

A UNIVERSITY LAW SCHOOL.

ITS FUNCTIONS.

"Remember, the function of a profession is to serve," said Professor Lang-Campbell, in the presidential address delivered to the law students at the University on Tuesday evening in opening the 1925 session of the A.U.L.S.S. Mr. C. R. Colquhoun was in the chair. The professor apologised for the absence of the Dean of the Faculty.

The professor said the man in the street would perhaps regard the Law School more than any other faculty in the University as a machine designed for the benefit of a privileged few, who were trained to batten on his misfortunes. A suggestion that it aimed at service to the community would perhaps be treated with derision. The Law School not only helped those who entered it to acquire a means of livelihood, but also put in their way associations with men already eminent in service to their fellowmen and with those advancing to take their place as opportunity for service occurred. So far as he knew the Adelaide University had taken a course both wise and unique in insisting that the training and qualifications for the profession should be left entirely to it. It therefore behoved them to make the most of this advantage. Many of those present knew that the law which the school had to teach was a complex and sometimes even illogical mass difficult to comprehend and almost impossible to assimilate in detail. Not even the greatest mind could hope to master all the detail, otherwise they would not have such diversity of opinion even up to the highest courts in the Empire. In some respects the law might be a scientific study, but with judicial precedent playing such a prominent part it was inevitable that some of it must be purely arbitrary. It was at one time said of the Courts of Equity that "the rules vary according to the length of the Chancellor's foot." To reduce the law to a series of universally exact formulas was impossible. The problem was to fix the fundamental and relevant facts on which the deduction was to be based. It was this variety and the unexpectedness of novel situations that supplied the attraction of the practice of the law to one who was a true student and a lover of its reasoning.

Let them admit at the outset that it was impossible to know all the law. What then was the justification of the existence of the Law School? Was the practice of the law only an exercise in sophistry and casuistry? There were certain fundamental concepts and results in the law to which they should attempt to reduce all complex problems. These when understood in their true significance would be a distinct advance on the way to the closest possible scientific understanding of the law. It was at this stage that the Law School first stepped into its proper sphere. When a man emerged from its portals with a sound knowledge of basic principles of law and some facility for reducing cases to those principles, then would the school have done its work well. In the formal part of their training the students had to learn the fundamentals and acquire a knowledge of the use of the books and digests. They only started to learn seriously when actually handling cases. In no other profession did breadth of knowledge and experience count so much as in law.

Wealth and position would come to a man who had been honest to himself, his training, and his fellowmen. Those who put wealth first had misconceived the purpose of their training. Temporary success might be attained, but that satisfaction which came from work well done would never be acquired, much less the respect of those competent to judge and appraise at its proper value one's intellectual and social wealth. Blackstone, the great jurist, had written:—"Advantages and leisure are given to gentlemen, not for the benefit of themselves only, but also of the public, and yet they cannot, in any scene of life, discharge their duty either to the public or themselves without some degree of knowledge in the laws." To those now at the University opportunities were offered which would never recur. The social side was of invaluable assistance because they met men who, like themselves, were specialists and would be leaders in most of the other honorable walks of life. Such intercourse as this between the faculties led to the formation of character in sympathy and understanding the viewpoints of others. Rewards only came to him who used his opportunities aright. With brains and humility enough they would go on learning until called to that Higher and Last Bar where, he hoped, their last appeal would be sustained and be complimented on the conduct of their great case of life.

MUSIC EXAMINATIONS.

ANNUAL CONFERENCE OF THE BOARD.

The Australian Music Examination Board, which is representative of the Universities of Melbourne, Adelaide, Tasmania, Queensland, and Western Australia, and the New South Wales State Conservatorium of Music, opened its annual conference at the Elder Conservatorium on Wednesday. The board exists for the purpose of conducting public examinations in the various branches of musical study, and has already exercised considerable influence in improving the standard of musical education. The entries for 1925 were more than 15,000, which was an increase over any earlier year. The representatives to the conference are:—Melbourne—Mr. A. E. Nickson, A.R.G.M., F.R.C.O., and Mr. J. Sutton Crow, Adelaide—Professor E. Harold Davies, Mus. Doc., and Mr. I. G. Reimann, Sydney—Mr. W. Arundel Orchard, Mus. Bac., and Mr. N. L. Salmon, Western Australia—Mr. A. J. Leckie, Mus. Bac., F.R.C.O., Queensland—Mr. Percy Brier, F.T.C.L., L.R.A.M., A.R.C.O., Tasmania—Mr. J. Scott-Power.

Conferences are held annually for the revision of the syllabus, the co-ordination of the work of the board throughout the several States, and the discussion of proposals for the extension of the examinations of the board, both in design and scope. During the present year, two important features will be inaugurated, namely, examinations in elocution and class singing. The provision of collective tests in musical perception analysis and history will be made in 1927. The last-named tests are likely to have far-reaching effects, as preparation for them will involve ear and rhythm training, and they will not be limited to executions, but are designed to give to the many interested in music the power to appreciate it in a greater or lesser degree.

The first session of the present conference was devoted to test examinations in which examiners from the six States participated. The purpose of the test examinations is to ensure a uniform standard of marking throughout the Commonwealth. Test examinations have previously been held in individual States, but this is the first occasion on which examiners of all States have been brought together. The evening session was devoted to formal business. Sittings of conference will be continued throughout to-day, and will probably extend to to-morrow. Professor Davies was appointed chairman.

"GEOGRAPHICAL ECONOMICS."

A lecture was given before the Commonwealth Accountants Students' Society on Wednesday night by Mr. A. Grenfell Price, M.A., F.R.G.S., on "Geographical economics." Mr. W. Slade presided. Mr. Price said the study of economic geography was growing in the public estimation, and the great importance of the effect of man's surroundings on man, and of man on his surroundings, was being realized. The lecturer gave as an instance of this the effect of geographical conditions on the size of families. For example, the Old Testament patriarchs, who lived on the steppes of Asia, had enormous families, because children served to tend their flocks. On the other hand, population was restricted in some valleys of Afghanistan by the killing of women and by polyandry, and in small tropical islands by infanticide. Illustrating the effect of man—the most powerful force of Nature—on geographical conditions, Mr. Price said that it had been asserted that in the British Isles man had changed the surface of the country more in 100 years than the rivers, snow, and ice had done throughout the preceding ages. Proceeding, Mr. Price sketched briefly the economic history of mankind, dividing it into four periods—first, that of pre-civilized times; secondly, that of Crete, Greece, and Rome; thirdly, that of the expansion by the discovery of new countries and new trade routes, and the rise of the British Empire; and fourthly, that of the progress of unification and the growth of economic connections. He declared that America was to-day in the most powerful economic condition of any nation in the world, possessing natural resources and white population far greater than those of the British Empire; but Great Britain, although over-industrialized, still carried the bulk of the world's shipping.

MUSIC EXAMINATIONS BOARD.

Representatives from the eastern States arrived in Adelaide yesterday to attend the annual conference of the Australian Music Examinations Board, which has opened at the Elder Conservatorium. Those attending the conference are:—New South Wales, Mr. Arundel Orchard (Director of the State Conservatorium) and Mr. N. L. Salmon (registrar); Melbourne University, Messrs. A. E. H. Nickson and J. Sutton Crow (conference secretary); Adelaide University, Professor E. Harold Davies and Mr. I. G. Reimann; Queensland University, Mr. Percy Brier; Tasmanian University, Mr. Scott Power; Western Australian University, Mr. A. J. Leckie.

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A LAW SCHOOL'S FUNCTIONS.

ADDRESS BY PROFESSOR LONG-CAMPBELL.

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The professor said the man in the street would perhaps regard the law school more than any other faculty in the University as a machine designed for the benefit of a privileged few, who were trained to batten on his misfortunes. A suggestion that it aimed at service to the community would perhaps be treated with derision. The law school not only helped those who entered it to acquire a means of livelihood, but also put in their way associations with men already eminent in service to their fellowmen, and with those advancing to take their place as opportunity for service occurred. The Adelaide University had taken a course, which was, so far as he knew, unique in insisting that the training and qualifications for the profession should be left entirely to it. It therefore, behoved them to make the most of this advantage, for Adelaide was as fortunate as she was wise in that determination. Many of those present knew that the law which the school had to teach was a complex and sometimes even illogical mass, difficult to comprehend and almost impossible to assimilate in detail. Not even the greatest mind could hope to master all the detail, otherwise they would not have such diversity of opinion even up to the highest Courts in the Empire. In some respects the law might be a scientific study; but, with judicial precedent playing such a prominent part, it was inevitable that some of it must be purely arbitrary. It was at one time said of the Courts of Equity that "the rules vary according to the length of the Chancellor's foot." To reduce the law to a series of universally exact formulas was impossible. The problem was to fix the fundamental and relevant facts on which the reduction was to be based. It was this variety and the unexpectedness of novel situations that supplied the attraction of the practice of the law to one who was a true student and a lover of its reasoning.

Justification for Existence.

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only an exercise in sophistry and casuistry? There were certain fundamental concepts and results in the law to which they should attempt to reduce all complex problems. These, when understood in their true significance, would be a distinct advance on the way to the closest possible scientific understanding of the law. It was at this stage that the law school first stepped into its proper sphere. In practice they were all too prone to seek out a case already decided, and apparently similar to their own. Not always, however, was the ratio decidendi of cases scientifically examined, and the analysis reduced into the simplest propositions. The man who did that was the best lawyer, and competent of handling the awkward situations with which he would be suddenly faced, especially in his Court work. It was primarily this which the law school sought to develop. When a man emerged from its portals with a sound knowledge of basic principles of law and some facility for reducing given cases to those principles then would the school have done its work well. In the formal part of their training the students had to learn the fundamentals and acquire a knowledge of the use of the books and digests. They only started to learn seriously when actually handling cases. In no other profession he knew did breadth of knowledge and experience count so much as in law. There was yet another aspect of their training, and that was their responsibility to their profession and the community. As practitioners they would be primarily engaged in procuring and assisting in the administration of justice. Wealth and position would come to a man who had been honest to himself, his training, and his fellow-citizens. Those who put wealth first had misconceived the purpose of their training. Temporary success might be attained, but that satisfaction which came from work well done would never be acquired, much less the respect of those competent to judge and appraise at its proper value one's intellectual and social wealth. Blackstone, the great jurist, had written:—"Advantages and leisure are given to gentlemen, not for the benefit of themselves only, but also of the public, and yet they cannot, in any scene of life, discharge their duty either to the public or themselves without some degree of knowledge in the laws."

The Social Side.

To those now at the University opportunities were offered which would never recur, the social side was invaluable, because they met and mingled with men who, like themselves, were specialists, and would be leaders in most of the other honorable walks of life. Such intercourse as this between the faculties led to the formation of character in sympathy and understanding the viewpoints of others. Reward only came to him who used his opportunities aright. With brains and humility enough they would go on learning until called to that Higher last Bar, where he hoped their last appeal would be sustained, and be complimented on the conduct of their great case of life.

A COMMONWEALTH UNIVERSITY.

PROPOSAL FOR CANBERRA.

Melbourne, April 29.

It is the intention of the Commonwealth Government to establish a university at Canberra. Full details of its constitution, mode of government, system of finance, and range of educational work, have not yet been worked out. Present opinion favors a well-equipped teaching institution, with possibly special facilities in science and law, and providing means of study for general purposes to the sons and daughters of public servants and other residents at Canberra. Provision was made in the original plan of the city for a university site.

A committee of university advisers, including Professor R. S. Wallace (Melbourne), Sir M. MacCallum (Vice-Chancellor of the Sydney University), and Mr. L. T. Giblin (Vice-Chancellor of the Hobart University), recently visited Canberra to investigate the project.

Although this committee's report has not yet been received, its members express approval of the plan. Teaching in general arts subjects, law, and science is recommended.

The whole project will be examined in detail by the Federal Cabinet at an early date after the receipt of specific recommendations. A fairly liberal endowment by the Commonwealth would be necessary, especially in the early stages. Individual Ministers also favor a university edifice planned on a generous scale.