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the broader intellectual field, your University courses cover the latter. I must put in a plea for the "humanities," so called because the ancient classic authors were supposed to have a distinct effect in humanising character, in making a man wide-minded, in making him more humane. Everyone is agreed that a knowledge of Latin is the basis of a liberal education, and it seems to me that to a knowledge of Latin ought to be joined a knowledge of some of the greatest Greek authors, even though this be not in the original Greek, but only through the medium of translators. At Oxford and Cambridge I regret to say that over-specialisation is apt nowadays to destroy the sound liberal education which distinguished the famous University men of the last generation. And now I must put forward another plea. I wish that some of your Australians would adopt the Indian Civil Service as a profession, for it is one of the very noblest careers in the world. If young Australia were to regard this suggestion at all favorably I and my brother Governors would be only too happy to apply to the Home Government to grant special facilities for the candidature of Australians. (Applause.) In my belief, you sons of Australia would be eminently fitted for these posts with your strong individualities, sense of justice, and cheery common-sense—characteristics which I have more especially noted in your heroic young soldiers who have gone out to South Africa to battle for Queen, for country, for justice, for truth, for freedom, and who have fought so magnificently. (Cheers.) Before I conclude I venture to congratulate this University on one innovation, which you were the first of the English universities to make—that is, giving degrees to women, and I am delighted to have as my companions in honor to-day "girl graduates" in music. Your University justly glories in the record of successes achieved by its members, and in the healthy sway it exercises over education at large here. May I be allowed to breathe an earnest hope that its future may be even more glorious than its past. (Cheers.)

The Chancellor—Before I proceed to the performance of the duty which I have to undertake, I hope your Excellency will permit me to recall the memory of two of our benefactors, to whom your Excellency did not refer. I wish to recall how much we owe the late Sir Walter Watson Hughes, whose gift of £20,000 laid the foundation of the University, and Mr. John Howard Angus, whose gift of £10,000 enabled us to found the Angus Engineering exhibitions, and scholarships and the Angus chair of chemistry, as well as to complete our arrangements for beginning the school of medicine. I take it that you will accept our hearty thanks for declaring this building open, and for the eloquent and suggestive address to which we have listened with so much pleasure. At the present moment this hall contains nearly the whole of the leading educationists of South Australia—masters and mistresses of the State schools, and of the collegiate and secondary schools, and the professors and lecturers of the Adelaide University. On their behalf, as well as on my own, I beg to assure you that your addresses on the subject of education have been an inspiration to all of us. Permit me to make a personal application of the admirable story which your Excellency told at the Gawler show—we have "funded" you out, and we now recognise in your Excellency an accomplished specialist and a brilliant exponent of the science of education. (Cheers.) Your Excellency has been good enough to place at the disposal of the University a fund for the purpose of supplying medals to be competed for year by year for all time to encourage the study of English literature. A gold medal will be given to the best competitor in English literature in our junior and senior public examinations, and there will be a gold medal for the best pupil in that subject every year at our higher public examinations. In long ages to come, when the memory of our names shall have passed away, the Tennyson medals will encourage successive generations of young South Australians to enlarge their minds and build up their characters by the study of the noblest of all literatures. Now I have to ask your Excellency to do us the same favor as was done by your predecessors, the Earl of Kintore and Sir Thomas Fowell Buxton, by accepting the degree which you are entitled to receive. Your Excellency will bring distinction to the list of our graduates, because of the office you hold, because of your scholarship and personal qualities, and because also you are the worthy inheritor of one of the most illustrious names in the lustrous roll of the great poets of the world. (Cheers.)

The acting Dean of the Faculty (Mr. G. J. R. Murray) then presented his Excellency, who was admitted to the degree of doctor of laws.

Professor Ives presented Miss Ellen Milne Bunday and Miss Florence Emmeline Cooke, who were admitted to the degree of bachelor of music.

The Chancellor, in addressing the lady graduates, said—Twenty-six years ago a very old and honored friend of mine carried a Bill through the House of Assembly for establishing the University of Adelaide. You can imagine the pride which Mr. Justice Bunday and Mrs. Bunday feel this afternoon in witnessing their daughter taking the first degree granted in this University since his Excellency the Governor accepted one at my hands. I congratulate both the young ladies on their success. Miss Cooke is the daughter of an honored, useful, and fearless public servant in South Australia.

The Dean of the Faculty (Professor Renie) presented Mr. Julian Dove Connor, who was admitted to the degree of bachelor of science.

The following graduates of other Universities were admitted ad eundem gradum:—Professor Robert Langton Douglas, M.A., University of Oxford; Rev. M. L. C. Headlam, M.A., University of Oxford; Rev. F. G. Masters, M.A., University of Cambridge; and Mr. A. J. Adams, M.A., University of Cambridge.

The acting Dean of the Faculty (Mr. Murray) presented the Stow scholars, Mr. Francis Leslie Stow and Mr. Frederick William Young. In addressing these gentlemen the Chancellor said—Everything comes to him who waits. Mr. Stow took the Stow scholarship in 1882 and Mr. Young in 1897. This scholarship was founded in memory of an honored friend of mine, the

late Mr. Justice Stow, who was a profound lawyer, a brilliant advocate, a great judge, and a man of great distinction of character in every way. This is the highest prize which can be obtained in the law school of the University. The winner of the scholarship has to be first not in one year alone, but in every one of three years of his undergraduate course. The scholarship has been in existence some 17 years, and has been won twice only. I hope it will be won by some of my young friends behind me—(laughter and cheers)—whom, I trust, when they fill the office of Chancellor, will perform their duties much better than I can, and without interruption. (Laughter.) I now present to the Stow scholars gold medals, which have been executed in London, and which bear a faithful portrait of the late Mr. Justice Stow. (Cheers.)

The undergraduates having rendered "Rule Britannia" and "Hands all round" (in which Mr. Clarence Degenhardt sang the solo parts) the proceedings closed with the National Anthem.

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EDUCATING THE EDUCATORS.

Considered exclusively in its most practical aspect the Teachers' Conference must be pronounced a great success. The large attendance and the able addresses would of themselves alone be a demonstration of its usefulness. It had other features, but in the review these appear subsidiary and subordinate. What business had to be done was disposed of without much expenditure of time; a number of proposals affecting details of school work were dealt with in a similar way, there being the less need for elaborate discussion because other methods are available for making suggestions and comparing notes; pleasure was combined with profit in the social, academic, and other functions which afforded opportunities for intercourse. Undoubtedly the series of interesting addresses on educational topics formed the most impressive part of the proceedings. Had this been the only purpose of the gathering, and had the programme contained no other items, the speeches delivered would have been of immense value to the class directly interested, and through them to the entire community. There is something both striking and suggestive in the spectacle of a body of teachers thus exhibiting their willingness and even their anxiety to be taught. Educators themselves, they have so keen an appreciation of the importance of their duties that they earnestly seek for further and fuller education. In this there is a clear demonstration of the interest they feel in their work, for the one practical result they hope to secure is ability to do it more effectively. The spirit thus displayed deserves distinct and emphatic recognition, since in its exercise—if it were only by the surrender of their holidays—the teachers attending the Conference showed no small amount of self-denial. When a number of public servants forego time and opportunity for recreation in order that they may equip themselves for better service, it is plainly to be inferred that their duties are not likely to be perfunctorily discharged, and as they are so largely concerned in moulding the life of the community during its formative stage, we may, appropriately be thankful for whatever shows a sense of responsibility and aids in the development of skill.

The dominant note of the Conference was sounded in Mr. Inspector Whitham's address on "The new education," a topic which necessarily divided itself into two parts. How to bring educational influences and appliances to bear most successfully on the pupils is the first question, and the other is the personal element in teaching. Both of these were dealt with by Mr. Harry in his suggestive opening address. He reminded his fellow-workers that the school is built for the scholars, that the interests of the pupils are of primary importance, and that it is better to secure what

improvements are attainable than to aim at great changes which are out of reach. As to teachers, he claimed that their union and its gatherings had promoted individual enthusiasm, which he held to be a sine qua non in the educational profession, and that they had led to a higher appreciation of the work. His Excellency the Governor brought to the subject the results of his wide range of observation and extensive experience; showed how intimately the training of the young is bound up with the prosperity of the people; and urged the need of whole-heartedness, together with continued mental culture. The broadening view of education was admirably stated by Professor Douglas as "the cultivation of the intellect, the will, and the feelings," with which, of course, was included physical training. A child at school has not only to learn certain things, but to learn how to learn, and then he will be fitted to go on learning all his life. Together with the imparting of a given amount of useful knowledge there must be training of the observing and reasoning faculties, and development of the habit of accuracy, while at the same time the will and the emotions have to be disciplined as a preparation for the duties of life. "It follows, therefore," to quote from Mr. Inspector Smyth's address, "that the education of those engaged as teachers is of the highest importance because of the great influence exercised upon the youthful and impressionable minds of the young scholars by those who are placed over them. Hence the necessity of moulding into one complete system such an arrangement as will combine the elementary education of the child with the higher and more liberal training of the teachers, such as the necessities of the age and the advance of science demand."

These ideas, expressed in a variety of ways by different speakers, were endorsed by Mr. Chapple, from the standpoint of lengthened experience, in his remark that the longer he taught the less he believed in systems and time-tables, and the more in the potency of the man himself. In the educational equation the most important factor is the personality of the teacher, and next to it is that of the child. This is better seen than it used to be, and as a consequence there is greater elasticity of method in order that, as Lord Tennyson said, more carefulness may be shown in dealing with the stupid child, "which is as it should be." In all these developments parents and the general public are profoundly interested, for the welfare of the coming generation is at stake, and there should be a good understanding to ensure cordial co-operation. The demand for a "practically useful education," to which Professor Douglas referred, is very general. Multitudes of parents want just that, and are apt to think, if something tangible of the kind is not given, that the child's time is being wasted, and that he is getting nothing at all. If teachers are to feel happy in their work, and to receive the encouragement they deserve and need, such notions must be given up. It is all the more necessary for this aspect of the situation to be presented because of the new arrangements that have been made with regard to pupil teachers. The Minister of Education pointed out that the State will be doing a great deal by enabling them to pass through the six years' course, which includes the period of their University studies. The effect will be to develop their capabilities much more fully than heretofore, and consequently the application of the new principles will be facilitated. What we are doing is in harmony with the latest ideas of competent educationists. It contains the power and the promise of increased success right through the educational system, and it is well that the scope, purpose, and propriety of the work should be generally understood and approved.