

M.A., LL.D., Chancellor of the University of Melbourne. Born at Omagh, County Tyrone, Ireland, in 1851, he was educated at Belfast, where he was senior scholar and gold medalist in mathematics at Queen's College. He subsequently graduated as a wrangler in the mathematical tripos at St. John's College, Cambridge. While master of Repton Grammar School, Derbyshire, he received the appointment of master of Ormond College, Melbourne University, and acted in that capacity for more than 20 years. In 1915 he succeeded to the chancellorship of the university, and was knighted a year later.

In an interview with a representative of the Register at the home of Mr. H. H. Dutton, Dequetteville terrace, Kent Town, Sir John expressed great pleasure at the advances which the University of Adelaide has made, and at the recognition of its work by the State Government and private benefactors. He was much gratified with respect to the men they had had there, some of whom had gone to wider fields, and others who still remained. He said in Melbourne they had had lately from the Lawson Government very favourable consideration. Never before had they received financial help in the way of a large endowment, and the grant had been made permanent, so they could make their arrangements with regard to staff, knowing what their income would be. When he came out first the university received an annual grant, and on two occasions subsequently the duration of the grant was extended. The present was probably the greatest financial boon that their university had received. Owing to the fact that they had received the whole of the annual grant within the first six months, the surplus had induced them to go ahead a little faster than they were justified in going, with the result that they had experienced a temporary financial difficulty, which he hoped time would wipe out.

Free University Not Favoured.

Questioned as to his views on a free university, Sir John replied, "I do not believe in that. I think the fees should be as low as possible, and that there should be a liberal supply of scholarships and exhibitions to enable promising students to make their way through the university, but an absolutely free university would have the tendency—as it is not merely a cultural institution—to induce men who would be much more useful citizens in other walks of life, to make their way into the professions." He added that the workers' educational associations served a very useful purpose in enabling men to acquire knowledge and training, who otherwise would have to do it at very great self-sacrifice. He had been impressed by men who, after working all day, devoted their evenings to intellectual development. At their university they had an enormous influx immediately after the war of students, many of whom had had their work interrupted by active service, and the result, especially in the medical profession, was that there had been a large increase in graduates, but now that was over there was a corresponding decrease. The outcome was that science would benefit, for while openings for the general practitioner were not available, they might induce many students to carry on scientific work without the feeling that they would be losing so much financially through not going into practice.

Exchange of Teachers.

The Chancellor said no great development had taken place in regard to the exchange of teachers, because of practical difficulties. For instance, the seasons in Australia and in the old country did not correspond, and there would be a considerable loss of time. While it might be practicable so far as it concerned literary subjects, it was difficult for a scientific man in charge of a laboratory and doing practical work. Not only would there be loss of time in coming and going, but financial considerations also entered in. "I do not anticipate a large number of interchanges, but I hope that some of our best men will gain posts at home, and that we, on the other hand, might induce some good men to come out from the old country," he continued. That led on naturally to the question of the salaries offered to their teaching staffs. The diminished purchasing power of money had had a very serious effect on all persons whose salaries were looked upon as being fixed, and if universities wanted to get really first-class men they must be prepared to pay them larger salaries than they had hitherto been able to do. There was the temptation of active work in the professions for which those men had been trained—taking them away from the purely academic atmosphere of the university, with loss to the latter.

Matter of Bequests.

Sir John MacFarland thought that men with money to spare, in Australia, should realize more to what good use it could be put in universities. "I am always preaching to solicitors and others who draw up wills, not to bind the object for which the money is given, but leave it to the governing body—which could be the trustee—to do the best for the institution when money is left. Let the donor express in general terms his object in giving the money, but do not bind the university in detail as to its expenditure."

SHOULD DEGREES BE ABOLISHED?

An interesting opinion respecting the functions of a university is expressed by one of the professors who arrived in Adelaide...

celebrations of the Adelaide University. His suggestion that degrees should be abolished is likely to awaken controversy.

"Most people regard a university as a purely academic institution in the sense of obvious education, and if we were to tell them that just as it approached the ideal by so much it failed in its real function we would be derided," said one of the visiting professors on Saturday morning. "It does not require a high order of mind to teach a set lesson, and if that were the one purpose of our engagement university authorities might just as well place primary school teachers in the chairs and give them an appropriate form of instruction sheet. It was because the mind-deadening effect of set lessons was realized that the education departments of civilized countries began to encourage their teachers to take university courses; and universities, waking from the dreaminess of the middle ages, made tentative excursions into the realms of psychology, and, as a result, framed proposals for a course in education. That education department branch of university work is in a state of constant flux, being added to, subtracted from, or altered, as research shows necessary. Education lectures are an excellent example of what is happening in every progressive university, and each branch of its curriculum, for advance and discovery necessitate constant change of outlook and avoidance of dogma in any subject. That is why a university should never teach in the usual meaning given to the word. The ideal lecturer will lead his students on to think and to be real students. Of course, there are certain facts to be inculcated, though a cautious man will advise his students that the supposed facts must be accepted with reserve, particularly in science, as a mere summary of human experience and liable to alteration as more careful investigation may reveal mistaken inferences. Therefore investigation of every statement is to be recommended, even to the theories of the lecturer, and the greater the number of doubts raised in the minds of the class the nearer the lecturer is to the attainment of his proper function in public life—the stimulation of thought."

Superstition in Research.

"There is a great deal heard in these days of the need for research, and the duty of every university to take part in it," continued the professor. He agreed with that, but contended that when the statement was made research was associated only with the scientific branch of a university and was associated with a lot of paraphernalia. In his opinion, people who talked glibly about scientific research had in their minds the alembics and crucibles of the alchemist, and the toys of an astrologer, and half suspected that the scientist had some familiar demon who in return for the proper amount of homage and creation of a stipulated quantity of unpleasant odours with chemicals, appeared at intervals and rewarded the spectacled devotee with a discovery. The professor went on to say that there was a tremendous amount of superstition in the world yet; and nowhere to a greater degree than in connection with research. It was not essential to have a marvellously equipped laboratory, even for many scientific purposes, and in that connection he quoted the great work of Professor Bragg, when he was at the Adelaide University. He also mentioned that in the domain of what might be called terrestrial astronomy the late Capt. Inglis, of Port Adelaide, had evolved a tide-predicting machine, though there was little apparatus at his disposal. That machine was an illustration of the value of research, for when the investigation of tides was undertaken there seemed little likelihood that there could be any practical result. Similarly, Dr. Ghose, the Indian plant neurologist, working along entirely new lines and a few appliances, had revealed quite unexpected affinities between animal and plant life. He had proved that in many respects the physical qualities and reactions of plants were similar to those of animals, as the theories of biology suggested when consideration was given to the matter, though it was generally overlooked. Developing a contention that research was required in all branches of university work, the professor pointed out that, strictly speaking, it was thought combined with experiment, and was an essential part of university life.

Teaching Investigation.

Considering that matter, stated the professor, brought him back to the starting point of his discussion. If research were a combination of thought and experiment, it followed that a lecturer who called the imagination or doubt of his class into play stimulated research. The man who thought over what he was told naturally began to experiment with the materials at his disposal to resolve and doubts. He was being taught, unconsciously, to put questions to Nature and to add to the sum of human knowledge. If a university simply inculcated certain statements in the minds of its students it might have a fine record of examination passes, though that was doubtful, because the classes would not have the mental equipment to deal with any problem outside the lecturer's assertions. For that reason an opinion was gaining ground that it might be wise to abolish degrees, which at present were the natural ambition of the student, and to concentrate on the stimulation of thought. What, it was asked, was the utility of making a man take a degree which included instruction in, say, the Laplacean theory of the formation of planets, when some discoveries in recent years had discredited it? Why give a science degree, based partly on opposition to the Einstein system, or a degree in medicine or surgery which ignored the most...

not have the degree as its ultima thule. Instead, it should prepare its students on every side to examine all questions placed before them, and not to accept beliefs as correct merely because they were hidden beneath the dust of centuries. It was time to discard the idea that a university was a glorified public school, devoted to making students learn a more intricate multiplication table. Its real purpose was to teach only that everything should be investigated. It should not try to teach how to think, an obstacle to knowledge over which some lecturers were stumbling to-day. Teaching how to think was merely an exchange of shackles.

Theory Linked with Practice.

How many absorbing problems awaited the university student, whether a member of a class, tutor, lecturer, or occupant of a chair, continued the professor. In some respects there was not country better suited for the study of important problems in knowledge—or want of it, he added, with a smile. Though the public which had to find the funds might doubt it, good would be done if in some courses of study part of the time were spent outside the university. An excellent illustration was the commercial course, in which the bulk of the students were engaged in offices during the day and so mastered the theories more quickly than if they had no practical experience. They were also well able to criticise the theories advanced by the lecturer. Similarly in law, better progress was made because of the practical work of articled clerks, and the instruction could never become rigid. If the psychologist, the professor of classics, and the geologist had to take his class out for practical work there would be greater advance. All universities had to send their anthropologists abroad, and the fact that they continued to do so year after year indicated that even their financiers realized the value of practical investigations. Psychology was in its infancy, and should not be bound down with rules which would prevent the expansion of study. Though the guidance of classes was the duty of university officials, they also had an obligation to study the problems of their branches of knowledge. Only by doing so could they fulfil their duty to mankind, and it was essential, if a university desired to progress, that it should enable its education staff to study things for themselves. The reputation gained in that way had its financial advantages to set against the cost.

GREETING FROM ST. ANDREW'S.

Professor A. Anstruther Lawson, D.Sc., F.R.S.E., who holds the Chair of Botany at the University of Sydney, and was formerly a lecturer in the University of Glasgow, has brought the following felicitation from St. Andrew's, the oldest university in Scotland, which he is representing at the jubilee celebrations in Adelaide:—"We, the Senatus Academicus of the University of St. Andrews, in acknowledging the courteous invitation to be represented at the jubilee of your foundation, send cordial greetings and congratulations by the hand of Professor A. Anstruther Lawson, in whom is combined a knowledge and appreciation of both our universities. As the most ancient of the Scottish universities, with more than five centuries of life and effort devoted to the cause of learning, St. Andrews rejoices to recognise in her younger sister of Adelaide, from whom she is sundered so widely in history and by the broad seas, the same inspiring ideal of the pursuit of knowledge for its own sake and for the service of mankind. In the University of Adelaide we also recognise one of the outstanding centres for the light and learning of our race in the southern world. We cherish the thought of our common heritage, our common ideals, and our common citizenship. We cordially appreciate the striking development of our sister university during the first half-century of her existence, and in tendering felicitations on the excellent work accomplished in this time, we offer her our heartiest good wishes for the continued success of those beneficent activities which have conducted in such an eminent degree to the growth of culture and wisdom in the land she lives to serve."

TO-DAY'S PROGRAMME.

A special congregation has been arranged for this afternoon, when there will be a reception to the delegates, and addresses by the chancellor and visitors. The ad eundem degrees will also be conferred, and this evening the staff of the Elder Conservatorium will give a special concert to the delegates and visitors.

ADV. 20. 826.

Dr. H. L. A. Brose and Professor G. E. M. Jauvey, both of whom are old Prince Alfred scholars, were entertained at luncheon at the Grosvenor yesterday by the Prince Alfred Old Collegians' Association. They are in Adelaide attending the University jubilee celebrations. Dr. Brose is temporarily at the Sydney University, but he will return to England next year to take up duties at Nottingham. It is his first visit to Adelaide since 1913. The chairman of the luncheon was Mr. L. D. Waterhouse, and among those present were the headmaster of Prince Alfred College (Mr. W. R. Bayly), Dr. M. Erichsen, and Messrs. H. Fleming, A. R. Bertram, A. E. Vardon, M. Bath, S. G. Lawrence, E. H. Ross, L. H. Shuttleworth, H. W. A. Miller, L. Piper, W. G. Taylor, E. D. Whittam, and A. G. Colson.

Among the distinguished delegates to the University jubilee celebrations is the former Adelaide student, Dr. Henry B. Rhodes scholar for 1913, who left Adelaide to enter Christchurch College, Oxford, but while making a vacation tour in Queensland at the outbreak of the war was interned and kept as a prisoner until the struggle was over. During his internment, however, he made good use of his time, and assisted in many educational classes. In 1922 he was appointed lecturer at the electrical laboratory at Oxford, and published "The Theory of Relativity," an introductory sketch based upon Einstein's original writings. He has also translated a number of works dealing with recent researches in physics. He is spending a year in travelling on a lecturing tour, and on Thursday evening will address a meeting of the Graduates' Association on "Some aspects of modern physics." Previous to Dr. Brose's lecture the Vice-Chancellor (Professor Mitchell) and Mr. A. Grenfell Price will explain to the association some of the plans of the recently appointed committee which is making active preparations for the erection of Students' Union buildings and war memorial. The meeting will be open to all who are interested in the progress of the University.



SIR JOHN MacFARLAND, Chancellor of the University of Melbourne, who is taking part in the University jubilee celebrations in Adelaide.

REG. ADV. 17. 826.

UNIVERSITY CATHEDRAL SERVICE.

From "ANGLICANUS":—The Church of England in this State has been marked for many years past by its lack of charity and absence of brotherly feeling towards its fellow-Protestant churches, and its action with regard to the University jubilee celebrations caps the whole. Does the Anglican Church realize that were it not for the liberality of those whom its members are so fond of referring to as "Nonconformists" and "Dissenters" there would in all probability be no jubilee celebrations for the next 20 or 40 years. Why then did it not suggest a combined churches' thanksgiving service, instead of attempting to gather all the kudos to itself? A golden opportunity for the advancement of the Anglican Church and the cause of union has not only been missed but the cause of union has been put back 20 years.

From J. R. LYALL:—I was present at the Flinders Street Church on Sunday evening when Dr. Davidson referred to the origin of the University. He spoke of Capt. Hughes' magnificent promised donation for the endowment of Union College, and of how, at the instance of the former pastor, his predecessor, the Rev. James Lyall, the donor, agreed to transfer the sum from its intended destination to the larger and broader object of a national university.