

**DEMONSTRATION AND EDUCATION.**

**ADDRESS BY REV. W. TEMPLE.**

There was a large gathering at the Princeton University on Wednesday night, when the Rev. W. Temple, M.A. (Oxford) delivered an address on "The Value of Demonstration," in which he expressed the opinion that education should be made the leading feature of the public school system. He said that the most valuable lessons of life were not to be learned in the classroom, but in the livery, and that the best way to teach the children to understand the world was by showing them the facts of it. He urged the use of all means of instruction, including the printed page, the blackboard, and the lecture platform. He also spoke of the importance of encouraging young people to take an active part in the management of their own affairs, and of providing opportunities for them to express their opinions and take part in the government of the country. He concluded by expressing the hope that the movement for education and demonstration would make rapid progress in the United States.

**UNIVERSITY OF ADELAIDE.**

**MEETING OF THE SENATE.**

**AMENDMENT OF REGULATIONS.**

A meeting of the Senate was held at the University on Wednesday afternoon, the President (Mr. F. C. Clothier, B.N.) in the chair.

At present no power exists to enable professors, lecturers, or examiners to exclude from their classes any student attending or desiring to attend the classes, except by the use of the examination or syllabus lists, or any other device which he believes may be necessary for the maintenance of the order in his class, and which shall not return to the University, or any other place. The examination or syllabus lists may be made by the officer of health in the University or by the officer of health in the district where he resides, or may be made by the faculty or by any other person, for the purpose of controlling the spread of infectious diseases.

**THE PERSON OF CHRIST.**

The Rev. W. Trueman, M.A., of London, lectured at the Elder Hall, Adelaide University, on "The Person of Christ." There was a fair attendance. His lecture was well received by the audience.

In giving the lecture, the lecturer was very judicious in his choice of words and in the arrangement of his thoughts. He treated the subject in a very comprehensive manner, and brought to bear upon it a great deal of research and knowledge. He also illustrated his arguments by analogies from history and literature. The lecture was well received by the audience, and was characterized by a high degree of learning and eloquence.

**REGISTRAR, July 28, 1910.**
UNIVERSITY EDUCATION

Mr. RYAN moved—"That a select committee be appointed to report on the best methods to be adopted to make available the resources of the Adelaide University to deserving students." He pointed out that the University was known to have large endowments and that its policy had been to reserve its funds for educational purposes. If it was recognised that national development was dependent on the extension of education, the University could and should take a more active part in the development of the State. Every man of a voting age should be given the chance of an education, and it was the duty of the University to lighten the financial burden on the State by providing means for the education of deserving students. 

The question of education was one that had to be considered in the light of the financial position of the State. The University had a large endowment, and it was the duty of the University to use its resources to the best advantage. In the present state of the finances of the State, a great deal of money was being spent on educational purposes. The University should contribute its share towards the education of the people.

The motion was seconded by Mr. BUNDEY, who said that the University had a large endowment, and it was the duty of the University to use its resources to the best advantage. The University should contribute its share towards the education of the people. 

Mr. RYAN moved an amendment to the motion, providing that the committee appointed should have the power to report on the possibility of establishing a system of free education in the State. This amendment was seconded by Mr. BUNDEY, who said that the amendment was necessary to ensure that the University would not be excluded from the consideration of the committee. 

The motion was carried, and a committee was appointed to report on the best methods to be adopted to make available the resources of the Adelaide University to deserving students.
The university should be a school in which every branch of higher education is taught and studied in harmonious co-operation with every other branch; that it should represent, as it were, the microcosm of the whole range of human knowledge; that it should be a place where, whatever one may know, there should be found some one able to teach him. An Oxford report on education stated:—"A modern university must be accessible to every class, not merely in the formal sense that it admits every applicant of good character who satisfies its educational requirements, but in the practical sense of making it impossible that no one will be excluded on the ground of poverty. Religious tests were abolished 30 years ago by the old university; the same step is recognised as a wise one, but to the majority of the working classes a system which excludes a student because of the limited means of his parents appears indistinguishable in effect from one which excludes him because of religious beliefs." He asked the university men of the House whether they considered the University fulfilling these functions. Surely it was not unkind to say that the call for activity necessitated by the conditions of modern competitive life, had not been heard by the circle graduate university life of the State. The sentiment that should be behind a university, if it was to be a real living force in the community, and an aid to the prosperity of the State—and unless it was not justi- fied in its existence—was that the place where all might turn to obtain the highest knowledge available for application to practical purposes—open now to a few of fortune's favourites, who, so to speak, had the road made for them, be- came a right from which there should be found means to bridge the gap between those who had and those who had no means. That was the governing thought in the mind of Professor Huxley when he said in 1871—"I should like to have an arrang- ment by which a passage could be secured for children of superior ability in the county in which they could obtain higher instruction than in the ordinary schools, I believe no educational system can be worth the name of a national system or fulfil the great objects of higher education unless it is one which establishes a great ladder, the bottom of which will be in the gutter and the top in the university bez. the ideal of the men who have done so much for the education of South Aus- tralia, and the ideal of the party outside. The University was not a luxury, but a necessity. Those were the days when it was brought into existence; and in the hope that it would fulfil them, they were justified in expending nearly half a million when it had not fulfilled ideals might be a fault that members of Parliament, as guardians of the State purse, might not be ready to the want of money rather than the desire the failing might be a fault that members of Parliament, as guardians of the State purse, might not be ready to..."}

The doors of its professors' rooms—"Your brother should know, and we will keep your books. An influential delegation had waited on the members of the University Council and the government explained:—"We cannot do the work of the University without money, buildings, and professors. We can have the professors, we can design the buildings, but we cannot pay for them." It was justifiable in saying:—"If the efficiency of the University is impaired for want of funds, and professors whose educated men and women are our most valuable asset, that money is not provided, and provided by those who will benefit most by the tendency of education?" Should that find the question has been an- answered by one of America's leading men, a member of the Cabinet, in Febru- ary last, when he said:—"If the spending of national money in any other channel can give the country returns which have been received as the res- ult of university expenditure, it would be well for those in control of State to grant money to institutions which are not able to produce for themselves not how much is the least you can do with, but how much is the most you can use, and what the benefit which might be derived by the State from the University had not been shown was by the need of further assistance in teaching history, literature, biology, astronomy, ve- terinary science, and public health, which could be fairly stated to depend on the ground which the State—30 acres—has an adequate building. Not only did these remarks apply to the subjects men- tioned, but the other great question of the growing community was ever to be developed, would it not be through the fuller recog- nition of the University to secure the mental, pastoral, and mineral development? The University was when the mind of the family could be sent to the farm or the pastoral run. The farmer and the pasto- ralist themselves, that they would do for their holdings, had to be men who could reason and take science by the hand. He had with with pleasure an important lecture delivered by Professor Robertson of the Adelaide University, a few days ago, and the copies of which members of Parliament had cause to be thankful, not so much from the intelligence of the authorities, but to the wisdom of the Magaro, who realised how desirable it was to the government to have some idea of the great discoveries in the line of research. From that lecture and another instructive one given by Mr. Fisht's Agricultur- est, which he had a glimpse of what other nations were doing, and what might be expected in agriculture in the future and the results of which was to come. Yet, for Professor Robertson, that was not all. Adelaide-university were...