good attention they have not so good results numerous to record, as so many are not old enough to fully grasp the subject. I do not, however, see cause to be dissatisfied, and have no doubt that next year a much larger list of passes will be recorded in this class. Of those who have passed I am pleased to say they did so creditably and the plane of college subjected by your students are exceedingly good." Time fails have their due place in the course I have sketched out. Of the musical skill acquired under the guidance of Messrs. Chinner and Knox we shall hear some specimens. Mr. Ashton continues to teach drawing with me, not as an "accomplishment," but as an integral part of the curriculum. Every afternoon in the week. How well he does so the large show of work on the table illustrates plainly. Mr. Stevens has manifestly made progress in the singing class. In the first year the class may be unison, in the second in two parts, in this, the third year, in three parts, and they seem to know what they are doing as far as they go and to do it with a will. Our boys have done very well indeed at the public examinations this year. The highest examination open to schools is that for the four scholarships offered for competition at the University; and once again our boys secured all four. Our senior list is an exceedingly good one—six first-class, three second, and two failed in a result on which we have every reason to congratulate ourselves.

Four times have P.A.C. boys secured that number of first-class prizes in this examination, viz., in 1885, 1888, 1890, and now in 1892. In 1885, as in this year, the success was made the more marked by the fact that none shared the first class with us. Mr. Hunter has most reason to be pleased with his years' senior success. He has taught the lower sixth English, Latin, and Greek, and there was not a single failure in all three subjects put together. And the eleven boys who passed in Latin earned nine credits, the eleven in English five credits, and the three in Greek two credits. The eleven boys who passed in mathematics, with three credits, and all but one passed in German, but with only one credit. The best individual record in this list is that of T. A. Thompson, who sat for six subjects and obtained credit in them all.

A good tale can be told of the junior examination, too; one Exhibition only was awarded to us, that gained by J. E. Giles, but three others who very just a little too far to be put in the list earned marks enough for a first class, H. Hinchliffe, with three credits, N. C. Giles and H. F. Dunnage, with two each. There is good material in our junior candidates, and we hope to see them do as well next year as the lower sixth of this year have done. I believe they can. Forty-one boys passed the preliminary examination, although, because one sat and passed in former years, we had to draw some of our candidates from a form lower in the school than the one sent up previously. It is the fashion just now to cry down examinations; but it must be noticed that the cry is rarely raised by those who have ever passed any. Examinations held within the school if careful, just, and matchless performs an excellent spiritual work, and furnish scholars guidance to benefit alike and teachers. Personally I have found them very serviceable indeed. The first fortnight of the school year rarely passes without some boy or some fond parent assuming me that I have underestimated the hopeful's powers, and claiming his or her child's tears as to the proof of our "weekly examinations," and usually the marks gained at the first of these has a wonderfully reducing effect upon the over-confident. Occasionally, of course, the same test shows me that I have made a mistake, and I gladly admit it. While on the subject of classification on entrance, may I conclude the chorus against the contention that it is by reason of knowing no Latin he is kept back in his English studies because of the time he has spent in learning the longhand than for a beginner to say to a new boy, "This name you should learn as to be able to give the declensions you know." If you can decline "mensa" you shall learn English sooner, if you cannot, you shall learn weights and measures. He might just as well determine the price of writing to be right to a boy by the color of his hair. But, ah and sh in, I am told that a boy who failed in one year by failure of "new boys" that is to the long-standing custom of Prince Alfred College. The local authorities of the college has sinned grievously, and my denial seems truly an antisbishment. Let me once again declare that, as far as school examinations are left to my ordaining to me is allowed to base any ground actually gained in the future on the past failure of a boy. He is in one class for Latin, in another for mathematics, in a different one for English or German, and he will do by the side of a boy from whom he must pass company as the shortcomings of one or two. According to his attainments he is placed in every subject where he can pursue with profit the study of a boy. Simultaneous fully very useful functions, too. They must be passed in order to bring upon oversize children. They enable boys to "take the bright, the sunny of themselves," encouraging them to work, though modest, and teach a salutary lesson to many who have ever worship confidence in their own powers. A good school would rather receive their "stern parents" at such a board of examiners as our University can furnish than seek appointed by their popular votes. At the bar of public opinion every public institution must be confident of its own in life, and it must should rather expect justice if tried by skilled judges than by ever so competent an ordinary jury. Our old boys at the Adelaide University continue to prosecute their studies set carefully, as the long date on the printed programme show. There never has been a year in which we have been so many degrees of interest in the school and attachment to it shown by "old boys" all over the colony, and indeed in some from adjacent colonies, as the present, and we are all very grateful. Their kind words and deeds are of very great help to us.

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