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### ADVANCE AUSTRALIA!

The above injunction might have well described the test of Dr. Ennis's address in the old institute on Thursday evening. The local University committee had convened a meeting of all interested in the progress of music in the district, so that Dr. Ennis, of the Elder Conservatorium in Adelaide, might speak upon musical education and the high standard of examinations conducted in the Commonwealth. There was a fairly good attendance, including a number of the local music teachers. Mr. F. H. Daniel (chairman of the local University committee) presided and introduced Dr. Ennis. He also read a letter from Mr. G. Shakespeare, in which the writer regretted inability to be present, and promised to help forward the movement. Dr. Ennis then gave a concise and clear address on musical examinations and their relation to musical education. Examinations were of great value to pupils, because they provided a stimulus, something to work for. At the same time they should not be the main consideration. Unfortunately, the tendency nowadays was to use examinations for getting certificates to hang up in the parlor for friends to view, and examinations were not taken at their true value. To be of full value every examination should be accompanied by a written report, stating its nature and why a pupil did well or badly. This the Adelaide University did, issuing a report to every pupil who failed, showing wherein lay the weakness. This enabled the pupils to work up the defections. Although this craze for certificates caused great disappointment in many cases, many a time a failure did a candidate more good than a pass. He did not encourage studying for an examination twelve months or so ahead. The candidates simply worked at the test pieces to the exclusion of ordinary work, and this meant a very unsatisfactory result. To do good work, the pupil should acquire a good knowledge of the test pieces, then for a period put them away altogether, and a month before the examination work hard at them again. Dr. Ennis then dwelt upon the South Australian and Victorian Universities and other examining bodies outside these centres which were patronised by music teachers. Many years ago the University of Adelaide inaugurated a system of examinations in the theory and practice of music, and they were very successful. In 1897, he believed, the Associated Board of Music, London, the premier examining body in England, was asked to co-operate, and they worked in conjunction with the University. In 1899 another agreement was made, and expired by effluxion of time in 1906. By that agreement the University accepted the Associated Board's syllabus and examiner, and the University was responsible for the examinations. It was afterwards thought the Universities of Melbourne, Brisbane, and Adelaide could unite to take the work up, and devote any profits that might accrue to musical education in Australia. In 1906 the three Universities began operations together, and the arrangement continued still, but owing to their connection with the Associated Board people began to overlook the fact that ultimately these examinations were owing to the University, and the Associated Board was given the honor of conducting most of the examinations. Another examining body was Trinity College, a privately conducted concern. He pointed out that these institutions, being so far from Australia, were under some disadvantages with regard to examinations. In England all the examiners were experts in the subjects upon which they examined, but owing to the great expense of sending examiners to Australia they could only send one examiner at a time, and he had to work alone in everything. The best results could only be obtainable from a man who was a special expert in a particular subject. It was too much to expect a violin expert to be also an expert in instrumental and vocal music. The Universities in

Australia did not labor under that disadvantage. They had two examiners for each candidate in every grade, and also tried to provide special experts in piano, violin, violoncello, and other instruments that were being learned. In the country they sent two experts, but unless they received liberal support from the country they could not guarantee experts to examine in all subjects. As regarded the syllabus, their work was perhaps a trifle more complicated and difficult than that of the Associated Board, but they aimed at thoroughness and discouraged cramming, which was a useless form of preparation. They made their work as easy as possible, consistent with thoroughness and the laying of a good foundation. He need only say further that the certificate they issued bore the names of two Universities, and no certificate could have a higher value than it had. The lecturer was warmly thanked for his very interesting address. In reply to Dr. Johnson, Dr. Ennis said that he was in sympathy with registration of teachers. In Victoria the system was already in vogue and carried with it several benefits. In Adelaide the idea was being taken up, and if adopted, all who had been professional teachers for a certain time, would be enrolled at once. Future teachers would be included in the scheme which would aim at securing only those who were really competent to teach. Dr. Ennis then thanked his audience for their sympathy and help, and the meeting closed.

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### SCHOOL OF MINES' FIGURES.

A statement of much general interest was made before the Education Commission on Tuesday by Sir Langdon Bonython, president of the Council of the Adelaide School of Mines, with reference to the number of students attending the various classes, and the financial relationship of the institution with the Government. Last year, said Sir Langdon, there were 91 associate and 25 fellowship students. The total number of individual students was 1,618, and the enrolments aggregated 3,443, not including children from the public schools. The staff consisted of 36 officers and 14 cadets, who devoted their whole time to the school, and 20 lecturers, who were not exclusively employed in its work. The annual expenditure in salaries was £7,053. Over a period of five years—from 1905 to 1910—the Government contributions to the school totalled £27,800, whilst the revenue from fees during the same period amounted to £13,310. With the growing tendency to reduce fees, added Sir Langdon, this must be regarded as a diminishing source of income. Of the students, 290 were under 16 years of age, 790 between 16 and 20 years, 362 between 21 and 25 years, 119 between 26 and 30 years, 82 between 31 and 45 years, and 19 over 45 years, while there were 55 whose ages were not stated.

### HIGH SCHOOLS AND DOMESTIC ECONOMY.

Sir Langdon Bonython, president of the council of the Adelaide School of Mines, stated in his evidence before the Education Commission on Tuesday he was quite in agreement with the view that the work of the University, the School of Mines, and technical schools in the country, and the primary schools, should be co-ordinated—there should be no overlapping, and no waste of public money. In his opinion there appeared to be this waste in connection with the High School system, at least in the city and suburbs, due to the desire to bring all branches under the control of the Director. In domestic economy for instance, the Director would like to have cookery classes established in every large school in Adelaide and was certainly carrying out that scheme in the suburbs. That should not have been done at all. It would have been much better to allow the elder girls from the large city and suburban schools, on different days, to attend the domestic economy classes at the School of Mines, where they could receive the best of instruction. Mr. Ryan (the chairman) suggested that the object of the Education Department was to obviate the necessity on the part of children at places like the Semaphore, to make a train journey to Adelaide for the purpose of receiving instruction, and Sir Langdon Bonython made it clear that his remarks referred only to Adelaide and close suburbs. He would not suggest that pupils from Port Adelaide should be brought to the city. His contention was that the machinery in existence at the School of Mines should be utilised to the fullest possible extent to avoid useless expenditure of public money, and that was not done at present. Another point to which he would direct attention was that the same efficiency in the matter of teaching cookery and kindred subjects could not be looked for in the public schools as at the School of Mines, where domestic economy was in the hands of trained experts having the necessary equipment in the way of appliances.

Register, March 8/11.

### BRISBANE UNIVERSITY.

BRISBANE, March 7.

The curriculum committee of the Queensland University and the professors met last evening, when arrangements for starting work were gone into. It is expected that students will attend on Tuesday next, to have their names entered on the University roll. There will be no public function until the official opening in May.