

Register 11<sup>th</sup> Mar 07

Professor W. Mitchell, M.A., D.Sc., who holds the Chair of English Literature and Mental and Moral Philosophy in the University of Adelaide, and Mrs. Mitchell returned from a holiday trip to Europe by the G.M.S. Bulow on Saturday. On the occasion of the commemoration of Aberdeen University, at which His Majesty the King was present, Professor Mitchell represented the University of Adelaide. For some time the professor was engaged on his treatise on "The Structure and Growth of the Mind," an important work which was published by Macmillan & Co. at the end of January.

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Professor W. Mitchell, of the Adelaide University, Mrs. Mitchell, and children returned from a trip to Great Britain by the steamer Bulow on Saturday. The professor represented the Adelaide University at the quarter-centenary celebration of the Aberdeen University. There were a large number of representatives of Universities and learned societies present, including several from Australasia, Canada, South Africa, and India. The Australasian delegates, besides Professor Mitchell, were Sir John Madden (Melbourne), Dr. McDowell (Auckland, and Messrs. R. Teece and (Auckland), and Messrs. R. Teece and (India) and Professor Gregory. They were greeted by Principal J. Marshall Lang, as coming from the antipodes, in the following words:—"We rejoice over the representatives of the dominions beyond the seas, whose people not only speak our language but share in our pride in the brave old flag, and our loyalty to the historic British Crown. 'Sons of the Empire's might and the Empire's learning,' from Australasia, shining beneath the Southern Cross, from the veldt of Africa, from Canada, 'splendid dream of plain and lake,' you have come to your own, for you are bone of our bone, blood of our blood, some of you it may be Scot, who  
Far out alien scenes among,  
Go mad at the glint of a sprig o' heather.  
With fraternal warmth we salute you."  
Professor Henderson went off to the steamer to meet Professor Mitchell.

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## A QUEENSLAND UNIVERSITY.

LECTURE BY HON. L. E. GROOM.

AN ELOQUENT ADVOCACY  
THE PRACTICAL ISSUE.

In response to the request of the Darling Downs Teachers' Association, the Federal Attorney-General (Hon. L. E. Groom), lectured upon "A Queensland University: Its advantages to teachers" before that body in the Council Chambers at the Town Hall on Saturday forenoon.

There were 50 or 60 members of the Association and also men of letters and science, Mr. L. Stanthorpe Bruce (Lecturer to the Tasmanian Government), Mr. G. J. Allpass, B.A. (Secretary Technical College), Dr. Henriksen, Mr. H. A. Tardent and others present.

Mr. W. Gray, President of the Association, occupied the chair, and briefly introduced the distinguished lecturer, who he said scarcely needed that particular ceremony as he was so well and favorably known to the members. The present was a day of specialists and the Hon. L. E. Groom was a University specialist (hear, hear), from whom they could expect some information of exceeding interest to teachers. For that

reason the invitation had been extended to Mr. Groom. He would ask the Attorney-General to address them. (Applause).

### HON. L. E. GROOM'S SPEECH.

The Minister, whose entrance into the chamber had been recognised by hearty applause, met with a very gratifying reception upon rising.

Mr. Groom said that he readily accepted their invitation to him to address them upon that important subject, "A Queensland University." For one thing he could still almost hear the voice of the teacher ringing in his own ears as that disciplinarian sought to mould into shape what must at times have appeared to be rather wilful material. Also, it was impossible for him to forget the many pleasant associations that centred around old University experiences and companionships. It was in every sense desirable that the teachers should have the advantages of a thorough course in a properly equipped University. Immediately he returned from the Melbourne University, he perceived that Queensland was suffering an immense loss in having no similar institution. Realising that, he had promptly identified himself with those who were in favor of a movement, and had commenced an agitation which he had since maintained as much as possible. Ideals in education were essential to the welfare and progress of every civilised nation. They must find means of adopting themselves to conditions and circumstances, but must not sacrifice the ideal whilst practising the real. Human beings were organisms, just as plants were organisms, but upon a much higher scale. To ensure health, advancement and expansion, the human mind needed suitable correspondences and environment. Otherwise incompatibility would occasion decay. (Hear, hear.) Society must adopt itself to the elevating and edifying organisations that were calculated to mould men's souls and achieve the very best results. (Applause.)

### EDUCATION APPLIED TO INDUSTRY.

European authorities were convinced that "all nations must learn that their commercial and industrial prosperity in the future depends on their methods of educating the whole nation." Technical and commercial training were imperative. The realisation of that fact induced the revision and crystallisation of educational systems. Criticism had arisen, but not merely respecting those aspects of education that led directly to commercial and industrial efficiency. The ideals of education had been closely scrutinised, and as a result, as Director Tate, M.A., I.S.O. (Victoria), had declared—"Education is concerned with the development of all the resources of the self, that an ideal education results in complete self-realisation. It, therefore, concerns itself with physical fitness, for the future man must be fit of body for a man's work; it concerns itself with mental fitness, for he must have genial strength of mind to hold his own and to make the most of his life; it concerns itself with moral fitness—with increasing his character weight, for he must be fit of soul if he is to uphold the worthy idea's of his time and do his part in building up finer ones." They must make the best of the community's manhood and womanhood. Citizens were not complete without honorable characters. (Applause.) So it was with national life. Industrial and intellectual capacity must be developed.

### THE QUEENSLAND SYSTEM.

The Queensland system was not complete. It stood apart and alone. Teachers could not be thoroughly trained by such a system. They had to depend too much upon personal resource and intuition. Even the Grammar schools and Technical Colleges lacked finality. A University was essential to supply the coping stone to a student's education.

A complete course, commencing with the primary school and advancing step by step through secondary schools, schools of mines and of agriculture and so on, and including University training also. The community needed a clearer conception of the value of higher education. He did not depreciate the noble work of the State school teachers in Queensland, but declared that they were subject to unfair disabilities. (Hear, hear.) It was sometimes stated that Universities were for the wealthy, but he was convinced that the most successful students were students of the people. (Applause.) There was the case of the new Judge upon the Federal High Court Bench, Mr. Justice Isaacs. He had gone through the State school system, and had become a teacher and later a University student and was now a leading legal light. The Chief Justice, Sir S. W. Griffith was a conspicuous example, as were also Mr. Justice Barton, Australia's first Prime Minister and others. It was the earnest, energetic students who, by assiduous and industrious application equipped themselves for the events of after life. (Applause.) There was no royal road to learning. Other nations had realised that it was the best economy to spend time, thought, and money in developing the greatest of our national resources—the hand power, the brain power, and the heart power of our manhood and womanhood." Such development demanded organisation. It was in the interests of that organisation that the promoters of the proposed Congress were acting. It was submitted that until the Queensland educational system was completed by the establishment of the University the education of the community must remain deficient. It had been protested that the population of Queensland (530,000) was not sufficient to warrant a University, but Tasmania instituted hers years ago and her population was now only 180,000. And the teachers there were agreed that it had not been founded any too soon. New South Wales started her University when the population stood at 187,000, and Victoria established the Melbourne University when the inhabitants numbered 240,000. The two last-named seats of learning had recently celebrated their jubilees. Such aids to light, learning, and utility were invaluable. It was true that there was still room for improvement in their ideas, but much good had been accomplished. The professions such as the Church, medicine, the law and others had been great gainers by the Southern Universities which had done nobly "In keeping burning the torch of learning." (Applause.)

### PRACTICAL SCIENCE.

The needs of intellectual development were as wide as the community of nations. Also every advanced community recognised that industry and agriculture were dependent upon applied chemistry and science. He was glad to know that at the Toowoomba Grammar School the scholars had now the advantage of practical demonstrations given by a first class master. The German success of today was largely attributable to their wedding science to manufacture and chemistry to agriculture. They even made use of the discoveries of English scientists, too often ignored at home. Their factories were the better equipped because of the results of investigation and research. At Mt. Morgan, in their own State, the advantages of chemistry as applied to mining were made most manifest. It was accepted in modern Universities that agriculture, industry, arts and sciences were not less important than the absorption of Latin and Greek. (Applause.)

### OPINIONS OF AUTHORITIES.

Universities were no longer luxuries, if ever they were; they were now necessities to the well-being of the nations. (Applause.)

Principal Remsen (John Hopkins University, U.S.A.), said: The material value of the work carried on in the University laboratories cannot be over-estimated. New industries are constantly springing up on the basis of such work. A direct connection has been shown to