

Ad. 16th Jan.
1905.

the main purpose of colonial settlement was supposed to be that of contributing to the wealth of the mother-country, or affording a convenient outlet for its pauperism and crime. The second, through which the self-governing colonies are now passing, is marked by the growth of an independent population and the development of autonomous institutions. The third stage will be distinguished either by a closer approach of colonies and motherland or by a gradual drifting apart. The realised danger of the first stage was that of alienating the colonies through greed and selfishness; the danger of the second arises from indifference or the absence of a great national ideal. The problem of the third is to find practical means of expression for the Imperial spirit, so as to ensure on the one hand the continued existence and consolidation of the British Empire, and on the other the widest facilities for the exercise of local self-governing capacity. In the new period of construction on which we have entered a school of colonial history at Oxford should make its influence felt in instructing the reason and inspiring the imagination of the British people. Both faculties must be employed if the great and difficult questions of the Empire's future are to be grappled with successfully.

Reg. 30th Jan.
1905.

A RHODES SCHOLAR.

An interesting account of his experience at Oxford is furnished by Mr. J. C. Behan, the Victorian Rhodes scholar, who is now at Hertford College, at that university (says The Melbourne Argus). He says that Oxford has loyally fulfilled the wishes of the scholarship trustees, and has not placed the Rhodes scholars on pedestals. As soon as the first blush of their welcome was over they were gently repressed to the level of the ordinary freshman, and donned the sombre gown of the commoner whenever they appeared at chapel. "Chapel at 8 in the morning," continues Mr. Behan, "with the thermometer at 20 deg. below freezing, gives an excellent mental, spiritual, and physical discipline." After dining in state with the dons at the high table the Rhodes scholars were sent down to the humblest seat at the other end of the "Hall." Their welcome by the other students was a cordial one, and they were at once sought out by sporting men as the most likely recruits for college teams. There was no tendency towards exclusiveness or cliquism on the part of the Rhodes scholars, who have been distributed in threes and fours among the various colleges. Mr. Wyke, the trustee's representative in Oxford, has been of great practical use to nearly every scholar, and has disarmed all suspicion on the part of the dons, who seemed to fear that the Australian scholars at least might beguile the hours of leisure with corroborees in the quad. When the first feeling of strangeness wore off, and the scholars became accustomed to their environment, they realized that they had nothing to be discontented with, and increasing familiarity with their surroundings bred increased satisfaction.

Reg 8th Feb '05

THE RHODES SCHOLARSHIPS.

The name of the successful applicant in connection with the Rhodes Scholarship for South Australia will shortly be made known. Eight students are seeking the honour, which will mean transfer to English University life. The merits of the applicants are now being considered by individual members of the selection committee, which consists of His Excellency the Governor (Sir George Le Hunte), the Right Hon. Sir Samuel Way, Professors Stirling, Henderson, and Bragg, and Mr. G. J. R. Murray. A meeting will soon be held, at which it is expected the applicants will be invited to attend, and they will be interviewed by the selectors, who will afterwards deliberate and elect the Rhodes scholar.

Reg. 28th Feb 1905

STUDYING FROM TEXTBOOKS.

The University examiners in their notes on the papers of 1904 comment on the manner in which the textbooks should be studied, and make valuable suggestions to students. The gentleman who dealt with junior English literature remarked:—"I would suggest that the plan of getting a textbook without notes is preferable, as teachers are apt to think that the answers to questions set must be contained in the notes, and pupils who have committed the notes to memory, last year frequently wrote the ipsissima verba of the note without considering whether they satisfied the form in which the question was set." The examiner of junior physiology suggests that candidates would have given more intelligent answers if they had had practical acquaintance with the subject beyond that to be attained by mere reliance on the textbook. The examiner of junior commercial geography has words of appreciation for enterprising students:—"Although, generally speaking, there was too slavish an adherence to the textbook, yet in two or three cases the examiner was pleased to see that the candidate had read more widely, and had given information obtainable as yet only from newspaper or magazine. But it must be remembered that though it is a good thing to note current events and add them to the information given by the textbook, yet the first work of the pupil is to thoroughly 'get up' the book and not neglect it for the sake of a mass of novelty that may have no permanent importance. What new material is acquired is to be organically related to that already in the possession of the pupil; and with this object in view it is a good plan for the pupils to collect newspaper cuttings and classify them for a series of scrap-books, to be made use of when working systematically at any particular country or subject."

Ad. 19th Jan.
1905.

MUSIC EXAMINATIONS.

To the Editor.

Sir—I should like to add a few remarks to my last letter. I quite agree with much Mr. Foster has said. The Trinity exams. have greatly improved the last few years, and I am quite aware many of the candidates can play well, and are taught well. I have no sympathy, however, with Mr. Gardner's ignorant assertions. Put it this way. Mr. Foster probably knows (as I do) several candidates who only got, say, 64 to 67 marks, and who he considers (as I do) were decently prepared, and the marks were about what he expected. Well, my point is this. I am continually meeting candidates who got, say, 60 or 63 marks, and whose playing and methods are simply vile. Why do they pass? Because these examining bodies do not like to lose the business of the leading ladies' seminaries. What is the good of exams. to conscientious teachers if every incompetent person can also just pass their pupils at 60 or 61? They have passed, that is all they and the parents require. The cards with the marks are destroyed, and years after they will all assert they just failed to get honors. A girl to get 67 has to play just twice as well as a girl who gets 60. Is this fair? If a proper enquiry is set on foot in Adelaide I will give three to six cases in the last exam. where pupils ought not to have passed and the hall-mark of competency was given to utterly bad teaching. I suggest that all the teachers of Adelaide subscribe £1-1/- each to defray the expenses of a searching enquiry, and the Government be asked to allow Messrs. Ennis, Reimann, Heinecke, and Boyan to be judges in all cases reported.—I am, &c.,
A TEACHER.

January 14, 1905.

To the Editor.

Sir—It is a pity that "A Teacher" should have the audacity to make a statement of the truth of which he is not certain. He admits I am a clever violinist and up in all professional work, but says I have not had much experience in teaching. I suppose "A Teacher" is like a good many—can teach, but cannot play. It is time this old "gag" died out. How an enlightened public can believe such an absurdity is beyond my comprehension. Let me tell "A Teacher" I can do what I teach. I am also not afraid to sign my name, and what is more, am open to compete with any teacher or player in the State. I commenced my musical studies at six years of age. I distinguished myself at 10 years of age. I have been teaching privately since I was 12 years of age. If 15 years' experience in teaching is not enough I shall wait my second time on earth, and make another start. Perhaps "A Teacher" could give me a start in this respect; he is evidently presumptuous enough.—I am, &c.,
J. A. GARDNER.
Port Pirie, January 16, 1905.

Reg. 31st Jan.
1905.

Mr. Harold Parsons, a young 'cellist, who is well known in connection with the Elder Conservatorium and other important local concerts, will leave Adelaide by the Persic about the end of March to continue his musical studies in the old country. After a year in London Mr. Parsons hopes to visit Germany, and obtain further tuition and experience there. He won the first 'cello scholarship at the Elder Conservatorium, and his progress was so satisfactory that an additional term of one year was granted. A farewell benefit concert is now being arranged, at which many of the best-known local musicians will appear.

Reg. 1st Feb.
1905

THE RHODES SCHOLARSHIP.

Applications of candidates for the Rhodes Scholarship to be awarded in South Australia in 1905 closed at the Adelaide University on Tuesday. Today the committee, consisting of His Excellency the Governor, His Honor the Chief Justice, Mr. G. J. R. Murray, and Professors Bragg, Henderson, and Stirling, will meet to open the applications, and then adjourn to a future date.

Reg 11th Feb
1905

THE UNIVERSITY CALENDAR.

We have received from the registrar (Mr. C. R. Hodge) the University Calendar for the current year. This bulky volume contains, in addition to a mass of other information, details of the financial transactions of the University during the 12 months which ended on December 31 last. These show that, including a balance of £310 brought forward, the income for that period amounted to £21,357, and the expenditure to £20,055. The balance is represented by £790 applied to capital expenditure and £512 in bank and in hand. Of the income £6,638 is in the shape of Government subsidy on endowments, and £9,128 for various fees, the principal contributors to which are School of Music, £3,476; Arts and Science Schools, evening classes, and public examinations, £3,377; and Medical School, £1,578. The capital of the University, made up chiefly of endowments, but including also contributions for buildings, is set down at £270,453. Of this amount £107,788 is invested in various forms of paper security, land, buildings, books, and other assets.

Reg. 28th Feb. 1905.

PRIMARY EXAMINATION "HOWLERS."

The University examiners, in their annual comments on the papers written for the primary examination invariably have amusing answers to quote. For instance, last year one candidate in the English section defined an abstract noun as "a noun that you can never feel, hear, or smell, and it can never talk." In many instances sentences having no meaning were used, such as "Trees are the most majestic and most stately of human nature." "There are numerous numbers of different kinds of trees." "Trees are enjoyable, even by the careless." The examiner of the geography paper remarks suggestively:—"Most candidates showed an utter lack of sense of proportion in their answers, both as regards size and importance. These are very serious mistakes, and teachers are strongly advised to pay special attention to the points indicated. More especially they should endeavour to impress upon their pupils the inter-relation of the various physical features of a country; and the dependence of economic questions, such as the sites of towns, location of railways, &c., upon the configuration of the land. By this means they will convert geography from a mere mass of 'cram' into a subject of great educational value." Surely it was a candidate of the frailer sex who in a history paper described Wolsey as a man "severe and stern-looking, who could be nasty at times."