

Reg. 26th Nov. 03.

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THE UNIVERSITY OF ADELAIDE.

AN HEROIC GRADUATE. CONSECrating HIS MEMORY.

At a meeting of the senate of the Adelaide University on Wednesday afternoon Mr. James Henderson moved—"That the senate concur in the determination of the council made on the 28th day of June, 1903, to commemorate the late Allan James Campbell, a bachelor of medicine and bachelor of surgery, and former alumnus of this University and a surgeon-captain in the military forces, who, in the South African campaign in the year 1900, achieved distinction by signal acts of courage in the course of duty and in the cause of humanity." He said any one who had read the facts and evidence before the council must have formed a very favourable opinion, and come to the conclusion that a resolution of this sort was appropriate. As they were aware, a resolution of the University enabled them in case of distinguished alumni, who had achieved distinction in certain specified ways, to commemorate them after death by some evidence, such as had been erected in connection with the lamented Surgeon-Capt. Hopkins. Thirteen members of the council, constituting an absolute majority, had passed the present resolution. It would have no effect without the concurrence of the senate, and he had the melancholy pleasure to move it. The narrative of the heroic life he asked them to consider worthy of commemoration was a simple one, and could be told without rhetorical embellishment. One could not read it without feeling proud of the University, which was able to equip and send forth so well trained, skilful, unselfish, and noble men into the world to work out their destinies in the cause of humanity and of the empire. In the South African campaign South Australia was very worthily represented, and when one looked at the medical department he felt proud at the great contribution of noble men their University had sent to that field of war. In the first place they had Professor Watson, who had devoted his great skill as a surgeon to the relief and assistance of the wounded men. Another man of great ability was Dr. Hornabrook. Then they had Surgeon-Capt. Hopkins, whose memory was commemorated a few years ago in the mural tablet erected in the Conservatorium. Lastly, they had Surgeon-Capt. Campbell, who sacrificed himself for his country, and who died whilst performing his duty. Although various medical men had the opportunity of going with Mjr. Steynacker, when they found that his headquarters were at Koomati Poort, the centre of the deadly malarial district, they all declined. At that juncture Dr. Campbell came forward with splendid self-abnegation and devotion to duty, and went to that district. He knew he was taking his life in his hands, without any of the glory of battle. There was nothing but the terrible monotony of work, which required a man of great skill and purpose to undertake it. During the worst five months of the year he laboured there, rendering succour and assistance to the poor soldiers. Then the fever took him. It attacked him in such deadly form that he was unable ever to recover. When he rallied for a short time, his friends asked him to take a transfer to some other sphere where there was less danger. He replied—"I cannot run away from what is my duty. I should be a coward if I left them now, and you would not wish that. It is as much my duty to stick to my work as though I were a fighting man." A nobler sentiment could not have been expressed. Dr. Campbell not only expressed it, but carried it out. But he was again attacked by malarial fever, and had to leave the district. He had not recovered long, when the P.M.O. secured his services for the Harrismith Military Hospital. It was while he was performing an overwhelming amount of work there that he contracted the disease which proved fatal. In his devotion to duty he asked them to say that Dr. Campbell had distinguished himself in the cause of humanity. (Cheers.) The Vice-Chancellor (Dr. Barlow), who was visibly affected, in seconding the motion, said it was a magnificent career which Mr. Henderson had outlined, and which one of their own students had carried out in the best way. If they could not imitate Dr. Campbell's example, let them at least consecrate his memory. The motion was carried.

EDUCATION—THE EXAMINATION IDOL.

To the Editor, Sir—Early in 1888, after a successful career as a teacher, I felt that I could not longer work under a system of result examinations. The late Inspector-General of Schools (Mr. J. A. Hartley) was one of the biggest-hearted, purest-minded, ablest of men we have ever had in South Australia, although he had wrong ideas on this subject. He asked me to meet him at his private residence, and we spent a Sunday morning talking over the step I proposed to take. He said, "No teacher in the service has come so rapidly or deservedly to the front as you have, and no one is more likely to hold his own. Other men, perhaps, are your superiors in the technical art of teaching; but no one has developed such originality, or has so succeeded in interesting the children in their surroundings and outside life as you have. If you go I shall be personally sorry, and I shall consider that the department is suffering a distinct loss." I thanked him, and said that he had practically confirmed my decision in his references to the technical art of the schoolmaster. He knew that when I tried I could obtain, and had obtained, examination results equal to any; but I felt when doing it that I was doing a moral wrong to the children. If he would look up the records he would, however, find that in the work which had been so dear to me, and which he had praised so generously, my children had never obtained high credit. He interjected—"Well, they should have done." I said no, they would never do badly at an inspector's examination, but they would never get high marks because the work was educational and not mere teaching. At the same time I knew that if he himself were the examiner the result would be "excellent," because he would enter into the spirit of the teaching. After further conversation I said—"If you can assure me that there is a likelihood of the examination result system being abolished, I will withdraw my resignation." He shook his head, and said emphatically (but I think somewhat sadly), "No, it can't be done; it is the only way we have of keeping teachers up to their work." I said, "That settles it; I go." I left the service, and after 15 years of varied, and I hope progressive, experience and work, I feel that I did the only thing an honest man could do. In 1889 I started on a year's journey of investigation to see whether other people had not been able to shake off the tyrant of result examinations; and after meeting many of the first educationists of the day, was confirmed in my convictions and wrote "Teaching in Three Continents" for Messrs. Cassell and Co., which book has had a direct influence in promoting sound education in England, America, and Australia, especially in Victoria, where, I have been assured, it was the germ which has grown into the present great educational revival under that grand educationist Mr. Frank Tate, M.A., I.S.O. It is gratifying to find that Mr. Hughes in his "Making of Citizens" has followed up my work in a more able manner. Later I wrote "Our Public Schools" in which I criticised our system vigorously, and was perhaps more crudely severe on Mr. Hartley than an older man would have been; but he—fine man that he was—gave me credit for the good intention, and overlooked the errors of method, while sticking to his conviction that the system was necessary. He remained my kindest friend; and I believe that, had Providence spared him, he would ere this have been with me in my views. I have kept quiet for years, knowing that in these things time is the great revealer of truth and the exposé of error. It is now no small source of satisfaction to know that public opinion is being aroused with respect to the evils of the examination fetish, and The Register is to be congratulated once more on the work it is doing in the cause of true education. The articles on "Human Tadpoles" are among the best things written on education. I am, Sir, &c., WILLIAM CATTON GRASBY.

UNIVERSITY EXAMINATIONS.

The University authorities and the colleges and schools have recently been in the throes of the annual examinations. All the degree examinations are concluded, but the complete results will not be known for another week. The junior and the higher public are finished, but the senior is still in progress. The results for these examinations will not be published for some time, although every effort will be made to have the lists out before the speech-days. The primary examination has grown very largely since it was changed from the preliminary. In the latter case there were only four subjects, and a candidate had to pass in all of them. Now there are ten subjects, and those who sit are only required to satisfy the examiner in four, including English and arithmetic. At the last primary examination there were 1,015 candidates, against 900 the previous year. At the present junior there were 557 candidates, against 531 in 1902. The figures for the senior are, 1902, 246; 1903, 406, and for the higher public, 1902, 70; and 1903, 72. The University authorities look on this increase as very satisfactory. They would rather see an improvement here than in the lower examinations. For the junior commercial examination there were 20 candidates last year and 25 on the present occasion. Five students are sitting for the Angas Engineering Exhibition.

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WHAT IS A COMMERCIAL GEOGRAPHY?

The admirable commercial faculty in connection with the Adelaide University has scarcely passed beyond the experimental stage, and it would therefore not be just to criticise it too sharply. At the same time there seems to be good reason to doubt whether the commercial geography paper set in connection with the recent junior commercial examination covers the ground which instructors might have been led to expect, especially seeing that no textbook was recommended, and the syllabus was left to private interpretation. Candidates were, for instance, required to write definitions of the terms "roaring forties," "most-favoured-nation clause," "postal union," "hour-zone system of time," and "consuls." A knowledge of these terms is undoubtedly useful; but there is room for difference of opinion as to whether they all fall under the head commercial geography. Still more so is this the case with the following question, which it would be thought would be classed under economics:—"Generally speaking the exports of a country pay for its imports. But British exports, as valued at the port of departure, are much less in value than the imports. Explain this." The third question is unexceptionable. It reads thus:—"Where does Australia find markets for wool and for wheat; what countries are her chief rivals in their production; and what advantages, if any, have they over her?"

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—With the Examined.—

From "Among the Doomed":—"It is an old saying that any true art is immortal, and this is well borne out, so sayeth the much-examined, bewildered student, in the present days, by the aptness with which Macbeth's long-ago-uttered words fit themselves to the trying time. When, worried and distraught, he leaves the scene of misery with a mangled algebra paper, he exclaims, 'I am afraid to think what I have done; look on't again I dare not.' Or when standing among the feasting and fear-uttering crowd at the gate, these words come back—"Thoughts speculative their unsure hopes relate, but certain issue strokes (pen) must arbitrate; and, as the door opens, 'toward which advance the war.' By the middle of the examinations he is ready to exclaim—"I have supped full with horrors; direness familiar to my slaughterous thoughts cannot once start me." Sometimes, however, amid these horrors a gleam of fun is seen, as when a talkative canine friend disturbs the current of thought with remarks scarcely relative, and is informed by means of an article of furniture that he had better 'stand not upon the order of his going, but go at once.' Herbert Spencer has remarked that laughter is always easy when emotion is present, of whatever nature, and this may account for the fact that such a simple incident wreathed a hundred or more lovely faces in smiles, which were reflected upon the countenances of those of sterner mould."

ad. 11th Dec. 03

The friends of Mr. C. F. Stephens, B.Sc., of Adelaide University, and B.A. of Oxford, will be glad to hear that he has gained further distinction by winning the Burdett-Coutts geological scholarship for research. This coveted University prize enables Mr. Stephens to remain at least another year at Oxford, after which it is hoped that he may return to Australia.

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UNIVERSITY OF ADELAIDE. EXAMINATION FOR THE PASS DEGREE OF BACHELOR OF ARTS. Greek (in alphabetical order).—Kate Caroline LITSHAM, Margaret LITSHAM, Clara Helen PADMAN. Latin (in alphabetical order).—William HENDERSON, Lawrence Stanley JACKSON, Kate Caroline LITSHAM, Clara Helen PADMAN. EXAMINATION FOR THE PASS DEGREE OF BACHELOR OF ARTS. French.—Gertrude Mary WALTON. German.—None passed. DIPLOMA IN MINING ENGINEERING (New Course). —Mining, Part II.— Passed First Class—Roy Lister ROBINSON.

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COMMEMORATION DAY. At the request of the committee appointed to arrange for the Commemoration Day demonstration at Glenelg on Monday, December 28, the Minister for Defence has issued instructions for the Protector to proceed to Holdfast Bay on that day and fire a salute.

THE UNIVERSITY. EXAMINATION FOR THE PASS DEGREE OF B.Sc. Geology I. Second Class. Eric Marfleet Ingamells. Third Class (in alphabetical order). Brian Brock Bayly, George Vickery Brooke, Victor Garfield Martin. HONORS DEGREE B.Sc. Geology.—First Class. Charles Herbert Comley. MINING AND METALLURGY DIPLOMA. Applied Mechanics III. Second Class. Roy Lister Robinson. Applied Mechanics (old course, in alphabetical order). William Lauder Cleland, Augustus Frederick Heseltine, Reginald York Langdon, Victor Garfield Martin, James Shaw.