

Reg. 5th Dec. 1902.

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EXAMINATIONS IN PRACTICE OF MUSIC.
The University of Adelaide in conjunction with the Associated Board of the Royal Academy of Music and Royal College of Music, London.
LOCAL CENTRE EXAMINATIONS.
—Pass List.—Junior Division.—

Pianoforte Playing.—Honour—Maude Bryce Rudall, Tormore House School (Mr. J. M. Dunn).
Pass—Grace Eleanor Bell, Mr. E. E. Mitchell; Lulu Mary Benson, Miss K. Cook; Ella Gertrude Berryman, Miss K. Cook; Edith Margaret Bills, Advanced School for Girls (Miss K. Cook); Christina Jubilee Binks, St. Mary's School, Norwood; Maude Alice Blease, Miss O. Waterman; Alice Esther Bridgland, St. Mary's School, Norwood; Dorothy Eleanor Brown, Misses Winwood, Hyde Park School of Music; Ruby Etheleen Burt, Malvern Coll. School (Miss Adamson); Ida Florence Campbell, Mr. J. M. Dunn; Clarice Isabel Carne, Miss E. Jeffers; Grace Lillian Cook, Miss E. Richards; Stella Daw, St. Peter's Coll. School, N.A. (Mr. A. H. Otto); Kathleen Margaret Disher, Deyburgh House School (Mrs. Evans); Elsa Alberta Limer, Osmond House School (Miss H. C. Webb); Florence Louise Exton, Miss Sheppard; Effie Booyroole Ferguson, Miss M. Parkes; Caroline Annie Ruth Field, Miss Sheppard; Nellie Russell French, Mrs. Samson; Elsie Isabel Geddes, Unley Park School (Mr. C. J. Stevens); Hilda Constance George, Miss E. Ingley; Olive Maude Glover, Miss H. Tucker; Ethel Maud Havers, Miss A. G. Webb; Alice Marion Hopewell, Miss O. Waterman; Gladys James, Unley Park School (Mr. C. J. Stevens); Gwendoline Elizabeth Keipert, Miss A. Kearney; Lucy Kildea, Sisters of Mercy, Angus street; Emmie Irene Langriddedeck, College of Music (Miss M. Mattfeld); Mary Lillicrapp Langman, Malvern Coll. School (Miss Adamson); Kathleen Frances Lewis, Miss E. Jeffers; Jessie Gow McAnna, Mrs. F. Stapleton; Blanche McKennie, Miss A. G. Webb; Eva Morris, Miss F. E. Francis; Jessie Gwendoline Napier, Hardwicke College (Miss E. M. Tilly); Madge Emma Nash, Mrs. F. Stapleton; Violet Nelson, Miss L. Pizey; Jessie Adelaide Osborne, Miss Eaton; Agnes Louise Oster, private tuition; Phemie Marjorie Paltridge, Mrs. E. Price; Mabel Emily Pearce, Unley Park School (Mr. C. J. Stevens); Violet Augusta Piffin, Lothian House School, Semaphore (Miss Stenhouse); Winifred Sophie Roberts, Miss T. Trummer; Ita Clare Rosenthal, Miss A. G. Webb; Alice Maude Scarfe, Miss Daborough; Vera Lisagore Smith, Mrs. Samson; Margaret Steele, Miss Sheppard; Ada Blanche Stephens, Hardwicke College (Miss F. M. Tilly); Mary Isabel Elinor Sutherland, Miss Sheppard; Ottilie Clare Uffindell, Miss O. Waterman; Annie Gladstone Williams, Tormore House School (Mr. J. M. Dunn); Ellie Williams, St. Joseph's School; Mary Joan Yull, Miss E. Ingley.
Violin.—Alberta Ethelwynne Uffindell, Miss G. Thomas.
Organ.—Harold Eustace Wylde, Mr. W. B. Hills.

SCHOOL EXAMINATIONS.—PASS LIST.
—Elementary.—

Pianoforte Playing.—Kenneth John Bruce, Miss J. D. Ure; Ivy Marie Bassow, Miss A. Kearney; Beazie Cook, Miss A. Kearney; Selma Mitchell, Mrs. Cairns and Miss Bell; Maggie Nisbet Perryman, Mrs. Cairns and Miss Bell; Wanda Mina Rosevear, Mrs. Cairns and Miss Bell; Mildred Beryl Rundle, Miss M. Mattfeld; Anne Emmiline Walter, Miss A. L. Hawkins; Margaret Waters, Mr. F. E. Mitchell.
Violin.—Elsie Mary Curwood, Mr. T. Grigg; Lizzie Gwendoline Curwood, Mr. T. Grigg.
Singing.—Maggie Isabel Cameron, Miss A. L. Hawkins.

—Lower Division.—

Pianoforte Playing.—Alma Pauline Victoria Heinrich, Miss F. Barnett; Lucy Hagar Higgs, Mr. G. Shakespeare; Hilda Myrtle Lee, Miss Lizzie Lee; Myra Maud Macdonald, Miss J. D. Ure; Winifred Temby Palamountain, Mr. G. Shakespeare; Mary Magdalene Ryan, Miss A. Kearney; Annie Esther Walter, Miss A. Kearney.

HIGHER DIVISION.—Eleanor Mary Walker, Mr. G. Shakespeare.

DEGREE OF BACHELOR OF LAWS.
(In Order of Merit.)

—Law of Property. Part I.—
First Class.—James Leslie Gordon.
Second Class.—Nathaniel John Hargrave, James Smith, equal.
Third Class.—Ronald Nickels Finlayson, Herbert Kingsley Paine, equal; Charles Augustus Edmunds, Arthur Landseer Colville.
—Law of Property. Part II.—
First Class.—Howard Alison Shierlaw.
Second Class.—William Beazley Goldsworthy.
—Constitutional Law.—
First Class.—James Leslie Gordon.
Second Class.—Francis Villeneuve Smith, Herbert Kingsley Paine.
Third Class.—Claude Percival Latty, Charles Townshend Hargrave, John Claude Martin.

ORDINARY LL.B. EXAMINATION.

—Law of Contracts.—
Second Class.—John Claude Martin, Herbert Kingsley Paine, James Sydney Killooy MacLennan.
Third Class.—Frank Laurie Williams, Frank Kelly.

—Law of Wrongs.—

Second Class.—Ronald Nickels Finlayson, Francis Villeneuve Smith.
Third Class.—Albert Bindley Webb, Donald Angus Kennedy, Charles Augustus Edmunds, Charles Townshend Hargrave.

—Law of Evidence and Procedure.—

Second Class.—Oswald Hunter, John Thomas Mellis Napier.
Third Class.—Charles Augustus Edmunds, Donald Angus Kennedy, William Beazley Goldsworthy, Alfred Charles Weaver.

—Roman Law.—

Third Class.—Thomas John Mellis Napier.
—Jurisprudence.—
Second Class.—Ronald Nickels Finlayson, Howard Alison Shierlaw and Oswald Hunter equal.
Third Class.—Thomas John Mellis Napier.

—International Law.—

First Class.—Howard Alison Shierlaw.
—Latin.—
Second Class.—Frank Laurie Williams, John Claude Martin, Nathaniel John Hargrave, Claude Percival Latty.

—Logic and Psychology.—

Second Class.—Claude Percival Latty.
Third Class.—James Smith, James Sydney Killooy MacLennan.

—English Literature.—

Third Class.—Frank Laurie Williams.
—English History.—
Second Class.—James Leslie Gordon.
Third Class.—Frank Kelly, Charles Lewis Jessop, Cecil Roy Doudy, William Newman Twiss.

—Recommended for Stow prizes.—James Leslie Gordon and Howard Alison Shierlaw.

ADVANCED COMMERCIAL CERTIFICATE.

Commercial Law (in alphabetical order).—Charles Allen, Joseph Anderson, Stanley Edgar Bowes, Joseph Ellis, Walter Harold Pratten Field, John Fraser, Arthur Henry Percival Fry, Alfred Richard Hoeben, John Thomas Kirkman, Theodore Richard Kneeman, James Clow McInnes, Clunie Bruce McMichael, Rowland Thomas Jones Mahnke, Albert Edward Mennett, John George Robertson, Edward William Russell, James Wallace Sandford, Charles Hestall Tinsley, Edward Tweeddale, Egbert Harold Waddy, Samuel Wills, Claude Howard Stanley Winter.

EXAMINATIONS AT THE ADELAIDE UNIVERSITY.

To the Editor.
Sir—At frequent intervals the columns of The Register contain closely printed lists of candidates who are alleged to have successfully passed examinations of various kinds at the Adelaide University. The fees for these examinations must amount annually to a very large sum, and the query is becoming very general among the parents who contribute this revenue—Are these examinations intended to benefit the candidates, or are they got up in the interests of those whose professional duties are connected with the University? Of course, it may be argued that if parents are foolish enough to pay fees for nothing, why should the University not accommodate them? But the fact is that most parents pay in the belief that they are doing something which will be of benefit to their children, and find later that they have been quite mistaken. At the primary examination this year, for instance, about 800 candidates went up. The fees for each of these were 10/ for the compulsory subjects and 2/6 extra for each additional subject undertaken, so that we may safely assume that nearly £500 was received for this examination by the University. What benefit have the candidates or their parents received for this expenditure? About three weeks after the examination was concluded a list of alleged successful candidates was published in the newspapers, and that is all. No official intimation in the shape of a certificate, and apparently there never will be. The name and address of each candidate was supplied at the time of the examination, but apparently the expense of having certificates prepared and posting them to these addresses would take too much from the profits of this "graball" institution. If the parent of a girl who is alleged to have passed the primary examination this year wishes to send her to the Advanced School for Girls next term, what is the position? One of the conditions for a girl entering that school is that she must have passed the primary. In the absence of any certificate, how is she to prove she has passed? It does not appear to me that the list published in a newspaper is sufficient evidence. Her alternative is to be examined by the Advanced School authorities, so that the previous examination is of no utility. I am informed a candidate may go up for the junior examination without having passed the primary, so that it appears to me the primary examination is quite superfluous and the money paid to the University authorities absolutely thrown away.
I am, Sir, &c.,
GEO. E. SANDERS.

Reg. 6th Dec. 1902.

UNIVERSITY EXAMINATIONS.

To the Editor.
Sir—Owing to a letter in The Register of to-day questions have begun to come to me at the busiest time of the year asking why the successful candidates at the recent primary examination are not to receive certificates as usual. I shall be much obliged if you state that no change has been made in the regulations, which are to be found in the annual syllabus and report. The certificates for all the public examinations will be issued during the summer months, and candidates who require them sooner for any purpose can have them in a day or two's notice by applying to me.
I am, Sir, &c.,
ROBT. J. M. CLUCAS,
Secretary to the Public Examinations Board.
Adelaide University, December 5.

Reg. 8th Dec. 1902.

MEMORY AND EXAMINATIONS.

We pride ourselves on the great advance of education since the days when memory, and memory alone, was the faculty cultivated and strained, in order that the thought and experience of the past, as expressed in books, might be appropriated by the young. This appeared to be the only reservoir from which the dawning intelligence of each generation could draw. The head master of a large public school in those benighted days was asked what were his methods of teaching, and said he had no methods; the boys learned and he thrashed. Under this stimulus they acquired a classical education, and he enjoyed a comfortable living for applying it. We know better now; teachers have not such a sinecure, for they feel the strain as much as the pupils. In the state schools it is heaviest, for the methods there are intended to make the work as light as possible for the scholars. The educational code in England has been considerably modified and relaxed, especially relative to the junior classes, and in South Australia the results examinations are a diminishing quantity; but in the higher schools the University examinations dominate the whole course of teaching, and the curriculum of

study for the year is set in preparation for the acute crisis of November and December. In the long list of examination papers at this time of the year placed before hundreds of young students, how overbearing a place does memory take? Seated at their desks, with a printed list of questions, and blank papers before them, with no book to consult, and with no notes to refer to, the memory has to recall the name, the date, the incident, the grammatical rule, the equivalent foreign word, and the algebra formula. Especially is the whole year's study drawn upon; and verbal conversance with text books, rather than mother wit, wins the day. This is why the ablest men of action have failed in examinations. Memory for words, particularly for words on subjects which do not interest them, may be weak, when the observant, the constructive, and the enterprising faculties are keen. What such men observe for themselves they recollect with exceeding vividness. All the circumstances before and after anything they undertake and carry out are held tenaciously and woven into their experience. But on such natures what other men have observed or done takes little hold unless there is some connection or parallelism with their own bent of mind, and languages and the various 'ologies are of feeble interest to them.

Some young people work from 5 in the morning till 10 at night, stimulating memory chiefly; and, if they fail they think it is because they could not recollect everything in the books they studied. It was not this kind of memory whose loss in her 80th year was deplored by Madame Mohl, who for more than one generation gathered in her Paris salon the brightest and the wisest of men and women from all civilized countries. No more alert, original, sympathetic mind than hers could be found; but, alas! in her old age she saw the wisdom of the Greeks in making the Muses the daughters of Zeus and of Mnemosyne (Memory). Memory she called the eyes of the mind, for it unites us to the earth we live on. To turn two or more facts into an idea is easily done if the faithful servant is at hand to bring these facts together. It was for the sake of the ideas that she wished to have the facts brought to her, not merely for the facts by themselves. Dr. Arnold, who lived before the era of examinations, said that the duty of a teacher was to cultivate the memory and the imagination, and then the judgment. Without the two first no judgment could be formed. Dr. Thring somewhat later, declared that three-fourths of what is called teaching and learning in England is the hiding commonsense, and disguising ignorance under phrases. The comparison between good and evil, between wisdom and folly, makes biography instructive; the sequence of causation traces events back to their causes, and onward to these results, constitutes the value of the study of history. In the life of nations, as well as in the life of individuals, we too often see experience like lights placed at the back of a carriage, which show distinctly the path that has been traversed, but give not a single ray to guide on the forward journey. But if our students have not all these things done for them in the text books, with which they have saturated themselves, they are not encouraged to do them at all. The memory training and the memory tests give no encouragement for originality. Thoughtless folk have said that it is not possible for youth to be original, even if it were desirable; and have enquired—What can youth learn except from books or teachers? Any careful watcher of the young mind will answer that it can learn a great deal by looking at ordinary things, by listening to talk not meant to be instructive, by handling objects not designed to be educational. Eyes used only for books, ears only intent on words of wisdom, will make a poorly equipped human being. Our senses were given to us so that we may make personal acquaintance with the facts of life. The kindergarten training for the little ones, the field naturalist's excursions for the older children, the manual and other forms of practical training indicated a sensible outlook on the part of our Education Department—some desire to train habits of observation, to stimulate and to satisfy natural curiosity. The savage has no curiosity, and the over-civilized possesses little more, but it is the most powerful factor in industrial progress as well as in individual development.