

Boald.

Boald.

Boald.

Elizabethan Sonnet.

A general survey was next given of the Elizabethan sonnets. The lecturer dealt with the much-discussed question as to the extent to which it portrayed the emotions of those who employed it. He warned the audience against accepting the conclusions of some that the average Elizabethan sonnet was a mere copy of the Italian or French originals. He also declared himself strongly against the conclusions of such speculators as Mr. Frank Harris, who, he said, was too ready to assume that Shakespeare's love sonnets contained the story of his life complete in all its details. A middle view was possible, according to which the best Elizabethan sonnets, although not to be regarded as autobiographical in their details, expressed the intensely full emotions of their authors, and these became the authentic records of the poets' soul. The lecturer quoted from the best sonnets of Shakespeare, Sydney, Drayton, and Spencer, and also gave examples of several sonnets by minor men, including a comical one by Sir John Davis. Ben Jonson's lyrical work was also referred to, and a brief survey given of the Elizabethan lyric from its early use by men such as Greene, Lily, Lodge, and Peele, onwards through its use by Dekker, Campion, and Hayward, to its last phase, when it was employed magnificently by some of the so-called "sons of Ben"—Herrick, Randolph Carew, and others.

being a great patriot, he showed a love for flowers and fairies, and however far-fetched a conceit might be in his poems the result was invariable beauty. There were many who held the scornful view that the average Elizabethan sonnet was a mere copy of Italian or French originals. Even more assertive were critics such as Mr. Frank Harris, who were ready to assume that the sonnets of Shakespeare for instance, contained the story of his life complete in all its details. A middle course was possible, and if this were taken they would come to the conclusion that the Elizabethan sonnets were not to be regarded as poetical autobiographies. They could be taken, however, as an expression of the emotions of their writers, and as such became an authentic record of the poets' souls.

The lecturer gave examples from the best sonnets of Shakespeare, Sidney Drayton, and others. The lyrical work of "Rare Ben Jonson" was exceedingly beautiful, as was the work of those earlier lyricists, Greene, Lily, Lodge, and Peele, succeeded in their turn by Fulke, Greville, Dekker, Campion, and Heywood. In its last phase this lyrical outpouring found magnificent expression in the work of Herrick, Randolph Carew, and others, known as the "Sons of Ben." The concluding lecture of the series will be delivered next Tuesday.

in 1917. He has been a member of the council for six years and has been a representative of the professional division of the service for three years. He is one of the delegates of the Public Service Association on the council of the Public Officers' Federation, and is now treasurer of the federation.

Advertiser
18 JUN 1924

ADVISORY COUNCIL OF EDUCATION.

At the latest meeting of the Advisory Council of Education, at which there were present the Director of Education (in the chair), Professor Kerr Grant, Rev. K. J. F. Bickersteth, Dr. Fenner, Dr. Halley, Mrs. Hubbe, Mr. Charlton, and Mr. Adey, the following resolutions were carried unanimously:—

(1) "That in the opinion of this council the system of medical inspection of schools in South Australia should be extended to permit of the medical survey of all school children being made at least twice during their school career."

(2) "In order to give effect to sections 47 and 69 of the Education Act of 1915, this council is of opinion:—That suitable educational facilities should be provided for children who are mentally sub-normal but are educable, and who have been ascertained to be incapable by reason of mental defect of receiving benefit in the ordinary schools. That provision should be made to train specially selected teachers for the work of training sub-normal children."

Advertiser
18 JUN 1924

Advertiser
18 JUN 1924

ELIZABETHAN SONNETS.

LITERARY SPIRIT OF THE RENAISSANCE.

The second of a series of three lectures on the great writers of Shakespeare's age was delivered by Professor A. T. Strong before an appreciative audience at the Prince of Wales Theatre at the University on Tuesday evening.

The lecturer pointed out that the poetry, drama, and imaginative prose of Shakespeare's day were the literary expression of the mighty forces of the Renaissance. The master impulse of that vast intellectual upheaval was the passionate desire to penetrate deeply into the meaning of life. The adventurous spirit of the age was well exemplified in Christopher Marlowe's ringing phrase, "The Will to Power." It was the fashion in those great days to live dangerously and to "chase brave employments with a naked sword." On the intellectual side one of the finest expressions of that desire to probe the inner meaning of life itself was the poetry of Edmund Spenser. His soul was to the full as steady and sublime as that of Marlowe, although beside the red star of the other his own genius was a moonlight glory. He ranked undoubtedly as the greatest English poet since Chaucer and the miracle of his achievement was heightened because the period between these two had been all but sterile of great poetry. Upon his sensitive nature the puritanical and platonic impulses of his day worked deeply. More than once he expressed these theories in his poems, and with them the Renaissance conception of God Himself as the Master Craftsman. He was profoundly influenced by the spirit of his patron, the Earl of Leicester, in whose household he sojourned for some time, thus being brought into close contact with the great earl's nephew, the young man. All the glamour of a life pursued with a mighty city of power invested the personality of Leicester, and all the accomplishment of the present and the promise of the future were held by the poet in Sidney who was his constant theme of praise before and after his heroic death. There was no doubt, his character had been a great force in the conception of "The Faerie Queene" in which was the high tradition of English poetry come down from Chaucer's time. Not only was Elizabeth enshrined in "The Faerie Queene," but all the glory of the dying ideal of chivalry. There was a royal sweep and swing in those great nine line Spenserian stanzas, which were profoundly to affect English poetry for evermore. In addition to this vitality, was the exquisite imagination which suffused the work of the poet.

Strong, whose lecture throughout with quotations from the Elizabethans, gave several examples of Spenser's rare and eloquent phrasing. The author of "The Faerie Queene" had many avowed disciples, and among these were William Browne, of Tavistock, and Giles and Phineas Fletcher. Browne's work was distinguished by his passionate and inherent love for Devon. Reference was made to Phineas Fletcher's quaint poem on the human anatomy, remarkable for its sonorous phrases and labored similes. Daniel was a true poet, but he was overshadowed by his friend and disciple, Michael Drayton. Poetry in the lecturer's opinion, was a goddess in her own right, and could choose her own form of expression to a large extent. Against Drayton a common charge with other poets of his day, the charge of sentimentality had been levelled. Besides



Mr. C. E. Chapman, F.I.C. of the Department of Chemistry.

Mr. C. E. Chapman, F.I.C., received his primary education at the Norwood and East Adelaide public schools, and subsequently attended Whinham and University Colleges, North Adelaide, and was dux of the latter institution in 1898. He attended night classes for five years at the University of Adelaide and South Australian School of Mines, and passed in a number of scientific subjects at these institutions. The University awarded him an evening scholarship on the results of his work.

Mr. Chapman entered the Public Service in May, 1899, as a clerk in the Customs Department, and in November of the same year was appointed as junior assistant analyst to the Government Analyst of South Australia, and held this position for five and a half years. In March, 1907, he was appointed to the position of Assistant Examiner of Patents (chemical branch, professional division) in the Commonwealth Patent Office, Melbourne, and after holding the latter position for two years he was re-appointed to the South Australian Public Service as analyst in the laboratories of the Government Analyst and Chief Inspector of Explosives. He remained in this position until the Department of Chemistry was formed in 1916, when he was promoted to his present position of chemist. Mr. Chapman has charge of the agricultural branch of the Department of Chemistry, in which chemical investigations are made for the Department of Agriculture, Railways, and other Government departments. He was appointed an analyst for the purposes of the Customs Act in 1909 and an official analyst under the South Australian Fertilisers Act in the same year. He is also an analyst under the Food and Drugs Act, 1908. Mr. Chapman passed the final examination for the fellowship of the Institute of Chemistry of Great Britain and Ireland in April, 1916, and was admitted a fellow of the institute in October, 1916. This degree is looked on in scientific circles as being second to none in the world as a chemical qualification. He is also a foundation member of the Australian Chemical Institute, and was elected as a fellow of the latter body in July, 1920.

Mr. Chapman has always taken a keen interest in matters affecting the Public Service, and he became a member of the council of the Public Service Association

The Register.

ADELAIDE: WEDNESDAY, JUNE 18, 1924.

"THE DALTON PLAN."

The interesting address on "A Reformed Timetable," delivered by the Rev. K. J. F. Bickersteth at the Education Conference in Adelaide on Monday, illustrated, in eloquent fashion, the thorough manner in which the modern school master and mistress are adapting teaching methods and the school curricula to the capacities and dispositions of their youthful charges. In 1921 an American educationist, Miss Helen Parkhurst, introduced into the Public High School of Dalton, Massachusetts, a "new organization of school work, designed to give more freedom to the individual pupil, and to make it possible for schools to function as social communities." So successful did her experiment prove that the movement spread widely in America, and was introduced into England by lectures by Miss Parkhurst and by articles in The Times Educational Supplement. Since then it has been successfully adopted by more than 3,000 schools in Great Britain, and many schools in Australia are experimenting with it in some degree. In Victoria the scheme has been thoroughly tested at the Trinity Grammar School, Kew, where the Head Master, Mr. Shann, put it into operation over twelve months ago, and his description of the Plan, as adopted and modified by him, is a practical and valuable contribution to current educational literature. Primarily the aims are to encourage initiative, to provide opportunities for more individual work on the part of the pupils, and for more ready access to their teachers, and to substitute "Do" for "Don't" as the watchword of school teaching and school discipline. An essential feature of the plan is that "boys are free to study the various subjects of the curriculum in rooms specially set apart for those subjects, presided over by a master well qualified to help them in case of difficulties. The student is free, within certain limits, to choose which subject he will study and how

long he will remain in the laboratory devoted to that subject." Thereby not only is initiative developed, but a "high premium is put upon honesty," by reason of the appeal made to a pupil's self-respect and commonsense, and Mr. Shann is convinced that the average schoolboy's self-respect is an "extraordinary asset," worth far greater attention and appreciation than have hitherto been bestowed upon it.

Both Mr. Shann and Mr. G. S. Browne, the senior lecturer in Education at the University of Melbourne, are equally enthusiastic concerning the Plan's effect upon discipline and the development of a community spirit. "The Plan demands strong discipline, enthusiasm on the part of the staff and pupils, a good school tone, and a flexible smooth-working system of organization. Discipline must be self-discipline to be of any value at all, and the Dalton Plan interprets Discipline as Co-operation between all concerned to gain pleasant and effective conditions of work for everyone." Under the system boys are invited to treat masters as friends and helpers; in Miss Parkhurst's own phrase "the teacher becomes the pursued rather than the pursuer." In Mr. Shann's school co-operation has reached a stage when it warrants the organization of a Work Committee—i.e., a committee of boys elected by the forms working under the Plan from among themselves and presided over by the school captain. They meet every week to discuss the work and possible improvements of the system, and their meeting is followed by a consultation with the head master who remembers "scarcely a meeting in a year which did not result in some suggestion worthy of consideration." Mr. Shann is insistent that the adoption of the scheme involves neither any change in the curriculum, nor any radical change in the methods of teaching. In brief, it is re-organization rather than revolution. In the mornings, as the Plan has been adopted at Trinity Grammar School, the ordinary timetable is abandoned, and work is done in "subject laboratories." Before a boy may leave he must submit his work to the master in charge, and satisfy him as to its quality, and he is encouraged to go to his work with any difficulties he may encounter while doing that work. The result is that the mornings are practically devoted to individual teaching in the laboratories, while in the afternoons the masters are engaged in class teaching in the ordinary way.

Opportunities of shirking work are limited by the "assignments and charts." The former map out the study of each subject for the whole year, dividing it into terminal, weekly, and daily portions, and on the latter each boy's particular subjects are shown, with provision for marking off the different assignments as they are done. Thus form masters are enabled to see at a glance how far each pupil is keeping pace with the curriculum, and the boys themselves have the encouragement of knowing that by making full use of their time and opportunities they considerably reduce the amount of the assignments left as home work. Indeed, not the least valuable feature of the Plan is its effect in regulating that task. A record of the work done at home is kept, and Mr. Shann finds that his pupils, particularly the younger ones, have been largely relieved of its "almost intolerable burden." Mr. Shann's experience of the old system and the new convince him that under the "cramping disabilities" of the former too little allowance can be made for differences of personality and ability and temperament; that there is too much repression and too little encouragement of initiative. In the latter he sees, with other educationists, a scheme under which masters and boys are spending their days and their energies with the same great aim—to give every boy his birthright, to grow, in so far as his circumstances and his spiritual energies will allow, into the stature of a perfect man.