

**HIGHER-GRADE TEACHING.**

What may be termed the sixth-class movement will be the most noteworthy feature of the South Australian programme in elementary education during the next few years. Not only the larger schools in centres of population, but also a number of country schools, will be encouraged under the new regulations to maintain sixth classes; and small grants will be awarded to the bright pupils of those schools which possess no sixth class in order to enable them to live away from home and attend for a time at those which are better provided in that respect. The principle is undoubtedly good. It accords with the policy which has long been recommended by "The Register," and recently it has had the strong advocacy of some members of Parliament—notably Mr. Peake—who take a special interest in educational matters. The prizes offered are certainly fewer for the boys and ten for the girls; and in country schools which cannot maintain a sixth class there are many more than 20 clever lads and lasses who would amply justify any wise encouragement offered to them in the continuance of their studies. If 20 country schools should possess the advanced classes the scholars attending them as prizeholders from surrounding districts will average only one per school; so that the new classes will not be numerically much strengthened in this way. The 20 prizes alluded to are quite distinct from the 48 exhibitions or bursaries which are intended to carry pupils beyond the elementary stage, and which are tenable either at the Pupil Teachers' School, the Advanced School for Girls, or one of the private colleges. The present intention in the establishment of the "junior scholarships" is merely to foster the growth of what the Hon. E. Lyulph Stanley, writing in the "Contemporary Review," calls "higher elementary schools."

The old adage to the effect that one man may take a horse to the water, but many cannot make him drink is very significant in connection with national schemes for higher education. The clever and really studious pupils should have the preference in any attempt to carry public education beyond the elements of reading, writing, and arithmetic; and for this reason we have advocated the economical plan of increasing the number of scholarships and other prizes rather than the wasteful system of inaugurating high schools maintained by the State. Through their failure to recognise and to act upon this principle the progressives in the British school boards have laid themselves open to effective attacks from their opponents. For instance, in the "National Review" Mr. W. C. Bridgeman writes:—

The Progressive Party have not established a claim to capacity for organization by the manner in which they have carried out this work (of extending the scope of elementary education). Every one will agree to the postulate that the mere fact of poverty should not prevent any child from receiving education in all the stages up to the university, if that child is clever enough to do justice to it. But that is not a reason for giving instruction above the standards in about eighty different departments, free of charge to all who choose to avail themselves of it; and it is a clumsy arrangement if, in order to benefit ten clever but poor children, the ratepayers' money must also be spent in giving higher instruction free to fifty children who may not be capable of deriving any advantage from it, and fifty more whose parents can perfectly well afford to pay a reasonable fee.

This puts only one aspect of the case against State-supported high schools, because the expensiveness of the elaborate provision made for the free higher education of those children who do not desire it, or who do not need to receive it free of cost, inevitably results in limiting the advantages offered to really eager but poor students living in the more remote local places. Mr. Bridgeman mentions his experience regarding one school at which dancing was taught as a higher elementary subject, and which attracted the attention of many pupils who were anything but studiously inclined. It was a terrible tactical mistake for the Progressives to begin spending money upon fanciful matters before they had in even the most moderate degree satisfied the requirements of young people whose poverty alone prevented them from mounting the ladder of learning. Through this blunder the cause of higher public education in England has received a check from which it will take many years to recover.

The fee for instruction at the Advanced School for Girls has been reduced by the new regulations to £2 15s. a quarter, thus absorbing rather more than the estimated surplus which resulted from last year's working of the institution. To arrive at a definite conclusion on the point whether a real surplus existed, it would be necessary to debit the school with a fair rent for

building and land. Certainly the school competes on terms favourably influenced by State funds with private institutions. When it was first established its existence was defended on the ground that there was a scarcity of higher schools for girls and of lady teachers competent to impart instruction in them; but now—when the University has been a quarter of a century in existence and has turned out many lady graduates, to say nothing of the presence of many other highly cultured ladies who are good teachers—this special plea has no force. The Advanced School for Girls is an anomaly, and will become increasingly so when the Pupil Teachers' Schools and the teachers' classes at the University shall have become firmly established. So far from encouraging the progress of the higher education of girls, the presence of such an institution may tend to discourage it by forbidding the establishment of private schools; and by reducing its fees to an absurd rate it could ruin struggling private instructors of girls in the higher grades. The shadow of Government competition, conducted on uncommercial principles, sits like a nightmare upon private enterprise in many directions; and some definite understanding should be soon arrived at regarding the exact limits of State interference. In the domain of advanced education the duty of the State ceases when it has provided clever but poor pupils with an opportunity of improving their talents for the ultimate benefit of the community. From a strictly utilitarian point of view such a work is a profitable investment, and success in industrial competition between different countries will in future depend largely upon the extent to which the abilities of capable young people are judiciously fostered. But offering an advanced school education to those who are able and willing to pay for it at the full current rate is no part of the State's duty. There have been too many unjustifiable experiments of the State socialistic kind in education. The Agricultural School, for instance, is an institution mainly for the benefit of city lads who in general are not in want of opportunities for education, and it unfairly competes with private secondary schools. The Education Department is wasting its efforts in some directions, and this accounts for the fact that since the death of the late Inspector-General the expenditure has increased from £135,504 to £154,810, or at the rate of nearly £5 for each additional child instructed. There is good reason to believe that the system of calling out a number of head masters to act as inspectors must result in adding to the costliness of the department by increasing the number of highly paid officers who occupy positions of command in the service. Had this source of loss been avoided it might have been practicable to have made better provision for the higher education of country boys and girls than that indicated in the new regulations.

**UNIVERSITY OF ADELAIDE**

**SENIOR PUBLIC EXAMINATION.**

**PASS LIST.**

**FIRST CLASS.**

- Reginald Lancaster Beddome, 1\*, 2, 4, 7\*, 9\*, 12, St. Peter's College; Stella Mary Churchward, 1\*, 4\*, 5, 7, 9\*, 10, 11\*, Advanced School for Girls; Elsie Eleanor Cowperthwaite, 1\*, 2, 4\*, 5, 7, 10, 11\*, Advanced School for Girls; George Gardner, 1, 2\*, 4, 5, 7\*, 9\*, St. Peter's College; Emily Milvain Good, 1\*, 4\*, 5\*, 7, 11\*, 12, Tormore House School; Charles Leslie Hawkes, 1\*, 2, 4, 7\*, 9\*, 10, St. Peter's College; Charles William Hooper, 1\*, 2, 5, 7, 9\*, 10, Prince Alfred College; Dorothea Violet Jacob, 2, 4, 7, 11\*, 12\*, Dryburgh House School; Reginald Yorke Langdon, 1, 2\*, 4, 7\*, 9\*, St. Peter's College; Rory Eric McLaren, 1, 2\*, 3, 4, 7, 9\*, 10, St. Peter's College; John Claude Martin, 1\*, 2, 4, 7, 9\*, St. Peter's College; Herbert Kingsley Paine, 1\*, 2\*, 3\*, 4\*, 7, 9\*, 10, St. Peter's College; Ernest Frederick Parker, 1\*, 2\*, 4, 7, 9, St. Peter's College; Rex Garnet Plummer, 1, 2\*, 3, 7\*, 10, 12\*, Prince Alfred College; Gertude May Reedy, 1\*, 4\*, 5, 7, 11, Advanced School for Girls; Frank Smith, 1\*, 2, 4, 7, 9\*, 10, 12\*, St. Peter's College; Vivian Charles Stuckey, 1, 2, 3, 4, 7\*, 9\*, St. Peter's College; John Frederick Ward, 1\*, 2\*, 3\*, 5\*, 7\*, 8\*, 10\*, 12\*, Prince Alfred College; Alfred Cuthbert Wells, 1\*, 2, 3, 7\*, 9\*, St. Peter's College; John Raymond Wilton, 1\*, 2\*, 3\*, 7\*, 8, 9\*, 10\*, 12\*, Prince Alfred College.

**SECOND CLASS.**

- Thomas Elliott Ashton, 1\*, 2, 7, 10, Way College; Frederick John Bates, 1, 2\*, 4, 7, 12, Perth High School; Brian Brock Bayly, 1\*, 2, 7\*, 9, St. Peter's College; Avenue Charlotte Brandwood, 1, 4, 11, 12\*, Unley Park School; Bryce Copland Buchanan, 1, 2, 7, 9\*, St. Peter's College; Oscar Rudolph Buring, 1, 2, 3\*, 7, 9, 10, Prince Alfred College; Edmund Cecil Cuitton, 1, 2\*, 4, 7, 12, Perth High School; Arthur Benjamin Ellis, 1, 2\*, 3, 4, 7, 9, Malvern College; Margaret Joyce Harris, 1\*, 4, 7, 11, 12, Tormore House School; May Margaret Harry, 1\*, 4, 5, 11\*, Advanced School for Girls; William Henderson, 1\*, 2, 4, 7, 9, Queen's School; John Grant Duncan Hughes, 1\*, 2, 4, 7, St. Peter's College; Leslie Thomas Lewis, 1, 2, 3, 5, 7\*, 10, Prince Alfred College; Arthur Benjamin Lloyd, 1, 5, 7, 8, 9\*, 10, 12\*, Prince Alfred College; Robert Wilson Macaulay, 1, 2\*, 3, 4, 7, 13, Perth High School; George Douglas Moore, 1, 2, 5, 7\*, 9, 10, Prince Alfred College; Francis Arnold Moseley, 1, 2\*, 3, 4, 7, 12, Perth High School; Clara Helen Padman, 1, 2\*, 3, 4\*, 5, 7, Advanced School for Girls; Paul Antony Roach, 1\*, 2, 5, 7, 9, 10, Prince Alfred College; Norman Craig Shierlaw, 1, 2, 4, 7, 9\*, 10, Prince Alfred College; James Smith, 1, 2, 7, 12\*, 13, Rev. D. A. Kerr's tuition; Rachel Pittar Stanton Stanton, 1, 4\*, 5, 7, 10, 11, Advanced School for Girls; Hubert Philcox Wallma, 1, 2, 7, 9\*, St. Peter's College; Lorna Maude Waterhouse, 1\*, 4, 5, 7, 10, 13, private tuition.

**THIRD CLASS.**

- Cyril Philipps Bryan, 1\*, 2, 7, Christian Brothers', Perth; Neil Campbell, 1, 2, 7, 9, St. Peter's College; Reginald John Carter, 1, 2, 4, 7, Perth High School; Arthur Landseer Colville, 1, 2, 7, 9, St. Peter's College; Margaret Colville, 1, 4, 5, 11, Tormore House School; Raymond Windham Cooper, 1, 2, 5, 9, 10, Prince Alfred College; Elsie Milner Davidson, 1, 4, 7, 11, Advanced School for Girls; Dean Dawson, 1, 2, 5, 7, Prince Alfred College; Nora Florence Fiveash, 1, 5, 11, 12, Girls' Collegiate School, Malvern; Catherine Forrest Gardner, 1, 4, 7, 11, 12, Dryburgh House School; Otha Eric Goldsworthy, 1, 2, 7, 10, Way College; Mabel Hope Harris, 1, 2, 3, 10, Miss Martin's School; Sophia Ellen Holder, 1, 2, 4, 7, 10, Advanced School for Girls; Mary Adele Jacob, 1\*, 4, 11\*, Mrs. Hubbe's School; Mary Tabitha Kinnish, 1, 4, 5, 7, 11, Advanced School for Girls; Claude Percival Latty, 1, 2, 5, 7, 9, 10, Prince Alfred College; Essington Lewis, 1, 2, 9, 10, St. Peter's College; John Victor McAree, 1, 2, 4, 7, 10, Christian Brothers', Adelaide; Ivy Catherine Janet McKenzie, 1, 4, 11, 12, Unley Park School; Muriel Perth Menkens, 1, 4, 7, 11, Advanced School for Girls; Archie Ferguson Miller, 1, 2, 4, 9, Queen's School; Garnet Ethelbert Mitchell, 1, 2, 7, 9, St. Peter's College; Emily Meadith Moulden, 1, 4, 7, 11, 12, Tormore House School; Olivia Marie Nienaber, 1, 4, 5, 7, 11, Advanced School Girls; Arthur Roy Nottenius, 1, 2, 5, 10, Prince Alfred College; Roy Nottle, 1, 2, 5, 7, 9, Christian Brothers', Adelaide; Catherine Margaret Pritchard, 1, 2, 4, 7, 10, 11, Miss Martin's School; Maude Mary Puddy, 1, 4, 5, 11, Advanced School for Girls; Cecil Olive Richardson, 1, 4, 7, 11, 12, Tormore House School; Francis George Rooney, 1, 2, 7, 10, Prince Alfred College; Arthur James Gordon Seddon, 1, 2, 9, 10, St. Peter's College; Sarah Simpson, 1, 4, 7, 11, 12, Miss Martin's School; Francis Villeneuve Smith, 1, 2, 4, 9, Christian Brothers', Adelaide; Edith Quarrvndon Stables, 1, 4, 11, 12, Tormore House School; Fred Russell Thomas, 1, 2, 7, 9, 10, St. Peter's College; Olive Mary Verco, 1, 4, 11, 12, Unley Park School; Florence Irene Williams, 1, 4, 11, 12, Unley Park School.

**FOURTH CLASS.**

- Katherine Emily Birks, 1, 4, 11, Advanced School for Girls; Hubert Henry Cowell, 1, 2, 7, Prince Alfred College; Constance Muriel Davey, 1, 5, 7, Clare High School; Euphemia Gibb Drummond, 1, 4, 7, Yoothamurra School; Dorothy Mary M. Goodfellow, 1, 4, 7, Convent Mercy, Angus street; Nathaniel John Hargrave, 1, 2, 9, St. Peter's College; Robert Joyce, 1, 4, 7, Christian Brothers', Perth; Lilian Ivy Keene, 1, 4, 7, Yoothamurra School; George Leahy, 1, 4, 12, Christian Brothers', Adelaide; James Sydney Kileoy MacLennan, 1, 2, 7, St. Peter's College; Archibald Campbell Magarey, 1, 2, 9, St. Peter's College; William Ashley Norman, 1, 4, 7, D. H. Hollidge; Joan Hodgkiss Prockter, 1, 4, 11, Miss Martin's School.

The undermentioned candidates passed in the following special subjects:—Walter Harvey Bagot, 10; Sydney Thomas Charles Best, 2; Rev. D. A. Kerr; Richard Leslie Eugene Bosworth, 2, private study; John Raglass Brookman, 7, 9, 10, University College; Amelia Harriett Brown, 13, Miss Martin's School; Nelie Gertrude Bruce, 4, 7, 10, private tuition; Jasper Cyatt Colebatch, 2, Prince Alfred College; Alison Hope Crozier, 1, Unley Park School; Violet Mary Pash Dunn, 4, Mdlle. Mouchette and Laen; Norman Holehouse Edwards, 7, private tuition; Hubert Kingston Giles, 12, Queen's School; Margaret Irene Gray, 4, Hardwicke College; John James Hughes, 4, Mdlle. Mouchette; Anna Kathinka John, 5, 13, private tuition; Lester Maurice Wolfe Judell, 7, Prince Alfred College; Kate Caroline Lipsham, 1, Advanced School for Girls Maggie Lipsham, 2, 3, 7, Advanced School for Girls; Louis Alfred August Lutz, 2, private study; Mary Ellison O'Hara, 13, Miss Martin's School; Olive Blanche Reid, 4, Hardwicke College; Kathleen Mary Scarfe, 1, 4, Hardwicke College; Ida Gwendoline Viner Smith, 3\*, D. H. Hollidge; Winifred Stevenson, 1, Advanced School for Girls; Edward Stokes, 2, Rev. D. A. Kerr; Geoffrey Kyllin Thomas, 1, St. Peter's College; Ernest Sinclair Tuckwell, 3\*, D. H. Hollidge.

In the foregoing lists an asterisk denotes that the candidate passed with credit in the subject represented by the figure to which the asterisk is attached. The figures attached to the name of any candidate show in which subjects the candidate passed, as follows:—1, English; 2, Latin; 3, Greek; 4, French; 5, German; 6, Italian; 7, pure mathematics; 8, applied mathematics; 9, chemistry; 10, experimental physics; 11, botany and physiology; 12, physical geography and the principles of geology; 13, preliminary arithmetic and dictation.