

TENDENCIES IN EDUCATION

At this time of the year the schools, as our columns are demonstrating, are much in the forefront. For the higher seminaries December is the season of speech days, which are no longer mere occasions for giving prizes and closing for the vacation. They are recognised as periods when the youthful mind may be improved by good advice from more or less distinguished visitors, and when those immediately responsible for their welfare, addressing a wider public, may deliver themselves of opinions and conclusions they have reached concerning educational tendencies. To one such discourse, thoughtful minds will admit a special indebtedness. It is impossible to read Mrs. Angove's suggestive address in retiring from her post as headmistress of Girton without finding in it valuable material for reflection. Everywhere, under stress of the all-embracing devastation of the economic and industrial depression, there has been a tendency to reconsider educational methods, and even principles, and to enquire whether and how far they go towards meeting modern requirements. In the old country, even the greatest scholastic foundations are not proof against this tendency; for only a few months ago Cambridge University made a significant move towards bringing the course of study for the B.A. degree up to date, by including in the work of the first two years modern and economic history, modern languages and sociology, the avowed object being to fit the university man to meet the demands of modern conditions, commercial and industrial.

In our own State, a stimulus to reform has been imparted by proposals, yet to be finalised, by which the qualifications for entering the University as a graduating student will be rendered a little more onerous than they have been. The matriculation standard will be higher than the present leaving examination, and the change, as Mrs. Angove points out, cannot be without effect on the syllabus of the schools from which the University is recruited. What has struck many observers is the possibility that, in its democratic fervor, the community has gone a little too far in assuming that, for most students, opportunity alone was required to enable them to embark on a University career. Mrs. Angove had girl students in mind when she said the percentage who have—and she might have added can have—any intention of "taking university work seriously" is remarkably small. But the remark is true of either sex. Many more have felt the call than have been chosen; but the call will doubtless be less urgent when the matriculation examination is rendered more exacting. As an inevitable consequence, some curtailment of the curricula of the schools may be expected, and a concentration on fewer subjects, of the attention now lavished on too many. There are frills and furbelows, attractive and delightful enough for those whose lines are cast in pleasant places, but, in Mrs. Angove's phrase, it is the rank and file by whom the schools are filled, and a wise curriculum would be one that studied them rather than the exceptionally fortunate or gifted who will always make their way. What should be prevented is the waste of time and energy on subjects extraneous to any real purpose in life. "God bless the higher mathematics, and may they never be of any use to anybody," said a Cambridge Don, but they are viewed by Mrs. Angove with a less indulgent eye, as a subject for the rank and file. "Dabbling in two or more languages" meets with no more favor

from this experienced teacher, though it may be inferred that for one foreign tongue she would find a place in her ideal curriculum. In fact, she makes it clear that she is far from disdaining cultural subjects, which, of course, for girls would include music, painting, and needlework. A vital truth is emphasised in her statement that while in a man we educate an individual, in a woman we educate a family. As a result of the new occupations opening to women, it may be feared that those arts which make so much for domestic happiness are somewhat losing their old attractiveness, and it is well to have their value emphasised, if only for their effect in enhancing the interest of life. Switzerland can present to the tourist no pleasanter spectacle than its legions of women who pass their hours of leisure in the public gardens, producing with fingers of unsurpassable dexterity, things of beauty in embroidery and other forms of needlecraft, which are indeed joys for ever.

UNIVERSITY PROGRESS

The University of Adelaide has progressed since its modest foundation nearly sixty years ago, to an extent that would have astonished even its earnest promoters. Australian visitors to Oxford or Cambridge naturally ask "Where is the university?" and receive the surprising reply, "Nowhere! Everywhere!" It is made up of a combination of the scattered colleges. Our own supreme venture into culture did not arrive in this Topsy-like manner. Its very beginning had to be a definite local habitation, and the modest building which still faces North terrace, at first served as library, assembly hall, classrooms, and everything else. Presently it was built on at the back. The Elder Hall came in time, to house the Conservatorium, and also serve as dance floor and general meeting place for big occasions. The original building having been enlarged as far as space would allow, separate structures in the modern red-brick style, careless of outward ornament but perfect as to up-to-date appliances within, were erected to relieve the pressure. Then the question of the small precipice forming the ancient flood bank of the Torrens was grappled with, and at last mastered. Today, while the appearance from North terrace is little changed, the lower level, too, hums with activity. All this has been made possible by generous grants of both land and money by successive Governments; and by the munificence of private donors, among whom are prominent the names of Hughes and Elder at the start, and latterly Darling, Waite, Barr Smith, and Bonython. The University has indeed been fortunate in its friends; fortunate, too, in the long line of those who have served, without fee or reward, from the earliest days to the long reigns of Sir Samuel Way and Sir George Murray, with the strong Council and committees which give them practical assistance and advice.

Equally marked has been the academic progress, from a restricted range of study, reflecting eighteenth century ideals, to a wide field of practical endeavor. Not so long ago, the man in the street or on the land was apt to regard any university as the home of culture, and only that. "Practical" wisdom was supposed to be a thing outside its range—and a better thing. But the grip has been extended, within little more than half a century, to cover every side of practical endeavor. From the breaking strength of a metal to the exact nature of a plant disease, from a poison to a parasite, the community knows that the best opinion can be obtained here. From the few original professorships, the University has had practically forced upon it the handling not only of subjects such as geology and botany, but also of things so diverse as music, engineering, economics, forestry, practical agriculture, and animal nutrition. Today, the

ideal of almost every lawyer or doctor, engineer or school teacher, is to carry the magic letters which denote the possession of a degree or diploma. The annual Commemoration ceremony of this afternoon will crown the University's achievements for the year, and reflect their strikingly wide range. It is an occasion on which all friends of the institution review its growth and present strength with justifiable pride.

LESS VARSITY STUDYING Benefits From New Method IN FORCE 1934?

Arrangements for introducing the new method of matriculation for entrance to the Adelaide University will begin early next year. It is possible that the system will be in force in 1934.

To matriculate under this method a student will need to pass only three or four subjects. Guarantees might be required of a candidate's ability on other subjects.

These matriculating subjects will consist of mathematical or language tests. The present proposal is for the number to be four, but it is very likely that it will be reduced to three.

A candidate can pass either in four mathematical subjects or four language subjects, or a combination of both. He will be able to matriculate after passing Latin, French, Greek, and German, or mathematics I. and II. in the two grades.

The chairman of the Public Examinations Board (Prof. J. McKellar Stewart) said today the new system would be beneficial in three main ways.

"The University wants a special examination of its own for candidates to gain entrance," he said. "At present the Leaving Examination serves three purposes. It is for entrance to the University, as a basis of a liberal education, and a certificate of entrance to banking, commerce, and other business."

SCHOOL CURRICULUM

"Secondly, it would reduce to a minimum the studying of subjects which a candidate was not going to continue, and, thirdly, it would strengthen the bond between the schools and the University."

"If the schools are freed, they can devise their own leaving examination tests. This certificate might then take a variety of forms—one for students who are to take up medicine, law, commerce, and perhaps one for girls who are not going to study any more."

"Candidates who had passed their intermediate would still have to pass in the three or four subjects required."

Prof. Stewart said the method had been brought before the Universities' Conference in Sydney in September. He had been informed that the council was prepared to recognise the system.

He thought it would do a lot of good. It would prove an excellent test of a candidate's mental powers before he entered the University, and would reduce, even if it did not obviate altogether, unnecessary subjects.

It would mean that the curriculum throughout the schools would have to be revised entirely.

COMMEMORATION AT UNIVERSITY

Elder Hall, at the University, presented an impressive sight this afternoon, when candidates of the Adelaide University and graduates of other universities gathered for the annual commemoration ceremony.

More than 150 students were presented with diplomas by the Chancellor of the University (Sir George Murray).

There was an obvious undercurrent of excitement among the students as they waited to receive the rewards of their work.

The Chancellor gave an address before presenting the diplomas.

Among those present at the commemoration were the Vice-Chancellor (Sir William Mitchell), Sir Josiah and Lady Symon, Lady Kidman, the Premier and Mrs. Hill, the Chief Secretary (Mr. Whitford), the Minister for Local Government (Mr. Jelley), and the Commissioner of Public Works (Mr. McInnes).

About 150 guests were present at the annual University Commemoration luncheon yesterday in the University Refectory. Mr. C. T. Madigan, who presided, referred to the late Professor T. Brailsford Robertson, who was the founder of the annual luncheons, which were given as a welcome to those who were about to take their degrees or diplomas.

Mr. G. C. Ligertwood, K.C., urged new graduates to continue the traditions of the University, and thus continue the fame of University men who had already won fame by their faithful and sincere works.

On behalf of the new graduates, Dr. John L. Hayward (Vice-President of the Adelaide University Union) replied.

The committee of the Graduates' Union at the top table were Mr. C. T. Madigan (acting chairman), Professor R. W. Chapman (acting Vice-Chancellor of the University), Professor A. L. Campbell (president of the Adelaide University Union), Sir Charles Martin, Professor McKellar Stewart, Drs. Marjory Smith, Violet Plummer, A. Lendon, Rex Matters, Mrs. J. C. McKail, Mrs. W. Berry, Messrs. J. Ewens, G. Fuller, and M. C. Kriewaldt (secretary).

VARSITY TO CREATE NEW DEGREE A.U.A. Diploma of Chemistry

The University of Adelaide has decided to create a Diploma of Pharmacy, to come into operation next year.

There will be a Board of Pharmaceutical Studies, and before entering on the course for the diploma every candidate must have passed a preliminary examination approved by that board.

Candidates who fulfil the conditions shall be awarded the diploma, shall be styled Associated of the University, and shall be entitled to use the letter A.U.A.

To obtain the diploma candidates will have to attend the courses of instruction and pass examinations in inorganic chemistry, organic chemistry, volumetric analysis, and drug assay, botany, materia medica, forensic, and commercial pharmacy, practical pharmacy, and produce evidence of having fulfilled the conditions of practical experience required by the Board of Pharmaceutical Studies.

PROF. MACBETH, CHAIRMAN

The Board of Pharmaceutical Studies is to be appointed annually. It will consist of the Chancellor of the University, Vice-Chancellor, the Angus Professor of Chemistry, the president and secretary of the Pharmaceutical Society of South Australia, the president of the Pharmacy Board, and such other persons as the council of the University shall from time to time appoint.

The board will advise the university council on all matters relating to studies, lectures, and examinations in the subjects for the diploma of pharmacy, and the appointment of lecturers and examiners. It will also perform such other duties and exercise such powers as the council shall delegate to it.

The Angus Professor of Chemistry will be chairman. Prof. A. K. Macbeth is the present holder of that office, and will be the first chairman.