

For the Degree of Doctor of Science:—
Wheatley, Frederick, B.A., B.Sc., (in
absentia).

For the Honors Degree of Bachelor of
Science:—Chemistry—Dawkins, Alfred
Ernest (David Murray scholar).

Hardy, Tom Mayfield.
For the Ordinary Degree of Bachelor
of Science:—

McDonald, Cyril George Hugh.
For the degree of Bachelor of Engineer-
ing (ad eundem gradum):—

Jacko, Robert Lockhart, B.E. (Univer-
sity of Sydney).

Ward, Leonard, Keith, B.E. (University
of Sydney).

For the Degree of Bachelor of En-
gineering:—
Brookman, John Ragless.
Espie, Frank Fancett.

In lieu of surrendered Degree of
Bachelor of Science:—

Angwin, Hugh Thomas Moffitt; Du-
mas, Russell John; Ellis, Frank, B.A.;
Heseltine, Augustus Frederick; Hooper,
Charles William; McNamara, Louis War-
necke; Potts, William Andrew; Rennie,
Edward James Cadell; Scott, Ronald Mel-
ville; and West, John Stanley.

In absentia:—
Whittington, Bertram, Basedow, Fritz
Johannes; Chapman, Robert Hall; Cle-
land, William Lauder; Cooper, Wilfred
Windham; Fairweather, Andrew; Gill,
Lancelot Waring; Gray, William Watt
Ervine; Greenlees, Alan David; Green-
way, Harold; Holder, Evan Morecott;
Moore, Bertie Harcourt; Smith, Harold
Whitmore; and Stuckey, Vivian Charles.

One candidate, Mr. Alexander Joseph
(in absentia) was presented for the de-
gree of Bachelor of Music. The Chan-
cellor said Mr. Leckie was an example
of perseverance under difficulties. He
was a Western Australian and would be
one of the last from that State to re-
ceive a degree from the University of
Adelaide, as the neighbors State now
had a university of its own.

Lastly, diplomas in commerce were
presented to the following candidates:—
Calder, William Cormack; Moyes,
Charles Robert; Russack, Frederick Wil-
liam; Solly, Hubert Ambrose; and Tar-
ner, Percy.

An address and purse of sovereigns
were presented by graduates of the Uni-
versity to the registrar (Mr. Charles R.
Hodge), who is completing his thirtieth
year of office. Proceedings then ter-
minated.

In connection with the commemoration
ceremonial at the Adelaide University
yesterday the following address, hand-
somerly bound and engraved, and ac-
companied by a purse of sovereigns, was
presented to the registrar (Mr. Charles
R. Hodge):—“We, the graduates and one-
time students of the University of Ade-
laide, feel great pleasure in presenting
you with this memento of your activi-
ties in behalf of our Alma Mater. Dur-
ing your official connection with the
University—a period of 25 years—you have
endeared yourself to the students and
gained the confidence of the governing
body and professional teaching staff.
You have witnessed the University from
its early youth grow to its present proud
position of influence and have seen
many men, now famous, receive its de-
grees and awards. We hope you may for
many years continue to fill the position
you have so long occupied to the great
advantage of the University and enjoy
the respect due to your sterling charac-
ter.” Dr. Polleine made the presenta-
tion, and his felicitations and congratu-
lations were echoed by the Chancellor
(Sir S. J. Way). Mr. Hodge modestly re-
sponded.

THE METAMORPHOSIS

INSTRUCTION AND MODERN PROGRESS

EDUCATION MUST ADAPT ITSELF TO CONDITIONS.

The new requirements of education and
the changes they have wrought in the
world's work were ably referred to by the
Governor (Sir Day H. Bosanquet) in an
interesting speech at the University com-
memoration.

At the outset he pleaded that his edu-
cation and training were hardly of a na-
ture that warranted him addressing a
university gathering. “But,” said he,
“here I am—a visitor only, and as such
I feel bound to follow the wishes of
your Chancellor, who has requested me
to address you. Therefore, putting on
one side my natural fear of personal in-
adequacy, I will simply place before you
a few considerations derived from my
own personal experience of the changes
which have taken place in the world's
work during my lifetime, and of the ad-
vantages to be derived from the modern
movement to meet the new requirements
of education.

The Strenuous Pathways.

As the result of these requirements the
whole system of education has changed
and is still changing. The establish-
ment of the great Universities of Man-
chester, Birmingham, Sheffield, Leeds,
Bradford, Glasgow, and others bear wit-
ness to the completeness of the trans-
formation. In these great modern uni-
versities the appearance of splendidly
equipped laboratories for instruction in
mechanical, mining, marine, and elec-
tric engineering, the great increase in
the study of chemistry, modern lan-
guages, and agriculture, the vast num-
bers of students who graduate in the sub-
jects I have named, not only at those
universities, but also, more recently still
at the great seats of classical culture, Ox-
ford and Cambridge, indicate the value
attached by modern education to the pre-
paration of the youth of this generation
for the strenuous pathways, which lead
to the work required from the individual
for the advancement of civilisation, and
the development of the resources of the
world.

March of Invention.

During my lifetime modern invention
has changed the field of labor in every
civilised country; scientifically construc-
ted machinery has taken the place of the
simple manipulation of the human
hand. Bulk, brawn, and mere ani-
mal strength are not so invaluable to man-
kind as they were in the primitive com-
munities. In a million directions forms
of honored and remunerative labor are
opening up before the footsteps of the
modern man. Take a modern battle-
ship, for instance. The first ship I went
to sea in had no mechanic on board ex-
cept the armorer and blacksmith. The
modern ship of war is now an elaborate
and complicated piece of mechanism.
Everything in a modern fleet is done
by machinery. The motive power is
steam or hydraulic, compressed air or
electricity to which will probably
be added in the near future, explosive
oil and liquid air. Not only are ships
propelled by machinery alone, but they
are also steered by machinery.
Their principal weapons—the gun
and torpedo—are worked and fought
by machinery. The water used by
those on board for drinking, cooking,
washing, and feeding the boilers is pro-
duced by machinery. The orders which
the admiral wishes to give to the fleet
are signals made by machinery—by wire-
less telegraphy, electric flashing lamp,
and, in fog and thick weather, by the
steam siren and sound signals. Stand-
ing orders are issued by the typewriter
and printing machine. The principal
boats are steamboats and they are hoist-
ed in and out by machinery. The anchor
is weighed and controlled by steam or
electric machinery. The live bullocks
formerly taken to sea are replaced by fra-
zen carcasses, maintained in that condi-

tion by machinery. Steam pumps and
steam itself are used to extinguish fire
or eject water. The very air breathed is
provided by a fan driven by machinery.
Finally, the depth of the water and the
speed of the ship are ascertained by ma-
chinery. A whole army of men of scien-
tific knowledge and highly trained work-
men are now required, where formerly
only the brawny sailor existed. The
working of one 15-inch gun of a super-
battleship, though its mere discharge
requires less muscular exertion than a
savage expends in throwing his boomerang,
yet represents an infinitude of in-
tellectual care and thought far greater
than went to the shaping of all the wea-
pons of a primitive army. In every
activity similar changes are taking place.
Never before in the annals of mankind
has man's field of interesting em-
ployment been so wide, so interesting, so
complex, and in its results so all-import-
ant to society.

Woman's Ancient Domain.

But the woman, what of the woman's
field of labor? In that direction matters
have tended to shape themselves wholly
otherwise. The changes which have
taken place during many centuries have
tended to rob women—not merely in part,
but almost wholly, of the more valuable
of her ancient domain of productive and
social labor. That reminds me of an
incident of years ago. When walking one
morning at Port Moresby with the
Lieutenant-Governor of New Guinea
(Sir William Macgregor) we met a stal-
wart native carrying only a light spear.
A woman by his side was bent low with
the weight of her load of wood, potatoes,
and bananas. My companion addressed
the man and asked why he did not help
her. The male native remained silent,
but the woman replied—“Oh foolish one
of little knowledge! This wood and these
potatoes and bananas belong to me.
That man belongs to me; he is mine.
Do you think I would allow him
to touch with the tips of his fingers
any of these things. Oh, foolish one of
little understanding, mind your own
business, and go away. That was the
ancient field of labor of the woman. The
man was there to protect her, and to do
nothing else. It made no difference to
him that he was an anachronism, seeing
that Pax Britannica lay over New
Guinea and took away from him his an-
cient right and duty, to fight for the
protection of his womenfolk.

The ancient domain of woman is pass-
ing. The milkmaid has gone. I re-
cently inspected a dairy farm near Ade-
laide where 67 cows were in milk, and
the milking was done by three men, with
a number of machines. The manager's
wife told me that her husband had been
rising at 1 or 2 o'clock every morning
practically for the past 10 years, but that
she did not get up until the ordinary
time. Woman's ancient field of labor,
you see, is thus contracting in propor-
tion to the advance in civilisation.
The spinning wheels have given place to
steam-driven looms, the hoes and the
grindstones have long disappeared, re-
placed by cultivating machines and steam
driven flourmills. The kneading trough
and the washing tubs are replaced by the
steam engines of gigantic bakeries and
laundries. Machine-prepared and factory-
produced foods of every kind take every
day a larger place in the dietary of rich
and poor. Carpets are beaten, windows
are cleaned, floors are polished by ma-
chinery, and every kind of material for
clothing of every man, woman, and child
is produced by machines driven in fac-
tories.

MODIFICATION OF UNREST.

In pursuing the train of thought started
by these considerations, the ques-
tion arises how far the present
unrest in the sphere of indus-
try throughout the world may be
attributed to the changes we are observ-
ing in the daily occupations of mankind;
and how far this unrest may be modi-
fied by the improvement of educational
facilities and the advancement of scien-
tific and technical training in early years.
In my humble opinion a heavy respon-
sibility lies upon the University in this
matter. The world looks to its Uni-
versities to produce the most brilliant
intellects and the most profound think-
ers. I think that perhaps a Rhodes
scholar may some day arise who will
specially adapt himself to deal with this
subject. I believe the first requisite in
the equipment of those who would
grapple with the solution of our modern
social problems to be a complete know-
ledge of history, ancient as well as mod-
ern. The second requisite, I think,
may be stated as an accurate compre-
hension of the principles of ethics and
of logic; in fact, the equipment of the
philosopher.