

music, the practice of self-expression through the medium of bodily movement, the training of the rhythmic faculty, not only as essential to the understanding and interpretation of music, but as contributing to the perfect development of health and physique. No one knew this better than the ancient Greeks; it formed an integral part of their training, with the result that even to-day our ideals of bodily grace and the poetry of motion are almost entirely associated with Grecian traditions.

The Need for Early Training in Sense.
 You know how entirely we have now accepted, in principle at least, the modern ideas of music teaching, which insists primarily on ear training. I wish that teachers as well as students would see in this development of the faculty of hearing their only real hope of success. As it is, we find that senses are dulled rather than quickened by a ceaseless preoccupation with technique. Nevertheless, ear training alone is not enough to make a child love and appreciate music. In the very earliest stages it is rather the rhythmic element which instantly appeals, and to which the youngest student will react. The explanation is simple. It is that all rhythmic sensation is physical, related to our very life. So nuances of time—allegro, andante, accelerando, ritardando, as well as nuances of energy—forte, piano, crescendo, diminuendo, are all instantly realized by our bodies, even before we are capable of conscious reasoning. It is true, therefore, that so far as movement and intensity are concerned the acuteness of our musical sensations will always depend on the acuteness of our bodily sensations.

Conclusion.
 One last thought occurs in me. You remember the old Greek philosopher Pythagoras imagined that he could hear the mighty "music of the spheres." That was a poet's rapture; but we can all of us dwell upon the "rhythm of the spheres," upon the universal prevalence of law and order, upon the great sweep of all created things, each in his orbit, each moving to his appointed rhythm. And if rhythm is order, it is equally true that order is happiness—nay, even existence itself. So that in a very real sense all that we can acquire of rhythm must conduce to our truest wellbeing, not only as it affects our individual estate, but more especially in our relations with one another.

At the close of the address refreshments were served, and afterwards the lecture hall was cleared for an informal dance.

Register 8/3/22

FLORA AND FAUNA BOARD.
 The history of the Flora and Fauna Reserve Board which was established by Act of Parliament, has been largely a matter of resignations. The Government is now again reconstituting the personnel, and it is understood that the three vacancies will be filled by appointments at the meeting of Executive Council to-day. There have been friction and misunderstanding regarding ways and means, and so far, no definite policy of improvement and stocking in connection with Flinders Chase on Kangaroo Island has been adopted. Some time ago the resignations of Captain S. A. White and Messrs. H. H. Corbin, B.Sc. (forestry instructor on the staff of the University) and S. Dixon were received, and recommendations to meet the vacancies have been made. It is reported that the University has named Professor Wood Jones, the Royal Society, Capt. White; and the Field Naturalists, Dr. Pulleine.

Advertiser 9/3/22

The advisory committee under the Hospitals Act of last session was constituted by Executive Council on Wednesday as follows:—Nominated by the Council of the University of Adelaide, Dr. F. S. Hone; by the Faculty of Medicine, Dr. W. C. Hayward; by the Faculty of Dentistry, Sir Joseph Verco; by the board of management of the Adelaide Hospital, Messrs. G. F. Claridge and W. T. McCoy; by the honorary medical staff at the Adelaide Hospital, Drs. H. S. Newland and C. T. C. de Crespiigny.

The Executive Council on Wednesday appointed Professor E. Wood Jones, B.Sc., Dr. R. H. Pulleine, and Captain S. A. White to be members of the Flora and Fauna Board. Professor Wood Jones will fill the vacancy caused by the resignation of Mr. H. H. Corbin, as nominee of the Adelaide University. Dr. Pulleine will take the place of Mr. S. Dixon, who also resigned, and Captain White has been re-appointed. The two last-named were nominated by the council of the Royal Society.

MELBOURNE UNIVERSITY COUNCIL.

Sir John MacFarland was re-elected chancellor, and Sir John Grice, vice-chancellor, at the meeting of the council of the University of Melbourne held on Monday. Professor Masson, in announcing his desire to retire in March, 1923, from the chair of chemistry, mentioned that he would be aged 65 years in January next, when he would have held office for 36 years. The chancellor was deputed to ask Professor Masson to remain in office till March, 1924. Professor Atkinson tendered his resignation, as from May 31, 1922, from the office of director of tutorial classes. The resignation was accepted with regret. The dean of the faculty of science (Professor A. J. Ewart) directed the attention of the council to the serious falling off in the standard attained by students, particularly in first-year science subjects; but also evidenced in the cases of second and even third-year students, by the number of failures. He gave six reasons which, in his opinion, might have caused the increased failures. With regard to his suggestion that the increase in the number of failures might be due to a decrease in the average mental calibre of the students, Professor Ewart wrote:—"This has undoubtedly taken place. Fifteen years ago the university attracted a small number of high-class students. The increase in the number of students is out of proportion to the increase of the population, and it follows almost naturally that their mental capacity will approach more to the general average of the community, instead of being far above it as formerly." In another clause Professor Ewart wrote:—"Any one examining in school subjects cannot but be struck by the really appalling amount of bad English, bad grammar, and bad spelling, the avoidance of which is the first essential to a clear expression of ideas." In referring to the results this year in first-year medicine, Professor Ewart pointed out that 154 students sat for examination, 41 passed in all four subjects, and 31 failed in all four subjects. Very few of the students who had failed in all four subjects were ever likely to "make good."

Advertiser 10/3/22

Professor Wallace, professor of English at Melbourne University, was yesterday appointed Chief Film Censor, in succession to Professor Strong who recently resigned.

Advertiser 10/3/22

GIFTS TO THE UNIVERSITY.

The University Council has been much gratified by the assistance which has recently been extended towards the equipment of the new Darling Building by gifts of important pieces of apparatus, which will materially broaden the scope of the work undertaken in the new laboratories. A large ophthalmoscope, which will be of great service in the instruction of students in the physiology of the eye has been presented by Dr. Symons; a pruriometer and uricometer for biochemical investigations, have been presented by Dr. H. S. Newland, and Dr. R. Pulleine has provided the sum necessary to purchase a combustion calorimeter, for the determination of the nutritive value of foodstuffs. While the council has found means to provide a suitable equipment for general purposes of teaching and research, there are many special branches of modern medical science that cannot be undertaken here by students or others until means are found to procure special apparatus for the purpose. The generous gifts which have been mentioned will enable special studies to be undertaken in Adelaide which University students would otherwise have been compelled for the present to forego or else to seek them in the other States or abroad.

Advertiser 14/3/22

LECTURES BY PROFESSOR NAYLOR.

A course of lectures on the ethnology and languages of Europe will be delivered by Professor Darnley Naylor during the current year on Tuesday afternoons. The first lecture will be given on March 21. These lectures are open to the general public.

"EXAMINATION CRAZE"

SCHOOL AND UNIVERSITY.

MEDICAL JOURNAL CONDEMNS.

"Men will come to realize that the examination is an institution which belongs to a past age. It had its uses. It has been abused, and it must be replaced by something better."

So the "Medical Journal," official organ of the B.M.A., launches an attack on the "examination craze." It points out that the examination was introduced into the education system as a ready means of determining the degree of knowledge possessed by a candidate. Originally these tests were limited to those who sought admission to official positions. The expedient of requiring students to write answers to a series of printed questions in a specified time extended as the scope of science and philology became enlarged. Prizes were given to the boys or girls who exhibited an unusual ability to reply to questions either in a written or in a spoken examination. The system gradually insinuated itself into the education system so firmly that the main object of education became tempered by the need to prepare for these recurring stocktakings.

—School and University.—

"At school and in the university the system has grown into a craze. The young are required to prepare themselves for a long series of exams, not for the acquisition of knowledge, nor for the sharpening of the spirit of enquiry and criticism. The school boy or girl is being trained to-day to pass examinations by a feverish but superficial study of a particular subject.

"Skill is required in the display of intelligence; the crammed knowledge does not and cannot find a permanent hold in the minds of the examined. Moreover, the most useful factor in school education—the learning how to learn—is lost.

"Children learn only how to face an examination paper and the examiner. The same applies to a great extent to our universities. An artificial value is placed on the so-called brilliant student, who in reality has missed his or intellectual gifts in the process of cramming. The result of an examination cannot be taken as the measure of intellectual ability and of acquired knowledge.

—Threshold of Revolution.—

"The element of chance enters largely, because, unless the teachers indicate openly or covertly the questions to be asked, the result may depend on the recent reading of the candidate.

The old apprenticeship was a better system, for it guaranteed to the student individual teaching, and repeated correction until skill and knowledge were acquired.

"Our medical schools are at the threshold of a revolution. Many of the old methods have outlived their usefulness. The increasing number of subjects to be mastered, the ever-changing dogma, the entire alteration of the outlook of the function of the medical practitioner in his relations to the public have indicated within recent times, that the reform is due. The reactionary spirit of many of the leaders of medical education will not avail to postpone the change for long.

THE UNIVERSITY OF ADELAIDE.

PUBLIC EXAMINATIONS BOARD.

SPECIAL SENIOR EXAMINATION.

FEBRUARY, 1922.

PASS LIST.

- English Literature (Eg); Modern History (Mh); Ancient History (Ah); Geography (Gg); Economics (Eo); Greek (Gk); Latin (L); French, non-oral (F); French (including oral) (F1); German, non-oral (Gn); German (including oral) (Gn1); Arithmetic and Algebra (AA); Geometry (Gt); Trigonometry (Tg); Physics (P); Chemistry (C); Physiology (Pl); Botany (B); Geology (G1). An x denotes a credit.
- Bader, Howard C., Pl; Barber, Howard E., L. AA; Benson, Gwendoline E. J., Gt; Bolten, Edna W., AA Gt; Booker, Robert F., L; Bramble, John E., Tg; Brauer, Herman A., Mh Gt; Burton, Catherine, AA; Butler, William H., L; Buttrose, Murray, Mh.
- Chis, Gordon A., L. AA; Carter, Frank R., F; Chapman, Hedley T., Eg Gt P; Christopherson, Jack V., C; Cooper, Kenneth F., L; Cope, Olive A., Mh; Cottrill, Norman A., Ec L.
- Davies, Ina M. D., Gt; DeLaine, Winifred A., AA; Dewdy, Norman J., Tg; Dwyer, Donald E., F; Duhat, Louis Helene, AA.
- Ellis, Ronald W., Gt.
- Francis, Violet L., Gt; Fraser, Gwendoline M., F.
- Gilbert, Gordon R., Eg; Gilman, Bryan, J. M., Eg; Glover, Charles J., P; Grace, Frank R., AA Gt; Graves, Leonard F., Gt; Gripps, Lenora, F.
- Hack, Frank B., L; Hackett, Cecil J., Pl; Hackett, Margaret E., Ec; Harap, Edward J., F; Harkness, Annie L., L Tg; Harris, Doris S., L Gt; Hayne, Laura W., L; Hollidge, Geoffrey D., AA; Holmes, Edna L., Gt.
- Jones, Gwyneth, AA; Joyner, Malcolm S., F; Kaines, Macklin, Gt; Kelly, Leslie W., Eg; Kelly, Rose, AA.
- Lierloh, Leonard F., AA; Linnane, Grace, M; Long, Sarah F. E., Ec; Lushay, Harold Merton, B.
- Maag, Walter R., F; McAnaney, Vera H., Mh Tg; McEachern, Morven, Eg; McIntosh, Amy A., Gt; McLean, Mona M., AA; McNeil, Malcolm, L F; Mar, Ernest B., AA P; May, Leonard S., AA; Mitchell, Eva D., Gt; Morris, John L., AA; Mullins, George E., Eg; Munn, Alan J., Tg; Myers, John E., Gt.
- Nairn, Alice M., Tg; Nibnes, Arthur, L; O'Grady, Oswald J., L; Orrock, Eva B. F., L; Paul, Cyril R., Eg; Preedy, Winifred E., P; Prince, Muriel M., F.
- Robertson, Arthur V., L; Reynolds, John H., AA; Rutherford, Elinor M., B.
- Rutt, Edith W., Bt, Gt.
- Saunders, John W., L; Scholefield, James W., L; Schurmann, Norman C., Eg Gt; Stevenright, Barbara H., Gt; Stinson, Bronte C., F; Smith, Harold A., C; Sturges, Margaret M., F; Solomon, Doris D., Tg; Sturges, Helen L., B; Summers, Frank H., C.
- Thomas, Archer K., Eg; Todd, Wylton W., Pl; Topperwien, Irwin, Gk; Trastrail, Hector H., P.
- Wall, Thomas W., Eg; Walsh, Laurence S., AA; Walsh, Norman A., Eg; Warnecke, Reginald, F; Wauehope, Frederick J., Gt; Webb, Beecher S., F; Weir, Felix C., Gt; White, Charles J., L; Wicks, Bertram A. E., Gt; Wicks, Jennifer R., L; Wilkins, Carl H. T., Gt; Wilkinson, Thomas L., Gt.

Advertiser 20/3/22

JURY CHAIR OF LITERATURE.

INTERVIEW WITH PROFESSOR STRONG.

Professor Archibald Thomas Strong, M.A., Litt.D., will begin his duties to-day as Professor of English Language and Literature at the Adelaide University. In the past there has been no separate chair of English literature at the University, the study of English having been pursued in connection with the teaching of history. Now, however, through the generosity of



Professor Strong.