

1909

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ANOTHER UNIVERSITY CENTRE.

There are 29 towns in the provincial districts of South Australia, in which university centres have been established. This means that the school children and other students in the localities concerned have the same advantages with respect to the public examinations as children attending educational institutions in or near the metropolis. It also gives the people of the districts concerned the opportunity of arranging for a course of lectures under the extension system. The latest addition to the list of centres is Blumberg, where the

necessary action was taken at a largely-attended meeting held on Wednesday evening. Mr. C. R. Hodge, the registrar, visited the town for the purpose of explaining the working of a centre, and the audience included residents of Gumeracha, Forreston, and Mount Torrens, as well as people living in the town and neighborhood of Blumberg. Mr. Hodge explained that the creation of a centre there would mean that university examination work would be conducted in the town by specially-selected representatives of the institution, and he added that the chief reason for selecting Blumberg was that the State public and high schools there served a large district. The meeting approved of the formation of the centre, and a committee of residents of the various towns interested was appointed to manage the business.

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than that indicated by Mr. Thompson, there would be little scope for controversy.

"The idea of a university," said Sir W. Hamilton, "is twofold; it is, first, what its name imports, a school of liberal and general knowledge, and, secondly, a collection of special schools, devoted to the learned professions. Of these, the former is the university, properly so called; the second is complementary and ministerial. The former considers the learner as an end in and for himself, his perfection as man simply being the object of his education. The latter proposes an end out of and beyond the learner—his dexterity as a professional man." Others have pointed out, in defence of arts as a cultural course of practical value, that the soundest lawyers come forth from schools in which law is never taught; that the most accomplished physicians are nurtured where medicine is but a name. Australia cannot afford to neglect higher technical training, but a good general education is essential to a successful use of the special schools; and it is not less important that a professional man should possess intellectual interests outside his calling. The purpose in the arts course is to produce a well-cultivated and vigorous understanding, and the habit of thinking at once with modesty and independence; and obviously a professional or technical course should, if in itself insufficient, be associated with cultural subjects calculated to attain that end. No education can fairly be regarded as complete which does not invoke the imagination and still supply disciplinary methods to establish sound judgment. To the Melbourne University are attached residential colleges, but these are sectarian, and there is a movement to provide a non-sectarian residential institution. As Professor Naylor has remarked, the absence of residential facilities deprives university life of one great educational value in the constant association of varied minds with distinctive interests and aims. The common weal is being promoted when the coming teachers and doctors, lawyers and preachers, farmers and engineers, miners and manufacturers, and soldiers and statesmen form lasting friendships under the one social roof connected with the sacred halls of learning.

In Sydney university reform finds present expression in an effort to reorganize the government of the institution. For more than 20 years there has been an agitation to reconstitute the Senate, which is composed of members holding a life tenure. In 1896 Dr. Cullen, M.L.C.—himself a senator, and now Vice-Chancellor—introduced into the Legislative Council a Bill providing for a five years' tenure of senatorship; but Sir Arthur Renwick, also a senator, secured the defeat of the measure. Sir Arthur did not object to the convocation electing the Senate or to voting by post, but felt that the innovation would tend to destroy the stable element in the constitution of the university. "Iron rusts, and furniture becomes covered with dust. Whoever has a piece of apparatus, a delicate instrument, or a marble to care for, must fear this slow invasion of oxides and dust." There are political

and institutional as well as material oxides. Stability should be secured without sacrifice of flexibility. Life appointments, especially honorary appointments, collect dust and rust, and impair the usefulness of institutions. The Romans limited the occupancy of public positions to definite periods, and the people of the United States have an unwritten law that the Presidency shall not be filled by one man for more than two successive terms of four years each. We have, unfortunately, an unwritten law that, even when a member of a public body may have outlived his usefulness, the Government shall, from a mistaken sentiment of pity, reappoint him as a matter of course, so long as he shall continue upon the earth. Frequently such a member may be worse than useless to the institution—a mere pawn in the hands of cliques. A university should be both conservative and progressive—like a professor who has both to teach and to advance the subject. But if its governing body should always hold—either by law or by practice—a life tenure, then the university may teach the subject, but it will not satisfactorily promote the cause of education. In this respect the old British universities which annually elect their rectors or chief representatives are in advance of the Australian universities. If they are to become more widely useful than is implied in the phrase, "brief and pill factories," some means must be found to infuse into the management new blood and fresh energy.

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UNIVERSITIES AND DEFENCE.

Melbourne, July 23.
The Minister for Defence (Mr. Cook) promised a deputation from the Melbourne University to-day that the Federal Government would give all assistance they could to help forward the proposal to establish a military chair at the University, and to form a University military corps.

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On August 4 Mr. C. R. Hodge will complete 25 years' service at the University. He entered the institution as clerk, and later on acted as deputy-registrar during the absence of the late Mr. J. Walter Tyas. In 1892, when Mr. Tyas resigned the position of registrar, Mr. Hodge was promoted to the office, and he has been the chief executive officer of the University for 17 years.

AUSTRALIAN UNIVERSITIES.

Universities were originally a growth. They came into being to meet a deep need. They were associations formed to preserve and promote learning. Now they are mainly teaching institutions, and too incidentally places of research. The older academies conserve the classic culture, but the latest colleges are chiefly utilitarian—higher technical schools. Australia is not unresponsive to modern influences. Presently, when Queensland and Western Australia shall have fallen into line, university life will be a factor in every State of the Commonwealth. It is improbable that the de-

velopment of the Australian universities will be exclusively cultural, or exclusively technical; but which will dominate—the general or the special type of education? The question is already being raised in Melbourne. Dr. Barrett has advocated local university reform in the view that all university education must necessarily be utilitarian. In other words, he would subordinate the arts schools, and introduce new technical courses. Mr. Stephen P. Thompson, in combatting the materialistic idea "to make our university a huge technical school, like some of the American universities—with diplomas for journalists, librarians, and others about to follow pursuits necessarily limited to comparatively few," observes that the university must be for the masses, not for the classes; for teaching working men history and economics, rather than for attracting society young ladies to study domestic technology. If the case for the humanistic ideal had a stronger foundation