

Advertiser 22/3/22.

Mrs. G. A. Jury, the Jury Chair of English Language and Literature has been founded. In the first-year class the professor will have 140 students, and in addition there will be smaller second and third year classes.

Professor Strong was born in Melbourne and went to England with his parents when a small boy. After receiving his advanced education at the Liverpool and Oxford Universities, and later at the Marburg University in Germany, he returned in 1902 to Australia. Shortly after his arrival he engaged in lecturing at the Melbourne University and was also an extension lecturer. At the time of his call to Adelaide he was associate-professor at the Melbourne University.

Questioned with regard to the lines which he proposed to follow in his new duties, Professor Strong said that he intended to proceed tentatively, but that the teaching of English would first consist of lectures on English language and literature to the separate year students who were qualifying for their pass degree. The regulations for the honors degree, he said, had not yet been completely drafted, but the course connected with that would include a study of Anglo-Saxon and middle English, inasmuch as the chair was one of language as well as of literature. After having discussed the pass and honors degrees with professors of English in other Australian universities, he had agreed that while the teaching of the history of the language was exceedingly important—especially in the honors course—the teaching of literature was still more important, and should not be swamped by a purely linguistic study. The object was that pass students, when they left the University, should have a fair general knowledge of English literature and its several periods, and that honor students should have a much more extended knowledge of literature, in addition to being required to specialise in some particular branch of it. He considered it important that they should be able to read freely the literature in the different stages of its development, and for this reason, as well as for the purely philological one, a close study of Anglo-Saxon and middle English was essential.

For a considerable part of his early life Professor Strong studied Latin and Greek, and devoted considerable time to French, German, and Italian. He regards a classical training as being of great importance for the understanding of English literature. Professor Strong is keenly interested in the development of the repertory movement in Australia, and as founder and original trustee of the Melbourne Repertory Theatre Club, and up to the time of his leaving for Adelaide the president of the Mermaid Play Society in Melbourne, he regards the performance of good literary plays as of the first importance for the culture of the community. After his rejection for active service during the recent war, Professor Strong assisted the Federal Government in a good deal of its publicity work, and also took an active part in the propaganda scheme regarding war and peace issues instituted by the Federal Government. Throughout the war he was a regular contributor to the press of articles connected with activities in Europe.

Since Professor Strong arrived in Australia he has published several books, included among them are three volumes of original verse, a verse translation of "The Ballades of Theodora de Banville," a volume of essays entitled "Peradventure," another volume of essays on Shelley, Wordsworth, and Meredith, and a short history of English literature. The last-mentioned work was published in 1921 by the Clarendon Press.

Advertiser 21/3/22.

### THE STUDY OF ENGLISH.

The notes of the examiners in regard to the public examinations in connection with the University of Adelaide always make interesting reading. In reference to the English papers last year the examiner states:—An unusual number of excellent papers were presented in both senior and junior examinations in each case by undergraduate candidates; and as the percentage of failures was also small there is little reason to complain of the general results. However, there is room for improvement in spelling and hand-writing, especially among the senior candidates. At least one-fourth of the papers by the latter were marked as unsatisfactory in both. Most spelling errors can be attributed to carelessness, and the remedy is a conscientious revision of answers. A great improvement in punctuation is noticeable, the use of commas instead of semi-colons, or periods being less frequent; but the apostrophe is still a source of trouble. As a rule candidates seemed to realise the importance

of the essays in English composition, and their answers were sufficiently long; but the examiner seldom found any evidence that the essays had been revised, and the sight of an erasure or a correction was a rare as it was refreshing. Even experienced writers know the necessity of revision, and beginners must need it still more. These should use the pruning knife with severity, for most essays are spoiled by the insertion of superfluous adjectives and adverbs. Beware of superlatives, which are contrary to the genius of the English language, and of words like "tremendous" and "exquisite." Exaggeration weakens, while restraint strengthens a statement. Slang is out of place in an essay. The use of it is sometimes excused on the ground that it is more expressive than our ordinary language, but the truth is that we have it ready to hand, and are too lazy to ransack our memories for the right word, which certainly exists. Is any language more expressive than that of the authorized version of the Bible, or than that of Ruskin, whose mind is steeped in it? And surely "He has a tile loose" is not a more picturesque metaphor than "His mind is unhinged." To apologise for a slang expression does not make it less objectionable.

Advertiser 21/3/22.

## THE UNIVERSITY OF ADELAIDE.

### SUPPLEMENTARY EXAMINATION FOR THE DEGREES OF BACHELOR OF MEDICINE AND BACHELOR OF SURGERY.

MARCH, 1922.

#### PASS LIST.

*First Year.*  
 Passed but not qualified—Salter, Douglas Munro. Physiology—Hudson, Alan Thomas. Organic Chemistry—Cockburn, Malcolm Turner. Physical Chemistry—Gunnane, Francis Robert; Haskard, Clarence Kingsley; Phillips, Frank; von der Borch, Rudolph Herman. Thus completing the first year.

*Second Year.*  
 Materia Medica—Blackney, William; England, Clarence William; Fox, Robert Owen; Hennessey, Arthur Henry; Megaw, Clarice May; Morrison, Frank Kenneth; Pellet, Henry Edwin; Walsh, Edmund Thomas. Thus completing the second year.

*Third Year.*  
 Surgery—Deland, Charles Mervyn; Harris, John; Howard, Geoffrey; Hardman, Schroeder, Arthur George. Thus completing the third year.

*Fourth Year.*  
 Medicine—Storer, Robert Vivian. Surgery—Altmann, Herbert Franz. Thus completing the fourth year.

*Special Examination in Public Health and Preventive Medicine.*  
 Passed—Souter, Robert John de Neufville.

#### SPECIAL EXAMINATIONS FOR THE DEGREES OF B.A., B.Sc., AND B.E. (No. class-1061.)

*English Language and Literature (8)—Hoskins, Howard Berthold.*  
 Education (20)—Cochrane, William Henry Albert.  
 Pure Mathematics—First Year (compulsory), (30)—Nicholls, Jonathan Kingsley.  
 Pure Mathematics—Second year (31)—Ford, Raymond William.  
 Applied Mathematics I. (35)—Ford, Raymond William; Lanyon, Henry Signalaust.  
 Physics—First year (compulsory) (37)—None passed.  
 Physics—Third year (39)—Potts, Frank Ronald.  
 Mechanical Engineering IV. (96)—Schneider, Wilfred.

#### SPECIAL EXAMINATION FOR THE DIPLOMA IN EDUCATION—MARCH, 1922.

*Educational Psychology.*—Berriman, Annie Stevens, B.A.  
*Hygiene.*—Berriman, Annie Stevens, B.A.

#### SPECIAL EXAMINATION FOR INTENDING MEDICAL STUDENTS.

*Physics.*—Kite, Leslie John; Krantz, Samon; Lawrence, Bruce Ernest; Schafer, Noel Theodore Hannaford; Vervo, Ronald Lester.  
*Organic Chemistry.*—Cashmore, George Herbert.  
*Biology.*—Schafer, Noel Theodore Hannaford.

Register 23/3/22.

Three free public lectures will be given under the auspices of the Workers' Educational Association in the Prince of Wales Theatre at the University by Professors Darnley Naylor and A. G. Strong and Mr. A. C. Garnett. This evening, at 8 o'clock, Professor Strong will deliver his first public lecture since his appointment to the Chair of English Literature at the University of Adelaide. The subject will be "Elizabethan life as reflected in Elizabethan drama."

## UNIVERSITY OF ADELAIDE.

### EXAMINATION RESULTS, MARCH, 1922.

Ordinary Examination for the Degree of Bachelor of Laws.

*Pass List (in Order of Merit).*

*Law of Property, Part I.—Third Class—Morris, Mervyn Charles; Goode, Evan Anderson; Nesbit, Lancelot Julian.*  
*Law of Contracts.—Second Class—Buttery, Roland Richard. Third Class—Hardy, John Scott; Rochin, Elijah.*  
*Law of Wrongs.—Third Class—Reeves, Charles Wheatley.*  
*Law of Evidence and Procedure.—Second Class—Hogan, Leo Matthew Bradford.*  
*Roman Law.—Third Class—Kilson, Augustine Bede; Hannan, Clair Reginald; Adyton, Joseph Everette; McCabe, James; Somerville, Archibald Shierlaw Ralph.*  
*Constitutional Law.—Second Class—Coombe, Reginald Joseph. Third Class—Morris, Mervyn Charles; Outlack, Peter Robert; Reeves, Charles Wheatley.*  
*Latin.—Division III.—Christie, Patrick Joseph; Hague, John Meyrick.*

Advertiser 24/3/22.

### UNIVERSITY EXAMS.

From "FATHER"—I notice in "The Advertiser" a few (small I call them) "bluffs" from the recent University Exams. The wonder to me is that there are not more, for it seems to me that it is one continual "gram" for two or three months. As far as I am a judge the student's are not taught in a practical way, and those who are versed in the game of bluff are more able to get through than the real student. In fact, the exams, to my minds are, a farce. The most studious pupil who happens to suffer from nerves has absolutely no show against a brazen-faced bluffer. Surely it would be better to take the year's work in class as a guide than a crammed exam. I hope I will not be misunderstood. I do not suggest that those who get through are all bluffers, but I do say that there are many naturally nervous candidates who may be very successful in almost any walk of life, but who are sometimes damned at their exams, because of nervousness. The present method of finding talent is marred by what I should call traditional methods; in fact, Australia is being held in check to a great extent by tradition. I hope the Education Department will be the first to cut old-fashioned methods out, give all students a better show, and thus unearth real talent.

Register 28/3/22.

## ELDER CONSERVATORIUM.

### SESSION SUCCESSFULLY INAUGURATED.

The Elder Hall was crowded on Monday evening, when the first concert of the 1922 session was given. Bookings for the whole season seem to betoken keen interest on the part of the public. This, however, is only as it should be, for the syllabus promises a series of particularly attractive concerts. A special feature is a series of four chamber music recitals, at which concerted works of the classic and modern schools of composition are to be presented by the Conservatorium String Quartet. There will also be two concerts by the newly-formed Student Orchestra. These concerts appeal to all music lovers, but have a special value to teachers and students, as the scope of the programme is comprehensive and interesting, and affords an opportunity to become acquainted with various schools and composers. The need for study and appreciation on the part of the audience was touched upon by the Director of the Conservatorium (Professor Harold Davies, Mus. Doc.), in a brief introductory address. After having welcomed the audience, Dr. Davies expressed a hope that this year the public would avail themselves of the opportunities afforded to the utmost, especially in regard to the forthcoming string quartet concert on April 10. On this occasion two notable numbers would be the Revel quartet and the Arensky trio, with Mr. William Silver at the piano. The fine work Mr. Walenn, Miss Thomas, Miss Whittington, and Mr. Parsons put into their rendering of this chamber music deserved the widest possible recognition.

The opening concert was devoted to students' work, and seemed a happy augury for the year's possibilities. The opportunity for self-expression is impossible to over-value, for however devoted the student, the real test is platform work, and whether

instrumentalist or vocalist, the musician must finally stand or fall by the appeal made to an audience. It would be unfair to expect from students the poise of professionals, but the value of a natural and graceful manner and carriage is very great, and well worth special study. The programme was varied and representative. Among the piano soli the playing of the variations and fugue Op. 11 (Paderewski) by Miss Mollie Alexander, A.M.U.A., was very good. Clear, crisp touch, fine technique, and finished phrasing, as well as expression, were marked features of her rendering. Mr. A. Burnard showed brilliance in his playing of Debussy's descriptive "Jardins sous le Pluie." Miss Brisbane Mathev also selected this composer's work, and her rendering of his "Prelude" was admirable. She showed fluency, clearness of touch, and a marked feeling for rhythm. Mr. Edgar Bates, in his playing of Brahms' Rhapsodie in G minor, evinced crispness of handling and expression. Mr. Eric Gibb's 'cello solo, Concerto in G minor (Goltermann), was effective and artistic, betraying command of tone. Mr. Lindsay Colquhoun, another violinist, played a cradle song (Aulin) with just the right crooning tone, and then, as a marked contrast, a mazurka (Wienawski). Miss Aila Zeyen's violin number was Concerto No. 7 in G (de Beriot), and her rendering was particularly happy. Yet another violinist, little Miss Helena Fisher, acquitted herself delightfully. She played with quiet confidence that might be envied by older musicians, and possessed a power of tone and expression rather unusual, rendering Handel's "Sonata in A" with a nice feeling for the quality of the music. Vocal items included "Letha" (Phillips), sung by Mr. Reginald Thrush; "Devotion" (Strauss), by Miss Constance Badenoch, A.M.U.A., who has pleasingly clear enunciation. "Reverie-Sognai" (Shira) was sung by Miss Hilda Milton with taste and expression, and Miss Hylda Lucas sang "O Mio Fernando" from Donizetti's "La Favorita." Mr. Herbert Edwards, in his organ solo, "La Nuit" (Karg-Elert) won cordial applause. The audience was enthusiastic throughout, and the concert a success from start to finish.

Advertiser 3/3/22.

### PHILOSOPHY IN LIFE.

#### LECTURE BY MR. A. G. GARNETT.

The fourth of the series of free public lectures in connection with the Workers' Educational Association, was given at the Prince of Wales Theatre, University of Adelaide, on Thursday evening by Mr. A. G. Garnett, M.A. (tutor of the psychology class at the University). The subject was "The Value of Philosophy in Everyday Life." Dr. H. Heaton, who presided, stated in his introductory remarks that these lectures might be described as a series of debates. Dr. Postle, Professor Strong, and Professor Darnley Naylor (back from a holiday trip in Europe) had each made their first public utterances under the auspices of the W.E.A. The speaker paid a tribute to the value of the organising work of the secretary (Mr. G. Mellicham).

Philosophy, said Mr. Garnett, was a branch of learning of fundamental importance. Behind every movement in history, every development in art, every new theory in economics and politics, and every religion, there lay a philosophy. Indeed, behind every life that was worth while there lay a philosophy of life. In a very true sense all men were philosophers, and the keenest philosophers of all were children, for philosophy was simply the eternal question, why? It was the eternal attempt to understand the meaning and purpose of life. Too often, though, people never thought it out, and were scarcely conscious of it. Such a philosophy was likely to be a bad one, and thus many people were unconsciously Hedonists or materialists. From such mistakes a consciously held higher philosophy would have saved them. Furthermore, the absence of such a consciously held philosophy of life left a people open to having a false philosophy as the result of the teaching of their leaders. The classic example of the latter danger was Germany. The fault of the Germans was not that they taught a philosophy, but that they taught a bad one. The lesson was not to teach no philosophy, but to teach a true one. The philosophy of the spirit told them that the spirit desired three things, and desired them for its own sake and not for any further aim beyond them. It desired to do what was right for the sake of doing what was right; to know the truth for the sake of knowing the truth; and it had a third desire which might simply be called the desire for beauty. These three desires corresponded with the three activities of the spirit—its moral, the intellectual, and the aesthetic—and their objects were spoken of by philosophers as the "Ideals"—The good, the true, the beautiful. Recognition of that truth about the desires of the spirit could carry them far in religion and philosophy.

Modern philosophy was now to be found asserting the age-old truth that "man is made in the image of God," and supplying a parallel to the statement in the Gospel of John, about the "Word," which "was God," that "in Him was life and the life was the light of men." The "light of men" was the ideal, and the ideas were the "reality of God within us." Thus philosophy and religion bore witness to this great truth, which in itself was sufficient to prove "the value of philosophy in everyday life."