

**TAKING EVIL OUT OF MACHIAVELLI**

**Legendary And Real Figures Compared**

The legendary Machiavelli, condemned on mere fragments of his writings, was a monster who awoke not only horror, loathing, and indignation, but mockery and contempt, said Professor W. K. Hancock, in a lecture at the University last night. But there was an historical Machiavelli, who lived in a pleasant corner of Italy from 1469 to 1527. He had devoted his whole life to the practice, and, still more, the study of politics, which became discredited by association with the fiendish reputation of Machiavelli. One heard sometimes today that politics was a dirty business.

People, who pictured Machiavelli as a monster, depended on mere fragments of his writings taken from his book, "The Prince." He was calling for a leader strong enough to regenerate the country and free it. To do it, crafty enemies had to be met with craft, and force had to be used. It was not an exposition of political science. They found a more or less complete conception of his political science in another book. In that publication, he was an ardent republican, a believer in freedom. His ideal state was republican Rome. There should be a citizens' army, law, freedom, and religion. That was the ambition behind "The Prince" and his main thought. Machiavelli had studied politics closely, and recorded his observations.

Professor Hancock said that Machiavelli, in private life, was quite human, and possessed a fine sense of humor.

**BLACKWASH**  
Which Still  
Clings to  
**MACHIAVELLI**

*"A PRUDENT prince cannot and ought not to keep his word, except when he can do it without injury to himself. . . . As the generality of mankind are wicked and ever ready to break their words, a prince should not pique himself in keeping his more scrupulously."*

*"I could give numerous proofs of this, and show numberless engagements and treaties which have been violated by the treachery of princes, and that those who enacted the part of the fox have always succeeded best in their affairs."*

That was the "sound advice" for the rulers or political leaders of the people, given by Niccolò Machiavelli. Yet in a lecture at the University last night Prof. W. K. Hancock said that Machiavelli was not such a monster as he had been painted by legend. Machiavelli lived in Italy in the latter part of the fifteenth and early sixteenth centuries.

"For centuries Machiavelli has been regarded as a dangerous adviser to princes and a thoroughly bad man, and one has always been content to accept that view," said Mr. S. Talbot Smith, one of Adelaide's leading literary authorities, today.

"It is very interesting to hear an expert like Prof. Hancock running counter to the usual view as he did last night."

Mr. Smith said it was a modern tendency to whitewash all the "bad men" of history, from Judas Iscariot downwards.

Plenty of the statements which earned Machiavelli his bad reputation can be found in his book "The Prince."

AS an example of the necessity for statesmen to understand the art of dissembling, Machiavelli quotes the case of Pope Alexander VI., who "played during his whole life a game of deception; and, notwithstanding that his faithless conduct was extremely well known, his artifices always proved successful."

The author adds that oaths and protestations cost him nothing. Never did a prince so often break his word. "This was because he so well understood this chapter in the art of government," adds Machiavelli with evident admiration.

Note the ruler who, Machiavelli says, "merits being proposed as a model to all who, by fortune or foreign arms, succeed in acquiring sovereignty." This "model" was Caesar Borgia. Borgia's strokes of policy, as enumerated by Machiavelli, included weakening a rival party by "corrupting all persons who adhered to it either by bribes, appointments, or commands . . . so that in a few months a complete revolution was effected in their attachment."

He pretended reconciliation with another faction, the chiefs of which were thus led to present themselves for an interview with Caesar Borgia, when they were all promptly put to death. He also utterly destroyed the families of all nobles whom he had deprived of their States so that they could not be re-established.

The general teaching of "The Prince" is that for the establishment and maintenance of authority, all means may be resorted to, and that the worst and most treacherous acts of the ruler are justified by the wickedness and treachery of

the governed.

BUT Prof. Hancock says that we should not base our ideas of Machiavelli on these "fragments"!

**TEACHING MODERN LANGUAGES**

**GOVERNOR'S REMARKS SUPPORTED**

To the Editor

Sir—Since his Excellency the Governor has stressed the need of teaching modern languages, and men of standing in educational work have endorsed his remark, may I as a teacher of modern languages for many years plead for a revision of the style of examination set by the University of Adelaide in the public examinations. Despite their isolation, Australian boys can become quite proficient in French as a spoken tongue, and when given the opportunity are eager enough to converse in that language, but it is still possible to treat the subject as a dead language and obtain excellent results in the public examinations. In neither intermediate, leaving, nor leaving honors is the oral test compulsory, even for a credit. All that is stated in the syllabus is that "a candidate's position with respect both to pass and failure, shall, to some extent, be improved by good work in the oral test." In the intermediate the dictation test is taken from a prepared book, so that it may easily be either a matter of luck or a test in memory. An unseen passage of simple French would, on the other hand, test a child's comprehension of the spoken word. Would it not be an improvement to make the oral examination compulsory, make it count 25 per cent. to 33 per cent. of the total marks, given an unseen dictation, and unprepared conversation on any of a dozen set topics such as the home, the seaside, country life, and similar interesting subjects?

When a language is taught as a spoken language free composition and lecture explication are two of the first essentials taught. Of the latter, there is none in any of the three examinations, while the free essay is only an alternative to a passage of continuous translation from English. Free composition instead of being encouraged is apparently neglected, for only seventeen candidates in the leaving examination last year attempted it, and of the majority of essays attempted in the intermediate the examiners' report says:—"One cannot hazard a guess as to why 'they' were performed." Surely this suggests that French is not being taught sufficiently as a spoken language, for if it were one should reach a higher standard in free French composition than in turning passages from English authors into good idiomatic French. Teachers and candidates alike, being human, will follow the lines suggested by the examinations for which they are working. The written examinations set by the University in French are in no wise fundamentally different from those set in the dead languages, Latin and Greek; neither is a candidate required to have any knowledge of the literature, history, or customs of the race whose language he is studying, of a race which has had such a great influence upon Western civilisation, and to which we are bound so closely by associations. I plead, therefore, for a revision of the style of examinations to give a fresh impetus to the study of French as a living language, and a fresh interest to the life of young Australia. Can we not add the vital things that are lacking in the present formal system, which requires but three things, translation from French into English, from English into French, and grammar?—I am, Sir, &c.,  
"EDOUARD LE LUTIN," Adelaide.

Dr. Maxwell R. Jacobs, research student of the Commonwealth Forestry Bureau, has been awarded the degree of Doctor of Philosophy for a thesis on forest aerial surveying. Dr. Jacobs matriculated with honors from the Unley High School, and entered for the B.Sc. course at the Adelaide University, where he graduated in 1925, and was awarded the Lowrie Scholarship. He worked under Professor Prescott at the Waite Institute on soil survey, until he was appointed Forest Assessor at Canberra. This was followed by promotion to the position of Chief Forester. He resigned to take up a Commonwealth



Dr. Jacobs signed to take up a Commonwealth

research scholarship and went to Oxford, where he obtained his Forestry Diploma. His scholarship was extended to permit of further special work at Tharandt, in Saxony. He also personally investigated forest culture in France, Denmark, Switzerland, Germany, Czecho-Slovakia, and the United Kingdom. Dr. Jacobs has been appointed by the Commonwealth Government to represent Australia at the congress of the International Union of Institutes for Forestry Research, to be held in Nancy in September. He is expected to return to Australia at the end of the year. Dr. Jacobs is a son of Mr. I. Jacobs, of Kyre avenue, Kingswood, a grandson of the late Mr. George Shorney, of Semaphore, and a nephew of Dr. H. F. Shorney, of Adelaide.

**Conservatorium Organ Recital**

A brilliant performance of Elgar's Sonata in G was given by Mr. John Horner at the Conservatorium organ recital during the lunch hour yesterday. The Handel variations on a ground bass had their dainty charm well displayed.

Bach was represented by his charming Pastoral in C, and Brahms by the finale to his C Minor Symphony. Each was played in admirable style.

Miss Muriel Day sang "November" (Tresmisot) with excellent effect, to Mrs. Horner's delightful pianoforte accompaniment.

At his recital next Thursday, Mr. Horner will play Mendelssohn's fifth organ sonata, and Wagner's "Ride of the Valkyries."

**RHODES SCHOLAR BURDEN**

**"Causes Extra Work at Oxford"**

**ENTER TOO OLD**

MELBOURNE, Friday. Declaring that the Rhodes bequest has been criticised as a burden to Oxford, an interesting point is raised by Prof. J. Alexander Gunn in an article on British universities in the Melbourne University Magazine, which has just been published. The settling of Rhodes scholars in Oxford is said to cause a good deal of extra administrative work, and the influence of foreign and overseas students is altering the old traditions. Most of the scholars enter Oxford at a late age, and many have not fulfilled their earlier promise. "Although Cambridge is larger, there are actually more students living in college at Oxford," the article says. "This may account for the larger number of brutal and destructive rags which color Cambridge life."

"There are no Rhodes scholars at Cambridge, but there is a slightly larger number of overseas and foreign students than at Oxford. The government of these universities embraces the life and character of the student in a manner resembling the English public school. No such paternal care is exercised over the student of Paris or Heidelberg."

**EMBARRASSMENT OF RICHES**

"The Scottish universities cared nothing for the moral life or physical welfare of the students. Some drank themselves to death, and many (especially at Aberdeen) starved themselves to death on half a crown a week, before the luxury of Carnegie grants became almost a demoralising force of the opposite kind. "The three great forces in the life and administration of the universities are the committee of Vice-Chancellors, the Universities Teachers' Association, and the National Union of Students."

"The universities owe a great debt to their vice-chancellors, who are in every case full time, paid officials, getting a salary between £2,000 and £3,000 a year. These men have not only been instrumental in obtaining large private benefactions for their colleges, but, being in every case men of professional experience, they have strongly maintained the British academic traditions."

**IN PARLIAMENT**  
"The universities have direct representation in Parliament, and have, in all, 12 members. In addition, there are many university men representing ordinary constituencies. One year, for example, Balliol College, Oxford, had about 250 of its past students in the British Parliament. "Nearly one-half of the students in the English universities are assisted financially, and this applies in practically the same proportion to Oxford and Cambridge. The pass degree in arts at Oxford is a poor affair."

"The athletes and aesthetes, and young lords who come up for 'the life,' never intend to work seriously at book learning, and usually get a pass degree, often after several attempts."