

Ad. 18th May 1906.

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THE UNIVERSITIES AND THE LADIES.

Lady graduates of the Adelaide University have always been admitted as members of the senate on the same terms as their male colleagues.

Dr. Leeper moved that the council approve of the proposal and request the Government to take steps to amend the incorporation Act accordingly by the omission of the word "male."

The Rev. A. Marshall—It is a logical conclusion.

Dr. Barrett—The Senate has adopted this proposal.

Professor Allen—I don't like to see any tinkering with the constitution until we see definitely what we are going to do with it.

Mr. H. B. Higgins, M.H.R., said that women had for many years been admitted to degrees, and he did not see why they should not be allowed to vote in the interests of the University.

Professor Allen considered that however desirable the proposal might be in different circumstances, the admission of women under the present conditions would simply make the senate less effective.

Mr. John Grice considered that there was a risk of other amendments being made in the Act. There was a small attendance that day, and he moved as an amendment that the matter be deferred.

During a discussion of a conversational character, Mr. Higgins expressed the fear that in Parliament advantage might be taken of the proposal to attempt to introduce the theological question.

The council decided to consider the matter at its next meeting.

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ELDER CONSERVATORIUM CONCERTS.

From "Cui Bono":—"To many who attend the students' concerts given by this institution, the way in which the programmes have been drawn up this term has occasioned surprise.

ADVANCED COMMERCIAL COURSE.

To the Editor.

Sir—I am glad to see that someone has again brought to the fore the question of a commercial degree. As one who is taking the University course, I can sympathise with "Student" as to the desirableness of establishing this degree.

—I am, &c., ANOTHER STUDENT.

Ad. 25th May 1906

THE TEACHING OF SCIENCE

UNIVERSITY ATTITUDE.

"USEFUL KNOWLEDGE DESPISED."

Professor Edwin Ray Lankester, M.A., F.R.S., director of the natural history departments of the British Museum, and late Linacre professor in the University of Oxford, is strongly on the side taken by "The Advertiser" in the controversy concerning the relative value of so-called "classical" training, and the acquirement of scientific knowledge.

"It is a fact which is strangely overlooked at the present day, when the assumption is made that the acquirement of a knowledge of Greek grammar is the traditional and immemorial occupation of Oxford students—that until the modern days of the eighteenth century ('modern' in the history of Oxford) Greek was less known in Oxford than Hebrew is at present, and that the study of Nature—Nature knowledge and Nature control—was the appropriate occupation of her learned men.

Speaking of the science of bacteriology, the professor remarked that it seemed to him a thing of greater significance to mankind than the emendation of a Greek text or the determination of the exact degree of turpitude of the statesman of a bygone age.

"We boldly operate upon the minds of children in our systems of education without really knowing what we are doing. We blindly assume that the owners of certain minds, traditionally trained in amusing elegancies, are fit to govern their fellow-men and administer vast provinces; we assume that the discovery and comprehension of Nature's processes must be the work of a very few, and peculiar minds; that if we take care of the body the mind will take care of itself.

When knowledge on this matter reaches, as it inevitably will in time, to the general population, it is certain that the democracy will demand that those who expend the resources of the community and as Government officials undertake the organisation of the defence and other great public service for the common good, shall put into practice the power of Nature-control which has been gained by mankind, and shall exert every power to obtain more.

"It would not be necessary to wait for this pressure from below were the well-to-do class—which in most modern States exercises so large an influence both in the actual administration of government and by example—so situated as to be in any way aware of the responsibilities which rest upon it.

"The question has been recently raised as to whether the acquirement of a certain elementary knowledge of the Greek language should be required by all those who desire to pursue their studies in Oxford University, and accordingly whether the teaching of the elements of this language should form a prominent feature in the great schools of England. It seems to us (I am presenting the opinions of a large number of educated men) that this is only part of a much larger question, namely, whether it is desirable to continue to make the study of two dead languages—and of the story of the deeds of great men in the past—the main, if not the exclusive matter to which the minds of the youth of the well-to-do class is directed in our schools and universities.

In the face of arguments like these the University of Adelaide in assessing the value of subjects at scholarship examinations at the higher public examination—and the scholarships are given by the States—makes out a table of this kind:—

Table with 4 columns: Subject, Marks, Subject, Marks. Rows include Latin, Greek, History, Applied mathematics, Physics, Chemistry, Geology, Biology.