

It is, in short, by treating fully and completely of one department of knowledge that each lecturer will accomplish most effectually his main object of conveying to his hearers an impression that his favourite branch of study is amply worthy of being taken up with zest and followed out with earnestness. In this relation it is satisfactory to note that the Central Agricultural Bureau is likely to concentrate the discussions at the next Congress in Adelaide upon one important subject instead of allowing them as in the past to roam over a wide area embracing nearly every department of agronomy. This course was recommended by us when the last Congress took place, and we believe it will be found conducive to the best interests of the Bureau and its branches, and of rural industries in general.

S.A. Advertiser 19th June 1895.
Parliamentary Debate
Speech of the Premier
(C.C. Kingston).

record. The legal profession was a grand trade union. He believed in trade unions, but it seemed to him that most lawyers are terribly in love with their own particular trade union, while all others are an abomination. He was sorry to say it, but his learned fraternity, speaking generally, were as conservative a lot as could be met. They stuck with a most tenacious grasp to the particular union which sheltered them under its paternal wing. It was nonsense to compel the candidates to submit themselves to the present examinations before they could become practitioners of the Supreme Court, and in this he was sure Mr. Homburg would agree with him. Before they were aridled they had to pass an examination in the dead languages, which he had a shrewd suspicion no judge on the bench could master. The term of clerkship was altogether too long, and the Government proposed not to abolish but to shorten it, and to provide a sufficiently severe examination to test the candidate's possession of knowledge that would be of use to him. The candidates would not be required to go through a long weary trial of useless work. That was not all that they proposed. Wherever they could they would abolish useless technicalities. They also intended to deal with the practices and procedure of the Supreme Court, which had so grown as to submit litigants to embarrassments which should be abolished.

Advertiser 8th June 1895.

LECTURE BY PROFESSOR MITCHELL.

On Friday evening Professor Mitchell delivered a lecture at the Advanced School for Girls on "The groundwork of the principles of education." Professor Bragg, president of the address was delivered under the auspices of the Teachers' Guild. The lecturer said the duty of the teacher was to create an interest among his pupils in that which they began with without an interest in. The problem of method was to get a thing to lie in the mind of the pupil, and in order to give effect to this the teacher must study the curriculum, which should be followed in order to implant the desired ideas. If knowledge was acquired simply for the purpose of some examination it was useless, because the true aim of knowledge was to confer a permanent rather than a temporary advantage. Knowledge was essential to character. He thought if these were taught in the public school, that was undesirable. The aim of teachers should be to promote an interest for study among his pupils, so that when they were called upon to leave school their ambition would be to still further educate themselves. The lecture was listened to most attentively, and the professor was thanked for his instructive observations.

The Advertiser

WEDNESDAY, JUNE 19, 1895.

THE NEW PROFESSOR OF CLASSICS.

ARRIVAL OF PROFESSOR BENSLEY.

EDUCATIONAL METHODS.

PRIVILEGES OF WOMEN.

The newly-appointed Professor of Classics for the Adelaide University, Mr. Edward von Blomberg Bensley, M.A., arrived by the R.M.S. *Rome* on Tuesday morning. He was met at the anchorage by Professors Rennie and Bragg, but prior to their arrival a representative of *The Advertiser* had a conversation with him about educational matters in general and university work in particular. Mr. Bensley said that the present was not his first visit to Australia. He had been in Sydney and Melbourne, but not in Adelaide, about three years ago, when he was returning to England from Chicago, completing a tour of the world. He had letters of introduction to people in Adelaide, but owing to pressure upon his time he was unable to use them. He had a university engagement at Chicago. Asked whether the impression gathered during the flying visit to this part of the world had influenced him in his decision to accept the Adelaide chair, he said—"I have been accustomed to absence from England a good deal, consequently I do not regard the severance from the old country with such disfavor as I might otherwise have done. Besides, the appointments in my particular department are limited in number, for there are practically only two universities open to me in England, because the Scotch Universities always chose Scotchmen for their appointments, while London is not a teaching University. With regard to making London University a teaching university it is hard to say whether much progress was being made there are a lot of conflicting interests there which had to be considered. One has a free hand when there is nothing to begin with, but in London there are all kinds of interests to look after. Personally I do not believe in examination without residence. One loses all the social advantages, and when a man makes the passing of an examination his chief end, he does not thereby obtain any real training for life. The chief advantage of the present system is that it gives people who are engaged in teaching an opportunity to get a degree without putting in the customary three years' residence.

"In Adelaide I expect to conform to the forms already in existence in my educational methods. Experience no doubt has shown what is best for the colonies and the students. In an ideal university there ought not to be any undergraduate students. They ought to receive only men who are really going to do special work, as is the case in more than one university in America. Where you have a number of undergraduates you are always handicapped. You cannot go on to the higher parts of a subject. It is quite impracticable to give up the undergraduate part of a university, but it is the ideal. I should be in favor of combining the two parts, and I am quite in favor of the university system apart from the knowledge it enables a person to acquire; but opportunities should be given to pursue studies further. The problem is to give the best preparation for life, and at the same time make a man to study special subjects; but the danger of a man making a specialty of one particular line is that he may be quite ignorant of other matters and be deficient in general knowledge."

The professor then gave an illustration of his point. Leading up to the educational agencies which surround the university, Mr. Bensley was asked about the university extension system in England. He said in reply—"I believe there is a great deal of rubbish in the university extension system. I agree with a great deal that has been said on the subject in the *New South Century* magazine. The matter was put there in an exaggerated form, but there was a great deal of truth underlying it. There has to be a parade of brass bands and banding to popularity to make the thing pay. The evening classes in connection with the University in Adelaide are of a different nature."

Has there been any advance in the movement for enabling women to enter the English universities on the same footing as men?

"Women can at present study in any university town in ladies' colleges which are set apart for them, and they can pass, I think, all the university exams, but I am not certain about the medical. They even go in for all other examinations. The only difference that