

Advertiser, Aug. 1st, 1910.

UNIVERSITY GRADUATES' SERVICE.

A special service for University graduates and under-graduates was held at St. Peter's Cathedral on Sunday afternoon. There was a large congregation, those wearing university gowns occupying a considerable portion of the seating accommodation in front, which had been specially reserved for them.

The Rev. W. Temple, M.A., took for his text St. John, iv., 24, "God is a spirit, and they that worship Him must worship Him in spirit and in truth." That spirit, he said, was not only opposed to formalism, but meant a positive driving force, leading a man to break with the habits of the life around him; and truth was not only antagonistic to insincerity, but in addition demanded intellectual effort for its discovery and service. That was particularly the work of universities and students. It might mean, on the part of those who thus sought the truth, a passage through dark periods when belief was hard; but the cost must be faced, because men were hungering for a statement of the faith in the terms of their own thought and life. The service of truth, however, did not close with its discovery. If they were to worship in truth, it must not only be with their lips, but in their lives; and the student movement gathered together all members of all universities for that service of the truth.

The choir sang the anthem "God is a Spirit" (Bennett) effectively, without accompaniment. The service concluded with the singing of the hymn "Soldiers of the Cross arise."

student Christian Federation to face the world problem. Its solution was in the hands of the student classes. No man ought to go to India, for instance, as a servant of the Crown without feeling that he was first and foremost a servant of Christ. That result could only be brought about by permeating with the spirit of Christ all those places where the servants of the Crown were trained, namely, the universities of the Empire. Then more and more was the solution of the social problem to be achieved through the agency of the universities. In the centre of all that great movement was the living force represented by the student volunteers pledged, with God's permission, to become foreign missionaries. He understood that in the union in Adelaide there were no volunteers on the men's side, for work in the foreign mission field, and he expressed the hope that some would definitely make that pledge, because of the enormous impetus it would give to the work at home. Such students, of course, would go out under their own church's recognised authority. They asked none to give up any of the truths that had come to them. Christian unity would come only by the indirect process, and not by looking for it. The only way was to win the new education to the great cause common to them all, and bring all the nations to the feet of Christ. As they were working for that great object they would have greater intercourse with one another, would respect one another more, understand one another better, and gradually Christian unity would merge out of their united action.

Zealand spent £27,000 and South Australia £7,000; on secondary instruction New Zealand spent £84,000 and South Australia £2,000. The difference would not be quite so glaring as regards the other Australian States, but even Western Australia had decided to organise evening continuation classes throughout the State. In South Australia the only institutions doing that kind of work were the schools of mines and industries in various centres. He could speak to the excellent work done at the Gawler School of Mines, where a boy was turned out at the end of five years a skilful workman, able to command three times the salary he could otherwise obtain. The local engineering works had contributed handsomely to the school. In Gawler there was very little trouble from larrikins, and he attributed that result largely to secondary education. In wealth Australia stood almost at the top of the tree among the nations, and yet we had not awakened to the importance of training our young people as they ought to be trained. (Hear, hear.) Such a Commission as was proposed would produce valuable suggestions and above all, it would stimulate public interest, which was necessary if anything effective was to be done. One difficulty with secondary schools was to secure the attendance of a satisfactory proportion of the young people. In Germany such attendance had been made compulsory.

Mr. RYAN—They work it there in connection with the military system. So many

days at the school count for so many days' drill.

Mr. COOMBE—It showed how Germany realised the importance of the matter. It was even compulsory for the employer to send his employes to the secondary schools.

Mr. GREEN—Some of the employers do it here.

Mr. COOMBE—Bismarck attributed the success of his work to the work of the secondary schools. A Bill introduced into the Victorian Parliament proposed to abolish boards of advice and substitute school committees. It provided schools and classes for the education of boys and girls beyond the elementary stage. It proposed two new types of schools—higher elementary schools and district high schools; also preparatory trade schools and technical schools. He wished to pay a tribute to the admirable work of the Adelaide School of Mines, which had turned out so many good men. If we instituted a fuller system of secondary and technical education it would probably be wise to import someone to superintend it.

On the motion of Mr. SMEATON the debate was adjourned till Wednesday, August 17.

Add. Aug. 5th.

A telegram from our Brisbane correspondent last night stated:—Mr. Frank Ellis has been appointed lecturer in physics and mechanics and demonstrator in material structure and mechanical drawings at the School of Mines in place of Mr. J. P. Wood, who has accepted a position at the Adelaide School of Mines.

Southern Cross, Aug. 16.

In connection with the University Extension Scheme a very successful and well attended meeting was held at Victor Harbor on Saturday evening, in the Institute, presided over by the Honorable the Minister of Education. Mr. Conybeer expressed himself as being very pleased to be present, and to in any way assist the district and the University in the cause of education. Mr. C. R. Hodge, the Registrar explained what was offered to the centres in the way extension lectures and of public examinations, and what was expected from the local community. The following committee and officers were appointed, and it was thought advisable in the event of extension lectures being given in the district, to link up the towns of Port Elliot and Goolwa by representation on the committee—Chairman, Dr. Douglas; secretary, W. Henderson, B.A., L.L.B., Messrs. C. J. Shipway, Russell, Rev. D. J. Wellington, and Messdames Melville, O'Leary, and Misses Wright and Goodwin (Victor Harbor); Revs. J. W. Roberts and T. M. Boyer, and Mr. C. W. Colman (Port Elliot); and Mr. T. Goode (Goolwa). After the formal proceedings the Minister gave a spirited and eloquent address, and hailed with pleasure the movements afoot to help those in need in education, the widespread desire for the betterment of the people, and the increased facilities which were being afforded the earnest student. Mr. Conybeer said he was very gratified to know that this was the thirty-fourth country centre created by the University, and expressed the hope that it would prove a boon to the district. A very hearty vote of thanks for the Minister for his presence and for his spirited address was carried by acclamation.

EMPIRE CONGRESS OF UNIVERSITIES.

The Vice-Chancellor of the University of London has forwarded an invitation, with which the Universities of Oxford and Cambridge associate themselves, to the University of Adelaide to take part in a congress of the Universities of the Empire, to be held in London in the year 1912, by appointing four representatives to attend the congress. The council resolved on Friday to accept this invitation. An invitation was also received to be represented at the second international congress on hygiene, to be held at Brussels in October next. It was resolved to invite Dr. Ray, Rhodes scholar, to represent the University at the congress.

THE ADELAIDE UNIVERSITY.

Adjourned debate on the motion of Mr. RYAN—"That a Select Committee be appointed to report on the best methods to be adopted to make available the facilities for higher education at the Adelaide University to deserving students."

Mr. COOMBE said the weak spot in Mr. Ryan's interesting speech was the failure to show that more liberal conditions would result in an accession of students to the University. That might be presumed. An enquiry could do no harm. Educational institutions, like all other institutions, should be adapted to the growth of national life, and there was danger that the University might get into a groove. The munificent donations made in the past towards the University were not being sufficiently supplemented nowadays. Wealthy men would find plenty of scope for their generosity if they cared to aid that institution, as they should do in prosperous times like this. (Hear, hear.) The University part of their educational system was not the weakest part. In respect to secondary education they needed the greatest revival and improvement. He proposed to submit an amendment to Mr. Ryan's motion which would have the effect of bringing secondary schools within the scope of the enquiry of the commission if it were appointed. He wished to add the words, "and also to report on the desirability of providing better facilities for secondary technical instruction." By secondary education he meant to cover education other than University education. In regard to educational progress South Australia was far out-distanced by most of the European countries, and a public recognition of that fact was necessary. (Hear, hear.) We had the raw material here to make splendid men and women, and yet we had not awakened to the importance of higher education, and in consequence we were largely wasting the efforts expended on our primary education. As Mr. Williams had pointed out, the scholarships provided only for an infinitesimal portion of the children of poor parents, and only for the very brightest. We had brilliant examples of men who had raised themselves by struggles, but how many others had not been able to do so. There were many whose schooling now stopped at the age of 13 or 14, would be as successful as others if they had the opportunity. This state of things could not be changed without considerable expenditure. In the period between 1901-2 and 1907-8 New South Wales had increased her expenditure on education from £874,000 to £1,055,000; Victoria from £864,000 to £872,000; Queensland, £343,000 to £399,000; Western Australia, £168,000 to £219,000; Tasmania, £60,000 to £73,000; South Australia, £210,440 to £210,712. That was only an increase for South Australia of £200 and £300, and yet it had been a most prosperous period. In the year 1906-7, New Zealand, with a population of 977,000 people, spent £881,000 on education. She spent £40,000 on the University, as against £6,000 spent by South Australia. On technical instruction New

WORLD STUDENT CHRISTIAN FEDERATION.

ADDRESS BY REV. W. TEMPLE.

The Rev. W. Temple, M.A., of Oxford, addressed students and others on the work of the World Student Christian Federation on Monday evening in the Prince of Wales Theatre at the Adelaide University. The conference of the federation at Oxford last summer, he said, was a memorable one, representatives of 30 nations of the world being present in Christian brotherhood to discuss the problem of extending the Christian faith. The lecturer quoted extracts from the report of that conference, showing the extraordinary changes that were taking place in China, and the opening up of the field for Christian enterprise in that Empire, in Japan, India and Turkey. The Student Christian movement had taken hold of every country of the world except Spain, and even there the door appeared to be opening. For the Eastern countries the hope of success lay through Asiatic missionary students, hence the need of a strong federation to obtain possession of the field. Referring then to the work in England he remarked that an astounding change had been wrought in university life. Only 15 or 20 years ago it was fashionable on the part of students to profess agnosticism, but that was not so now. The older universities were founded on a religious basis, but in the newer universities—and he understood the same remark applied in Adelaide—there was no recognised religious work. They were entirely secular institutions, and it became necessary therefore for the students themselves to supply the need. It had to be done quite apart from the official life of the university. All over the world the situation was critical. Mohammedanism was spreading rapidly southwards across Africa, and each year the great Mohammedan university at Cairo was sending out hundreds of students, all pledged to do mission work, and so it was the duty of the

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