A Distinguished Scholar.

PROFESSOR MITCHELL.

Adelaide University Needs.

A distinguished scholar, who possessed practical and interesting views on the need for development in connection with the Adelaide University, is Professor Mitchell. He was appointed to the chair of moral philosophy since 1894. It previously included English literature as well, but now he lectures on economics instead. According to his ideas there must be an association of subjects with regard to not only his own, but also other chairs, so as to give a complete understanding. It is only by specialisation that the best educational results can be achieved.

BORN IN SCOTLAND.

William Mitchell is a native of Scotland, having been born at Inveraray, on the west, in 1860. He had his early education at Eglinton, and proceeded to Edinburgh University, where he graduated. The next 10 years he was connected with the universities of Scotland, as lecturer in classics, and later as lecturer in classics and philosophy. He then went to London, where he was lecturer in classics, and had a good deal to do with the policy of the British Association, and was associated with all the universities and university colleges in England. The other training colleges are residential, whereas the old training college at the university had been abolished the pupil teacher system in England, and a great raising of the standard of education among teachers.

in the primary schools there. While in London Mr. Mitchell was examiner for degrees in philosophy for the Edinburgh University, and on the theoretical side, he came to Adelaide.

ADELAIDE PROFESSORSHIP.

"When I was invited to my professorship," he said, "the main emphasis had been on English literature. Indeed, I found only one student in philosophy, and his name was删。However, when the council was able to obtain the services of Sir John Eardley, to divide the chair, he was able to develop the philosophy side. English being removed entirely from the scope of the chair, and economics being substituted. Although both were subjects of the moral science tripos of Cambridge University, but that is no reason for associating them under one professor. The proper development of a university lies in having the subjects well divided up, and in enabling professors to lecture and labour on subjects they love."

When any one outside Australia turns up a list of the staff of professors and lecturers—and that is how the university was established—he would be struck at once by the number of subjects not under the same chair," added Professor Mitchell. "As one scholar said, our chairs are sofas."

MR. BRYCE'S RECENT ADDRESS.

The conversation turned on the lecture that was given last week by the Right Hon. Mr. Bryce, and Professor Mitchell pointed out that the occasion had emphasised the need for a university hall, where the speakers could be heard. He stated that the University Theatre was clear in his mind as to where it should be. It should occupy the east side of the present square, so as to have an entrance from North Terrace, and should be part of a building in which there could also be a students' room and a teacher's room."

"The students," he said, "deserve a word of praise for their behaviour during Mr. Bryce's lecture, for, being right at the back, as they were, they never showed anything, and to sit out so long an address in silence when one cannot follow the speaker is certainly a trying ordeal."

"Mr. Bryce laid emphasis on the fact that universities exist for truth. Has that always been the case?" asked the interviewer.

FREEDOM OF TEACHING.

"There has certainly been no suggestion of any lack of freedom in teaching in Australia," said the professor. "On the contrary, in Adelaide, and no doubt in Melbourne and Sydney, the lecturers are completely free to talk on any subject they wish.

The interviewer spoke of the time when Shelley was expelled from Oxford for his treatment of the university in his "Prometheus Unbound," but Professor Mitchell said those days were over. "The only two cases I can think of in modern times were in connection with the Chicago University and the Leland Stanford University, where two professors were obliged to resign for giving opinions on the matter of commercial trusts that clashed with the views of the wealthy foundations of the institutions. Such a thing could not happen in Britain, and the outcry in the other American universities was so great that there was no question of it being repeated there.

"In view of the increasing American interest in science and philosophy, it is probable that the philosophic and scientific centre of interest will shift across the Atlantic!

In spite of the fact that American universities have larger incomes than any in the world, enabling the fullest development and specialisation—America, for that matter, has universities purely for research—Professor Mitchell's answer was in the negative. He pointed out that the opportunities of earlier education in America, and the qualifications of students on entrance are no means on a par with those in Germany.

WELL-EDUCATED GERMANY.

"The system of education in Germany before the university was entered," he said, "is so very much wider in scope, where the student entering the university is practically up to, if not beyond, the minimum standard of graduate. Such students can, of course, so very much further in their university studies and researches; they do not require the stimulus of much examination, and there is practically no competition. On the other hand, he said, "the system in Germany has no hope of a bag going through the primary school to the university, because the system demands that secondary education shall begin much earlier."

"You believe in early education?" asked the interviewer.

"I do," the professor answered, "not so much a good thing, but all education up to 13 I regard as only a preparation, and unless it is carried on right up to the age of 13 for a real education is from 13 to 15 or 16." Professor Mitchell believes in the raising of the age for compulsory attendance at school, and favours the development of technical schools. The university, he said, "cannot go much faster than the schools, but it can provide teachers up to any requirements."

UNIVERSITY DEVELOPMENT.

"In that direction, ought the University to develop, to suit South Australian needs?"

"We are not short of students," was the reply. "In fact, the number at this University is possibly greater in proportion to the population than in any other English-speaking community. It is not numbers that are lacking; but we want a larger staff. We want junior members of the staff to take special book and essays with the students, and conduct discussions. We also want a Chair of Modern Languages in connection with the Faculty of Arts. In general, what we want is to go on breaking up the work of the present chairs."

SCIENTIFIC RESEARCH.

He added that it is more on the scientific side that development is needed for the practical purposes of the State. The Council and Faculty of Science wished the University to be regarded as a place where any scientific problems arising in the State could be dealt with. By concentrating the work in this way the best results could be secured with it, and it would give an opportunity to the best students to assist in the investigations."

"The new professorship in botany and parasitology," he said, "shows that the Government approves of and appreciates this policy, which, when thoroughly carried out, means the establishment of laboratories where all scientific problems arising in the State could be solved."

Professor Mitchell is a recognised authority on physiology and economics, and a few years ago published a masterly work entitled "Structure and Growth of the Mind."

"Professor Mitchell is married to a daughter of Mr. Barr-Smith."

"And that of Mr. Barr-Smith."

"And that of Mr. Barr-Smith. The Mail representative."