

TWO PRESENTATIONS.
SYMPATHETIC STUDENTS.
SOME STRONG LANGUAGE.

A large number of graduates and undergraduates afterwards assembled in a lecture-room in the basement of the Conservatorium to make farewell presentations to Professor Ives.

The first speaker said they all realised that they were losing their professor, and more than professor—their friend. (Hear, hear.) Those of them who had been intimately connected with Professor Ives for the last three years had become acquainted with all his traits, and they felt that they were indeed losing a very great friend and one who had taken a deep interest in all their work. He had never spared any trouble to push them forward, and he had done far more than was his bare duty. When this unfortunate occasion arose the Mus. Bac. students met, and unanimously decided that as a small token of their great esteem for him they should make this presentation. A travelling bag was then handed to Professor Ives on behalf of the first, second, and third year students.

Another presentation of a silver flask and writing case was then made on behalf of the University students generally. In offering this token of esteem the second speaker said they felt they ought to show their deep appreciation of the way Professor Ives had treated them during the year he had been at the University. The professor had gone to considerable trouble with the students, and had given them valuable aid in arranging programmes for the commemoration. He had often taken them in choruses, and had in fact given them a regular musical training. (Cheers.)

Professor Ives, who was received with cheers, said:—Graduates and undergraduates of the University of Adelaide—The very good nature you have displayed on this occasion almost overcomes me. Most of you know I have had a very trying year—a year full of perplexity, when a little sympathy would have been at any moment most welcome. It has been a year when the assistance which those highest in office in our University could and might have been given to me would have been most acceptable. During these months of anxiety and grave perplexity I have only had my students, and the heartiness with which they have worked and the goodwill they have shown me in the tasks I have set them have been my consolation while under this cloud. I feel your sympathy and good will in the nice tokens of your good feeling which you have presented to me. You are most of you at a time of life when a seems bright and hopeful—at a time when you have left to you your belief in the goodness of human nature, and faith in those by whom you are surrounded. May those beliefs and that faith long remain with you! May the time come only in your remote years, if it must come at all, when your confidence in your fellow man shall be come shaken. At the time when character is formed it is important that you should set before yourselves models whom you may copy. Men of genuine excellence in every station of life—men of industry, of integrity, of high principle, of sterling honesty of purpose—command the spontaneous homage of mankind. It is natural to be lieve in such men, to have confidence in them, and to imitate them. All that is good in the world is upheld by them, and without their presence in it the world would not be worth living in. Great men are always exceptional men; and greatness itself is but comparative. In deed the range of most men's life is so limited that very few have the opportunity of being great. But each man can act his part honestly and honorably, and to the best of his ability. He can use his gifts and not abuse them. He can strive to make the best of life. He can be true, just, honest, and faithful even in small things. In a word, he can do his duty in that sphere in which Providence has placed him. Commonplace though it may appear, this doing of one's duty embodies the highest ideal of life and character. At the same time while duty, for the most part, applies to the conduct of affairs in common life by the average of common men, it is also a sustaining power to men of the very highest standard of character. They may not have either money, or property, or learning, and yet they may be strong in heart, and rich in spirit, honest, truthful, dutiful. (Hear, hear.) And whoever strives to do his duty faithfully is fulfilling the purpose for which he was created, and building up in himself the principles of a manly character.

How happy is he born and taught,
That serveth not another's will;
Whose armor is his honest thought,
And simple trust his utmost skill.

It is customary and right that men holding high office in public institutions should conduct themselves with dignity, but you will do well to copy that which is real dignity, and avoid imitating that which is only counterfeit. True dignity can only come from a mind that is sincere, true, and lofty in its ideals, promptings, and inclinations. Specious platitudes, honeyed flatterings, nauseating in their fulsome ness are but evidence of minds that are either mean and paltry or else dangerous in their purposes. Students of zoology will remember that there is a member of the reptile order which obtains possession of its prey by sending forth sweet sounds from its mouth and by fascinating them with its eyes, and when it has got them spellbound it slavers them well over in order that they may be swallowed more comfortably. Beware of the man from whose mouth sweetened saliva is always flowing. (Hear, hear.) I have completed my course at the University after many years of faithful service, and I have good ground for disappointment at this movement, when the Conservatorium having been lifted up from nothingness, and this beautiful edifice constructed, I have to step aside that someone else may take advantage of my work. (Hear, hear.) It would be a painful reflection under ordinary circumstances, but I can tell you frankly that my pain is not altogether imagined, because I have consolations which come from a clear conscience, which tells me that in this critical situation, some of the details of which I have already referred to this afternoon, I have done my part as a man should do. (Cheers.) Although I have not received the good reward which righteous action merits, my conscience is left with me as a faithful and cheering companion.

The meeting concludes with three cheers for Professor Ives, and the singing of "He's a jolly good fellow."

THE MUSIC STUDENTS.

A LEGISLATIVE PROTEST.

THE UNIVERSITY REPORT.

Directly the Assembly met on Wednesday Mr. Price enquired from the Minister of Education whether he had received a report from the Registrar of the University in respect to the apparent injustice done to third-year students in music. "It was to be here at 12 o'clock, but I have not received it yet," answered Mr. Brooker, and Mr. Handyside remarked sardonically, "You won't get it, either," at which Mr. Brooker was wroth. Subsequently Mr. Dixon, on an informal motion of adjournment, drew attention to what he termed the "extraordinary conduct" of the University in respect to the music examinations. The papers were prepared by a Sydney gentleman, who set one question which it was absolutely impossible for third-year students to answer. It was both difficult and ridiculous. He spoke, he said, as one understanding music and harmony. There should have been a clean sheet for the arbitrator to decide on, but one side had been sent and the other suppressed. There was friction at the University, but it should not interfere with the work or the passing of the students. There was an undercurrent of a very unsatisfactory character, and he urged that there should be another examination and another set of papers prepared by an unbiased authority to show whether or not the students have been properly taught.

Mr. Price thought the Government should be represented on the boards of all institutions which they subsidised. Matters should be set right, and public confidence

restored in the management of the University. The students should be given another chance, and their career should not be smashed up and themselves practically disgraced without an investigation. Too much power was given to one individual, and it was not right that his influence should interfere with the career of others. The Government gave £6,000 to the University annually, and they should see that its conduct was both straight and above-board, so that the students might not be made to suffer because of the spleen of the Chancellor towards one of the professors or anyone else.

The Minister of Education regretted the incident, but there were often discords in musical circles. "Only in church choirs," remarked Mr. Price. Mr. Brooker considered it discourteous that the promised report had not been sent. "They never intended to send it," said Mr. Archibald, and Mr. Homburg remarked, "they had no right to do so, and I should have protested if they had. The Minister should not have called for the report." Mr. Brooker said the Government paid £6,000 yearly to the University and were entitled to some consideration. If the University council feared publicity he thought very little of them. The Government intended to act on the line laid down in Victoria, and to say that the State should have representation on the University Council. Next session he would introduce a Bill with this object.

Just at this point (2.25 p.m.) the messenger handed a portentous-looking document to the Minister, who remarked, "Oh, I suppose this is the report come now, but I have no time to read it now. I will hand it to the Chief Secretary and he will acquaint the House with its contents." Mr. Brooker said he had asked for Professor Peterson's report, and if it stated that the questions were too difficult, then the paper should be reset.

Mr. Archibald said Oxford and Cambridge Universities were independent of the Sovereign, but Parliament could interfere with them, and surely we could get information from the Adelaide University. Mr. Homburg evidently wanted to institute a German system. How was it when little things of this kind had to be done a Sydney man could be imported to do it. He was not, like Mr. Dixon, a judge of harmony. He knew more of the "absence of harmony," and that knowledge seemed to be appropriate now. A select clique did not seem to appreciate Professor Ives, and the more that was done to discredit his teaching the better for the interests of that crowd, who could always get someone from Sydney to back them up.

Mr. Livingston hoped the students would get justice.

Mr. Jenkins laid the report on the table without comment, and it was ordered to be printed, so that members might have the full facts before them.

Mr. Conybeer said something was radically wrong and rotten at the University and a searching enquiry should be made. Professor Ives and his students had been scurvily treated. One individual should not rule the roost at the University and make it a laughing stock throughout Australia.

Mr. Peake was grieved at the injustice apparently done to the students, and urged that Parliamentary control should be taken over all institutions helped by the State moneys.

Colonel Castine, as a "professor of harmony," urged patience and a full enquiry.

Mr. Homburg said the highly honorable and respectable gentlemen on the University Senate would do justice without Parliamentary intervention. "Highly honorable and respectable gentlemen may have a bias like yourself," said Mr. Roberts, and Mr. Homburg protested that he has no bias whatever. The Minister had no right to "call" for a report, Mr. Homburg asserted, although he might "ask" for one. "I knew I had no power, but I wished to get over the trouble," said Mr. Brooker, and Mr. Homburg went on to affirm that the University was founded by private munificence, and not by the Government. Beyond the right to approve of the regulations the Government had no control over the

institution at all, although Parliament, of course, could do what it liked in respect to the charter or the moneys of the University. There was no appeal from the decisions of the Parliament, "no matter how unjust they may be," so long as they related only to South Australia. Still, it was contracted in 1874 there should not be political influence exercised towards the University. He was not averse to the Government having representation on its executive, but he was sure no intentional injustice or wrong had been done to the students. He regretted that this matter had been raised at a stage when unpleasant friction existed between the University and Professor Ives.

Mr. Hutchinson said the University should have sent down the report before the House met. He would like to see the £6,000 subsidy made larger, but it should be spent in a different way. The University should be freer. This matter ought to be sifted, lest discredit should be cast on the institution and its management. Shortly after 3 p.m. the matter dropped.

THE REGISTRAR'S REPORT.

The following is an extract from the University report as to the dispute with Professor Ives, which was tabled in the Assembly on Wednesday:—

On Tuesday, December 10, Professor Peterson's report came to hand, and a special meeting of the education committee was held that afternoon. Professor Peterson was of opinion that question 4 was too hard, and should not have been set, and he also criticised some of the other questions, but he plainly made every allowance for the difficulty in which they were placed, and came to the conclusion that none of them were entitled to pass, and he advised that even the best student required another year's teaching.

The education committee reports:—"As directed by the council the education committee met on December 2, and conferred with Professor Ives with respect to a divergence of opinion which had occurred between him and his co-examiner, Mr. W. H. Wale, in connection with the 'Harmony' and 'Instrumentation' papers for the third year of the Mus. Bac. degree. Your committee communicated with Mr. Wale, who readily agreed to the papers being submitted to Professor Peterson. Upon receipt of reply from Mr. Wale the whole of the papers were forwarded to Professor Peterson, who forwarded a confidential report. Your committee regret to report that the whole of the students of the third year have failed to pass the examination. In connection with this question the committee regret to report a difference of opinion with Professor Ives. Upon receipt of a telegram from Mr. Wale consenting to the papers being forwarded to Professor Peterson, the whole of the data in connection with the examination was sent. Professor Ives, however, requested the Registrar, before sending the candidates' papers, to rub out the pencil annotations made by Mr. Wale. Before the papers were sent the Chancellor happened to come into the office and directed the Registrar that he was not to remove the annotations, but to send the whole of the papers and memoranda in connection with the examination just as they were. Professor Ives resented this having been done, and wrote to the Registrar withdrawing his consent to Professor Peterson acting."

On Friday, December 13, the reports of the education committee (Professor Peterson and Mr. Wale) and the whole of the correspondence, together with an application from the students for a fresh examination were anxiously considered by the council, who passed the following resolutions:—

(a) That the council see no reason for departing from the result that the candidates have not passed.

(b) To inform Professor Ives that the referee who was appointed at his request has reported unfavorably, and the council regret that all the students in the third year for the Mus. Bac. degree have failed.

The council further directed that Professor Ives be requested to at once forward the results of the examination for the first and second years. The students also were informed that another examination at an early date could not be granted, as the council were of opinion that they would be better for another year's study.

In conclusion, the Registrar called attention to the following points:—

Firstly, none of the candidates could pass without satisfying both examiners. The co-examiner, Mr. Wale, was nominated with Professor Ives's acquiescence, and has acted with him on several previous occasions.

Secondly, it is unfortunate that Mr. Wale should have set and Professor Ives should have passed without objection a question in one of the four papers set which both Professor Ives and Professor Peterson now consider too difficult. No objection to this question, however, was made until the examination was over.

Thirdly, Professor Peterson, who was referred to for advice, agrees with Mr. Wale that none of the candidates were qualified to pass, and that even the best student needed another year's duty before being fit to be examined for the degree. In coming to this conclusion Professor Peterson made every proper allowance for the disadvantages under which the candidates were placed by the question to which he objected.

Fourthly, the education committee and the council carefully considered the advisableness of having a fresh examination, and came to the conclusion, upon the evidence before them, that in the students' own interests it was better that they should have the advantage of another year's teaching before being examined for the degree. The charter of the University requires the maintenance of a proper standard of knowledge as a condition for obtaining its degrees.