

THE RHODES SCHOLAR.

MR. R. G. MITTON SELECTED.

Mr. R. G. Mitton, of Beach-road, Grange, was selected yesterday as South Australian Rhodes scholar for 1926. He is a son of Mr. E. W. Mitton, and was born at New Hindmarsh on July 2, 1905. He has had a brilliant scholastic career, and is a good allround athlete, being a member of the West Torrens A Grade cricket team.

He passed his qualifying examination in 1918, and went to the Woodville District



Mr. R. G. Mitton.

High School in the following year. He was successful in eight subjects at the Junior Public examination in 1920, gaining credits in six. He was first on the Honors List in history, arithmetic, physics, and chemistry. He was awarded a Government bursary, but resigned to enter the Education Department as a probationary student. In the following year he passed the Senior Public examination in eight subjects, gaining six credits. On that occasion he secured first place on the Honors List in arithmetic and algebra, and geometry. He passed the Higher Public examination in 1922 in five subjects with one credit. From 1923 until this year he has been a student at the University and the Teachers' College. In 1923 he was successful in the examination in connection with the military instruction camp for students, being placed second on the Honors list. He also secured the bronze medal of the Royal Life Saving Society for proficiency in life saving, resuscitation, and swimming. With four other students he was selected in 1924 to study for an extra two years at the University in order to train for high school teaching. From 1923 to 1926 he studied for the ordinary degree of Bachelor of Arts and for the honors degree of Bachelor of Science. He will probably graduate for the latter degree this year.

During his last two years at the Hindmarsh school he was a member of the football team, being captain in 1918. He played regularly for the first eighteen at the Woodville High School, and was vice-captain in 1920 and 1921. Since then he has played regularly for the Teachers' College in the Amateur League, and was awarded the college honor badge for football. In 1924 he won the college medal for the most consistent player, and in 1924 and 1926 headed the list of goalkickers for his team. He was elected vice-captain in 1925, and captain this year. He played for the South Australian Amateur League against the Victorian League last season. He played cricket at both the Hindmarsh and Woodville schools, joining up with the West Torrens B grade team in 1922 as wicketkeeper. He was promoted to the senior team last season, and has played with them since. While playing B grade cricket he was awarded a medal for being the most improved junior. He is a brilliant fieldman, and this has also earned him a medal. He played tennis at the Woodville High School, but the calls of football and cricket have prevented him from following that sport to any great extent. He won the championship singles at the school tennis tournament in 1920. He was captain of the Teachers' College athletics team which met Melbourne and Sydney in 1925. He is a good debater, and has taken part in the debates of the Literary Societies' Union, as well as of his college. He has also shown organising ability in managing teams, and has taken a prominent part in the work of the students' council at the college, and the Woodville High School Old Scholars' Association.

Mr. Mitton intends to add to his qualifications as a teacher at Oxford. He will return to South Australia to teach in secondary schools, or to secure place on the staff of some university. He also intends to take up research in physics.

At the meeting of the Hindmarsh Town Council last night, the mayor (Mr. F. K. Nicass) referred to the selection of Mr. Mitton as Rhodes scholar. He said it was a compliment to the town and the council congratulated Mr. Mitton on his selection. The Mitton family had taken a prominent part in the municipal life of Hindmarsh.

ADU. 30.11.26

THE ANTHROPOLOGICAL SOCIETY.

The monthly meeting of the Anthropological Society was held on Monday evening. The topics of the evening were burials and burial methods of the South Australian aborigines, and rock carvings and paintings.

Mr. H. M. Hale summarised the known methods of burial. Around Adelaide the natives were buried usually in a double-up position, either sitting or lying on the right side, and a fire was lighted over the grave. The Narrinyeri of the lower Murray also buried their dead thus; but they had several other methods. In one the body was dried in the sun and kept until the body collapsed, when the bones were placed in a tree or buried. The upper Murray natives buried their dead in a straight-out position. A long grave was dug by the Flinders Range natives (Wallpi tribe), who placed a half-moon shaped pile of stones around it. Cremation was known in several tribes. A fire was often lit in the grave to make it dry and warm for the occupant. Over the grave of a child who was buried near the present-day tennis courts behind the Adelaide Oval a fire was lighted by the mother whenever it rained, to keep her placidly warm.

The Rev. C. Hoff communicated a note on the burials of the Kukatja blacks of the West Coast. The grave was always very shallow, and the body was placed in a sitting position with the right hand to the temple, as if warding off the wild dog, or, as the natives termed it, "ilga baleh." Boughs were placed over the body before the soil was piled over it to form a mound. At dusk all the boys were compelled to lie down beside the grave and rub soil over their bodies, so that they might absorb the strength and bravery of the departed.

Mr. P. Hoesfeld said an old colonist at Springton recalled that a native was carried on a bier for several miles to Eden Valley to be buried.

Dr. T. D. Campbell said some graves at Cooper's Creek were from four to six feet deep, and were covered with logs of wood.

Dr. A. M. Morgan said that five miles above Morgan, on the river, a body was buried in an extended position. A hut covered the site, and near-by lay 20 large pipe-clay mourning caps.

The Rev. J. C. Jennison said that at Elcho Island, in the Northern Territory, a painted post was placed on the spot where the person died. The body was painted in three colors, and the next day buried under an oval mound of earth, which had a piece cut out at one end. On Goulbourn Island the body was placed in a tree and left for perhaps two years. The skull was then painted, the bones gathered, and all placed in a hollow log coffin, one half of which was gaily painted. A hole was then dug at a distance, and two men carried the coffin towards it, while the rest of the party ran wildly about them and passed under the coffin, chanting a refrain, which would be translated "Where you go? Might be Macassar country. Might be white fella country. Might be sea hawk. Might be wood swallow." The coffin was then stood upright in the ground, and the following day buried horizontally, and not further regarded.

Dr. H. K. Fry gave details of the remarkable burial customs in the Melville and Bathurst Islands. The decorated grave posts were not an innovation, for Bremer, the first man to visit the island in 1824, saw decorated posts.

Professor F. Wood Jones drew attention to the difference between mummification and desiccation, and said the latter custom was the one met with in Australia; the terms were often misapplied.

Mr. C. P. Mouniford said that at Wirralpa the natives laid the body flat on the ground and covered it with stones, except for the face. After final ceremonies the face also was covered. The principal burying ground in the Dawson district was near Orororo.

Mr. H. L. Sheard summarised all the recently discovered occurrences of native rock paintings and carvings. He said that even those, the most permanent relics of aboriginal art, were rapidly being destroyed.

Mr. C. P. Mouniford exhibited a series of tracings of rock carvings recently discovered in the Dawson and Wabriboola districts. Messrs. Hale, Campbell, Hoesfeld, Hosking, and Tindale also described various occurrences in South Australia. Dr. R. Pulkine suggested the use of the term "petroglyphs," now widely used, to describe the world-wide art of rock carving.

ADU. 30.11.26

THE UNIVERSITY OF ADELAIDE.

EXAMINATION RESULTS.

FACULTY OF LAWS.

Elements of law and legal and constitutional history.—(In order of merit)—First class—Hutchinson, Gordon Bramwell, Wynor, William Anstey, equal; Ewens, John Qualtrough, Harry, Romilly Carvech, McEntee, Kevin Vincent; second class, Downey, Donnell Raymond, Schoobridge, Ivan, equal; Pick, Sidney, Philcox, Claude Joseph Owen, A.C.U.A.; third class, Treasurer, Berthold Herbert, Chapman, Frank Hewett, de Boehme, Cecil Brooks; Boucaut, Iin Penn, Shepherd, Geoffrey Lincoln, equal; Yang, Martin; Gillett, Mervyn Clem, Johnston, Laurence Frederick John, equal.

Law of contracts (III) (In order of merit)—First class, none; second class, Yelland, Done Sturt, Ewens, John Qualtrough, Hutchinson, Gordon Bramwell, Harry, Romilly Carvech, Downey, Donnell Raymond, Pick, Sidney; third class, Schoobridge, Ivan, Rymill, Arthur Campbell, Treasurer, Berthold Herbert, de Boehme, Cecil Brooks; Chapman, Frank Hewett, Shepherd, Geoffrey Lincoln, equal; Yang, Martin, McEntee, Kevin Vincent.

Law of property, Part I.—First class—McEwin, John Nell; second class, Cornish, Jack Rodolph, Ewens, John Qualtrough; third class, Harry, Romilly Carvech; Irwin, Robert Nowenham, Paterson, Phillip Brendan Angus, equal; Hutchesson, Gordon Bramwell, Power, Louis Bertrand, Schoobridge, Ivan, Scates, William Arthur, Rymill, Arthur Campbell.

Law of property, Part II.—First class, none; second class, Daught, Keith Alexander, Davies, Cecil Ernest, Culshaw, George Vincent; third class, Colquhoun, Colin Roy, Treloar, Albert Edward Coran; Beauchamp, Edward Benjamin, Middleford, Sheila Lamont, equal; Homburg, Repoff, Mangran, John Arthur Leslie, equal; Leaver, Edward, Cummins, Alice Mary; Goodhart, Mabel Flora, von Bertouch, Bernard, equal.

Law of wrongs (In order of merit)—First class, none; second class, Brazel, James Francis, Culshaw, George Vincent, Philcox, Claude, Joseph Owen, A.C.U.A., Treloar, Albert Edward Coran, Hollidge, Geoffrey David; McEwin, John Nell, Mangran, John Arthur Leslie, equal; third class, Yelland, Done Sturt, Irwin, Robert Nowenham, von Bertouch, Bernard, Parsons, Phillip Brendan Angus, Homburg, Renoff; Kelly, Michael Lawrence, Page, Robert Rooke, equal; Goodhart, Mabel Flora, Rochlin, Elijah, Glynn, Denis McMahon, Power, Louis Bertrand; Laught, Keith Alexander, McCarthy, Joseph Francis, equal.

Law of Evidence and Procedure.—First Class—None. Second Class—Brazel, James Francis; Beauchamp, Edward Benjamin, Leaver, Haynes, equal. Third Class—Leaver, Edward; Hollidge, Geoffrey David; Hezraton, Keith Vaudan; Gillespie, William Charles; Donithorne, William, Kelly, Michael Lawrence, equal.

Constitutional Law. (In order of merit)—First Class—None. Second Class—Rollison, Gerald Dominic; Gillespie, William Charles; Donithorne, William, Leaver, Haynes, equal; Cornish, Jack Rodolph. Third Class—Middleford, Sheila Lamont; Parsons, Phillip Brendan Angus; Boucaut, Douglas le Roy, McEwin, John Nell, Symons, Reginald Albert, equal; Mollison, Thomas; Wemyss, Eleanor Evelyn Beatrice, M.A.

Roman Law.—First Class—None. Second Class—None. Third Class—Henderson, Roland; Jurisprudence.—First Class—None. Second Class—None. Third Class—Hardy, John Scott.

Private International Law (In order of merit).—First Class—None passed. Second Class—Kelly, Michael Lawrence. Third Class—Brazel, James Francis; Leaver, Haynes; Beauchamp, Edward Benjamin, Leaver, Edward, equal; Culshaw, George Vincent; Hollidge, Geoffrey David, Middleford, Sheila Lamont, Mangran, John Arthur Leslie, Symons, Reginald Albert, Treloar, Albert Edward Coran, equal; Hardy, John Scott, Reeves, Charles Wheatley, Rollison, Gerald Dominic, equal; Rochlin, Elijah; Goodheart, Mabel Flora; Gillespie, William Charles; Donithorne, William.

Recommended for the Stow Prize.—Ewens, John Qualtrough.

Recommended for the David Murray Scholarship.—No award.

ADU. 1.12.26

INTERNATIONAL HARMONY.

VALUE OF STUDENT ORGANISATIONS.

The speaker at the weekly luncheon of the League of Nations Union, at the Regal Cafe on Tuesday, was Professor C. S. Hicks, of the University of Adelaide. The chairman of the executive (Mr. J. H. Vaughan) presided.

The speaker dealt with the international student movement. He said the best means of fostering a spirit of understanding between people of different countries was to afford opportunities for the meeting of young men and women of those countries. Personal contact with others of different nationality, outlook, and traditions was the vital thing. Of all those between whom that personal contact could be made with the greatest ease, the best were the men and women of the universities, who had a common interest in a universal asset—knowledge. It was the more desirable that these be the people first involved, as upon them the future was bound to impose a larger share of responsibility and a heavier burden of public service. The system of conferences was one important aspect of the attempt to see things as the other fellow saw them. The Imperial Conference, called by the National Union of Students of the Universities of Great Britain and Ireland, and having as its object the stimulation of the Dominions and colonies to form similar national unions in their own midst, so that concerted student opinion within the Empire might be developed, was a great success. The national union movement was not a propagandist one. It was an association of students for the furtherance of students' interests. The League of Nations was a magnified conception, but was, after all, only the machinery for making effectual the peoples' will for peace, and that will to peace must grow out of comradeship and understanding. Those who fought in the war, and the younger students coming to the universities, had a much closer view of the war than the generations preceding them. War had lost its glamor. They knew it for what it was.

It was characteristic of the French that, with the dust of war still in the air, they should put forward a proposal for the formation of an International Federation of Students. It was the occasion of the opening of the University of Strasbourg as a French institution, and was chosen also as the occasion for the National Congress

of French Students. To last congress the French invited representatives from the Allied countries, those having official organisations representing the general student body sending representations of these bodies, and others, including England, having no such organisation, were represented by private students. It was significant that the ex-enemy countries were not invited, and it could perhaps be scarcely otherwise under the circumstances. The Confederation Internationale des Etudiants was a federation of the general bodies of students in Strasbourg, France, Belgium, Luxembourg, Spain, Czechoslovakia, Roumania, and Poland. Ten other countries, including England, whose students were present in an unofficial capacity, were offered associate membership without power to vote. The constitution of the C.I.E. specifically excluded from discussion all religious and political questions, and laid down that congress should meet every three years, when the executive was appointed; the council, which had a representative from each country, met annually to receive the executive report and direct policy. In 1920 the council met in Brussels, and the first congress was held at Prague in the Easter of 1921. Six hundred students (100 being from the United Kingdom) were present.

Reconciliation.

Although as yet there was no national council in England, a representative body was sent. The question of membership of ex-enemy subjects was raised by the neutrals, led by Scandinavia, whose students had previously met to discuss the question. Owing largely to the support of the neutrals by the English and Scottish students, the clause limiting membership to countries in the League of Nations was expunged from the constitution. There was a fairly general feeling that too exclusive a control in matters of policy was held by France, and the Francophile group of countries, i.e., France, Belgium, Poland and Roumania, and it was feared that the movement might become a political weapon, and the English students were pressed by the neutrals to form an independent organisation which they would all join. The innate constitutionalism of the English prevented them from taking this course. They begged the countries involved to join the C.I.E., and work to broaden its character from within. This they would not do, however, until England arranged to join and lead the efforts to this end. The English students took the great responsibility of promising to form a National Union, and an application for membership was drawn up on its behalf, and then the remaining countries joined. Thus was a disaster averted, the consequences of which would have been most bitter. Only knowledge of the atmosphere prevailing at such meetings could give a basis for a true realisation of that first, of many, steps the English students had taken to bring about reconciliation.

On February 10, 1922, the National Union of Students of the Universities and University Colleges of England and Wales was formed. The membership was now 60,000, and the objects of the union were the representation of the students of the Kingdom nationally and internationally and the maintenance of co-operation with students in other lands.

As a result of the course of events in Francophile countries, the ex-enemy student body welded itself together as an offset to the former, and the seed was laid for all the difficulties that still beset the cause of student co-operation. Unfortunately, the English had not been able to secure the admission of Germany before the pernicious effect of her isolation was complete, and she had welded together German-speaking students. At the Prague meeting of a few months past, the breach was still unbridged, the German students having united under one federation, in spite of new frontiers. The French and the Francophile nations would not recognise that arrangement, and insist on their being represented by the countries in which the peace settlement had included them. A little thought would show that had the situation been handled in the right spirit at the beginning, the excluded students would never have had the need to seek federation with their brothers across the frontier. One important feature of the problem was that the students of the British Commonwealth were forced to deal with real international situations, and in so doing they realised the great difficulties involved, and learnt to be more tolerant where otherwise they might be dogmatic and self-assertive. The National Union movement aimed at developing a common European consciousness for the spirit of creative fraternity throughout the whole body of European students. It appealed to the world of the future as against the miserable legacies of the past. The world belonged to the young, and not to the old and worn-out things—flags, policies, claims and wrongs—and that organisation urged each student to realise his heritage and responsibility.