

AUSTRIAN REGISTER, THURSDAY, DECEMBER

# THE ADELAIDE UNIVERSITY.

## COMMEMORATION DAY.

The University of Adelaide has grown so rapidly during recent years that the large hall in the University Building has been found inadequate for the accommodation of those who attend the annual commemorations, and on Wednesday afternoon the Town Hall was used for the purpose. The main floor was nearly filled by a fashionable assemblage, including a large number of ladies. The members of the Senate occupied seats near the front, while the under graduates were relegated to back chairs. The Chancellor (His Honor Chief Justice Way) presided, and there were also on the platform, His Excellency the Governor, the Vice-Chancellor (Archdeacon Farr), and several members of the University Council.

### CONFERRING OF DEGREES.

The Deans of the Faculties presented the candidates in their respective faculties to the Chancellor, who conferred the degrees as follows:—

M.A. Degree—William Ernest Cooke and David Henry Hollidge.

LL.B. Degree—Edward Palmer, Rupert Ingleby.

M.B. and Ch.B. Degrees—Charles Henry Standish Hope, Frederick Goldsmith, Arthur Francis Augustus Lynch, and Cromwell Megarey.

In conferring the medical degrees the Chancellor congratulated the students on being the first to attain the degrees at the Adelaide University.

B.A. Degree—Frank Sandland Hone.

B.Sc. Degree—Alfred Watkis Fletcher and Alexander Woodroffe Goyder.

Mus. Bac. Degree—Thomas Henry Jones.

Mr. Jones received a flattering reception from the audience, and the Chancellor pointed out that the University of Adelaide was the only University south of the Line which gave degrees in music. He now had pleasure in congratulating Mr. Jones on being the first graduate in the faculty of music in the University of Adelaide. (Loud cheers.)

The following graduates of other Universities were admitted *ad eundem gradum*—His Excellency the Governor the Right Hon. The Earl of Kintore, LL.D., Aberdeen, and A. C. Sutherland, M.A., Edinburgh.

The Governor was well received. The Chancellor said it was with sincere gratification that they all welcomed once more His Excellency the Governor. Seven months ago His Excellency did them the honour of accepting an *ad eundem* degree as M.A. of the University of Cambridge. Since then His Excellency had received a degree in laws from the University of Aberdeen, which was now conferred upon him *ad eundem* in the University of Adelaide. He was therefore the living link between the University of Adelaide and the venerable Universities in the old country. Marischal College at Aberdeen University was founded by and

called after an ancestor of His Excellency 300 years ago, and the arms of the family were quartered on the College. He trusted that His Excellency would be as beneficial to the Adelaide University, and that he would be as long remembered as the services of his distinguished ancestor in the University of Aberdeen. (Cheers.)

The Dean of the Faculty of Arts presented the John Howard Clark scholar, Frederick Stanley Butler, and the Dean of the Faculty of Medicine presented the winners of Sir Thomas Elder's prizes for physiology, viz.:—Henry Offley (student of medicine) and Stella Howchin (non-graduating student).

The Registrar of the University (Mr. J. W. Tyas) then read the names of the successful candidates in the first classes of the Public Examinations.

#### THE VICE-CHANCELLOR'S ORATION.

The CHANCELLOR in calling upon the Vice-Chancellor to give his oration, said it was a happy incident in Archdeacon Farr's career that after having for nearly a quarter of a century been a distinguished and successful schoolmaster in the colony, he was still able in the evening of his days to do such good service for the higher education in South Australia as in the work he was doing for the University of Adelaide.

Archdeacon FARR then read the following address:—The institutions of all young colonies must be framed with regard to the future as much as to the present, and being founded on precedents and examples drawn from the practice and experience of older communities the framers will endeavour to anticipate a growth of the same nature, and will fall into like means for obtaining the same or similar ends, and also into like modes of expression. Following this general principle, our Adelaide University, which was incorporated by an Act of our Legislature in November, 1874, and held its first matriculation examination in September, 1876, has its annual commemoration in common with the colleges and universities of the old world, though as yet we have but few founders and benefactors whose memory we desire to recall—for to our happiness as well as theirs—most of them are still spared to see its vigorous progress. We trust, however, that in the gathering centuries the roll of those who by their judicious liberality have promoted its development, and thus have aided in the advancement of South Australia, will be greatly lengthened, and that the list of those who have conferred dignity on their University by their own distinctions will be more and more worthy of such periodical celebration. It has been asked what is a University? and the question has been variously answered. It has been taken to be a place of education for acquiring a great deal of knowledge on a great many subjects. This is Cardinal Newman's statement of the popular idea respecting it. It has also been defined as a community of students and others connected by the common tie of studying in one place, and living under a rule of their own. The former is the *prima facie* view of the question; the latter is more comprehensively true. In mediæval times, when learning was so little regarded that it was confined chiefly to ecclesiastics, schools were founded wherever there was a cathedral or monastery of high repute. Some of these became famous for the excellence of their teaching, and not only boys, but men, availed them-

and not only boys but men availed themselves of the advantages they afforded to those who sought for knowledge. Thus Bologna became distinguished for its school of law; Paris for its school of theology; Montpellier for its school of medicine. Charters were granted them by Pope or Emperor giving them the privilege of conferring authority to teach on those whom they deemed fitting persons. In England, Oxford claims King Alfred as her founder. Wherever a teacher duly authorised established a school there was the potential germ of a University, for if it proved attractive it received recognition, carrying with it the right of conferring a degree which gave the possessor high social rank, as well as a licence to teach. Such a University was not tied down to any building, nor even confined to any place. The community of students with their teachers, who formed the University, might, and occasionally did, migrate for a time to some other town. Each was to no small extent governed by its own laws, and was linked to all the other Universities by mutual respect for their common rights. In their combined character they constituted the great teaching body of the world. At first the students were divided into nations, a division apparently geographical rather than ethnological, and each nation had its proctor (procurator) at its head. In England there were two nations, the northern and the southern, whence I suppose the two proctors at each of our old Universities. As the subjects taught increased in number, and became more distinctly limited in their range, the several faculties of theology, law, medicine, and arts were founded, each watched over by its Dean, and the division into nations was gradually supplanted by the division into faculties. Thus they took their present form not in accordance with any preconceived plan, but rather as required by the exigencies of the times. If we trace up the history of our own University we shall find its development was of a similar character. The first movement directly bearing upon its origin was when a meeting was held at the close of the year 1857, at which the masters of the leading State schools of Adelaide, and also of the higher schools not connected with the State, considered how far it would be advisable to have some form of general or competitive examination as a test of their work. The movement had the warm sympathy of the then Governor, Sir R. MacDonnell, and of his Private Secretary, Mr. Paisley, a scholar of a very high order. Just about this time by an Act of Council the Mechanics' Institute was dissolved and handed over to a board of governors appointed under the Act, and incorporated under the title of the South Australian Institute. Power was given to the Board to establish classes for instruction in various subjects, and they were held, but with no great amount of success. At this time young men from South Australia wishing to study medicine had to proceed to England for that purpose, and after landing there before commencing their medical course had to pass an examination of a preliminary character, including a limited acquaintance with Latin. The Board of Governors of the Institute entered into communication with the Royal College of Surgeons in England, and ascertained that they would accept the certificate of a competent examining body here as

an evidence that this preliminary examination had been passed. Accordingly, by an Act passed in 1872, the Board of Governors were empowered to institute periodical examinations open to the youth of the colony of both sexes, and to appoint and remove examiners. "The examinations to include such subjects as may from time to time be determined by the said Board, provided that they shall comprise all the subjects prescribed by the Royal College of Surgeons of England for the preliminary examination of candidates commencing their professional examination there." Power was given to the Board to charge fees for the examination, to grant the fees to examiners, to award prizes to successful candidate, and to make such other payments in regard to the examinations as seemed to them fit. About the same date the ministers and members of certain religious denominations became anxious to provide a better education for young men who wished to enter their ministry. This was the origin of Union College. The number of students attending the lectures given by its professors was larger than was anticipated, and consequently Sir W. W. Hughes made the liberal offer of securing its permanency by an endowment amounting to £20,000. But the Council of Union College generously thought that a sum of that magnitude should be used for a national purpose and devoted to the endowment of a University. Accordingly a meeting of persons interested in the matter was convened and held in the Union College classroom, in Currie-street on September 17, 1872, and with the concurrence of Sir W. W. Hughes the University Association was formed, with Mr. George Young for its Secretary, which managed all the business of the University till 1874, when the Act of Parliament was passed by which it was established. It still, however, needed letters patent from the Crown to give its degrees validity in all the Queen's dominions, and these were obtained in March, 1881. The University held its first classes in the South Australian Institute. Afterwards in 1877 the classes in classics, English literature, and logic were held in the Training College, Grote-street, those in mathematics, natural philosophy, and natural science in rooms engaged as temporary lecture-rooms in Victoria-square. In 1876 communications passed between the Council of the University and the Board of Governors of the Institute which resulted in a scheme for holding examinations which also would be recognised by the Royal College of Surgeons. Ultimately in 1879, the report of the Board contains three words—"The Board trust that their examinations have done something to further the cause of higher education in South Australia, and now leave the matter in the hands of the Adelaide University; and the Council of the University commenced its primary examinations. In March, 1879, a tender for the erection of the University building, at a cost of £24,736, was accepted; and in 1881 the classes were held and the examinations conducted in premises of its own. Sir W. W. Hughes's endowment was given expressly for two chairs—one for classics and comparative philology and literature, the other of English language and literature and mental and moral philosophy. An equally munificent gift by Sir Thomas Elder enabled the Council to establish the professorships of

mathematics and of natural science. Means had been provided by which intending medical students might pass their preliminary examinations in South Australia, but it was thought something more might be done, and the great importance of establishing in the University a school in which they might acquire at least a portion of their professional training and knowledge often engaged the attention of the Council. Accordingly they determined to commence it in 1881 by creating a lectureship on human physiology. Dr. Stirling was appointed lecturer for two years, and though the school was not completely established, medical teaching was given which would shorten the course in England. In 1884 Sir Thomas Elder gave a further sum of £10,000 in aid of an endowment for the much-needed medical school, and the Hon. J. H. Angas gave £6,000 for the endowment of a chair of chemistry. This school was, therefore, fairly started in that year, and medical gentlemen who are of too high repute in the colony for me to venture to commend them undertook to deliver the lectures on various subjects, which must be given by as many lecturers to satisfy the requirements of the General Medical Council for the United Kingdom. It is, therefore, now complete. The same can hardly be said of the School of Law. It was founded in 1884, and has a large number of students, but it has no special endowment. The Senate has expressed a wish that the present lecturer, as he discharges all the duties, should also bear the title of Professor. He is assisted by two gentlemen who were trained by his predecessor, and who were Stow prizemen, and are graduates of this University, but it will be conceded, I think, that he is too hardly worked, and owing to the want of an endowment inadequately remunerated. Our Chair of Music, successful as it has been, also lacks endowment to give it a permanent character. In a colony largely settled by natives of a country so distinguished as Germany has been for musical talent such a chair should be eminently useful and eminently successful. Its popularity is evident by the many candidates who present themselves for examination. Thus looking back on the past we see that our University has expanded rapidly. We also see that it has still much ground to cover. The Continental languages, which form part of our course of teaching, should be studied carefully under the supervision of an educated teacher—not only colloquially, but that the pupil may acquire a cultivated acquaintance with their literature. Especially is this essential in a University which has a considerable number of ladies among its undergraduates. At present we have no professor or lecturer on these languages. We have great difficulty in obtaining a skilled examiner, and we have no sufficient test for purity of pronunciation by means of a *viva voce* examination conducted by persons competent to be judges. History also forms part of our curriculum, but as we have no lecturer on history it is likely that it will be read rather than studied. A superficial acquaintance with the leading events which have occurred in the limited period prescribed for examination is apparently deemed sufficient by the public. But the facts are of less importance than the lessons to be deduced from them. Our attention should not be confined to a record of

the wars of sovereigns and statesmen, or of dissension and distress at home. The causes which led to these should be traced out, and the social progress of the human race, the struggles of the poor, as well as the ambition of the noble and the wealthy. Combined with history should be political economy, which also demands a skilled exponent to deal with the many burning questions of the day, which surely require patient investigation as much as zealous advocacy. Such are the relations between the employers and the employed; courts of arbitration and conciliation, taxation, the currency, and not least of all the probable power of co-operation as a factor in the future—co-operation, of which the late Lord Beaconsfield makes one of his characters say in the last written of those works of fiction in which he was wont to indicate the tendency of his thoughts on social and political topics:—"It is a principle that will carry all before it, though it may not be in my time." It was mentioned that the first primary examination was consequent upon an arrangement made with the Governors of the Institute. Passing this exempted the holder of a first-class certificate from the necessity of passing the preliminary examination for the diploma of the Royal College of Surgeons. It served also as an examination for cadetships in the Civil Service, and for boys presenting themselves from the higher schools; but the range of subjects was limited, and the knowledge expected very elementary, so an examination of a higher character was prescribed for candidates seeking matriculation, which could be used by the higher forms of our collegiate schools. It was believed, however, that improvements might be made, and in 1887 the conditions of matriculation were materially altered. The matriculation examination, as it used to be called, became the senior public examination. Those wishing to graduate in law or medicine were required before matriculation to pass it in certain specified branches of knowledge, but those wishing to graduate in arts, science, or music might matriculate if they satisfied the professors that they had sufficient knowledge to profit by the lectures in the various branches of the course. And then, too, it was determined to hold a higher public examination open only to persons above eighteen years of age, for there are persons who are not able to relinquish their employment and to follow a consecutive course of three years at the University; to encourage them to continue their studies it was provided that the certificates of this examination should be accepted as equivalent to the certificates for the first and second years of the courses for B.A. and B.Sc., and that candidates might take only one subject at a time, thus they need not devote the whole of their time to study until they have completed the work of two years of their course—in music we have one Junior and Senior Examination in the practice and theory of music respectively. In order to show the progress of the University without tiring you by an array of figures, I have selected certain years of special advance, and I will ask you to notice how much the University assists in the education of those who are non-graduating students. By far the larger number of those who share in its benefits never intend to take a degree. Some are students from the Training College, some belong to the School of Mines,

rn "How Mr. Snibbershaw, J.P., spent Christmas Eve," and will perhaps wonder how he got through the next day, such as delight in the semi-sensational canter for the solution of "The Mystery of Larooie Swamp," and the little folk with their guides, philosophers, and friends will surely revel in "A Round of Christmas Games." There is something touching and poignant in the pathetic poem "Your Little Heads" by the wife of that good man George Hyacinth, and there is a great deal to follow the sympathies in the history of "Tom's Mate." In addition to all these lies in the festive season's literary bill of fare, there are several other substantial items and tit-bits manufactured with taste and polished up with judgment. Not the least of the savoury morsels is to be found in "John Brown's Christmas Hamper." The writer skilled in putting together basant conceits tells us all about "The Magic Needle," and another bids fair to cause the envy of the typical gourmand by talking talkingly of "A Snake's Digestion." Under the title of "A Sacrifice to Friendship" a well-known colonial author tells a tale of love, which is by no means of the dimby-pamby sentimental sort; and other faithful adherents to the cause of light literature contribute many sorts of trifles to the general stock. The coloured picture which accompanies the number is one of the kind which tells its own story on the face of it, and tells it with a sort of rustic eloquence too. An old man with a retrospective look upon a shrewd earnest face is seated in a homely room playing on the violin that beautiful song, "We have Lived and Loved Together," a lay that can never grow too old, because it has a beauty all its own—the beauty of old associations and ever-recurring memories to the passing generation. At a table beside the player is a desk, and upon it (probably induced them to read for a degree) this school appears to have little or no bearing upon a man's future career; and we have no leisured class seeking for culture as in the mother country. But if Australia is to have a literature of her own, she cannot afford to neglect that school whose special department is literature. It is true that the literature of a nation requires time to mature, and is the product of many influences, and that men who have much to write about will find words in which to express their thoughts; but there is something also due to the form of expression, to style, as well as to matter. The long experience of men who are known as "men of letters" bears testimony to the value of the ancient classical writers as well as to our own great English authors in the formation of a correct and an expressive style. Words pregnant with meaning, but falling into disuse, are at the service of those who have a scholarlike knowledge of our old English writers. Owing to ignorance of these, new words—barbarously coined—are adopted by writers who have not time to think of, or reading to supply, the word which will serve their turn—and the purity of that



English language which has come to us as an inheritance—becomes grievously impaired. Men may learn much from Latin and Greek authors from the very fact that they have to be studied and not simply read. I know no writer like Demosthenes for close and compact political argument, while Cicero will teach us in rhythmical and sonorous language to heap invective on invective, or praise on praise; Tacitus will be our model for epigrammatic history; Cæsar and Xenophon for easy flow of narration; Herodotus for pleasant yet not inaccurate garrulity; Aristophanes will tell us how a people may be fooled, and who and what are they who fool him; Horace pleases us with the easy versatility of a Roman who was a gentleman as well as a poet. The graver questions of the day, the problems of the agnostics, were not unknown to Lucretius, Cicero, and the Greek philosophers. The so-called religion of humanity may be studied in its highest form in the writings of Seneca and Marcus Aurelius, and it may be noted how, while at one time running parallel to Christianity it gradually faded away into nothing. One thing especially we must bear in mind—that a University has to form men and gentlemen as well as scholars and scientists—and this has been preeminently the work of our old Universities. Outside the line of the professions is the large body of the youth of England who have been moulded by their discipline, and that of the great public schools of all grades—men who are to be found in the army, in the navy, in the Civil Service, wherever energy and honour are in demand—men, who, if not distinguished in the schools, have been foremost in the boat-race, at football, or in the cricket match, fit to go anywhere, or to do anything that is not unmanly or disgraceful. Some, too, who have been heroes in the dangerous field of Christian labour—Mackenzie, Harrington, Patterson. Where was Livingstone's appeal for help more warmly responded to than at our Universities? How many University men—Cambridge men, boating men—felt their pulses quickened when two of the University crew—Selwyn and Hill—volunteered to fill the gap in the Melanesian Mission caused by the martyred Bishop's death? Not from men of high scholarship only, but from the University at large, spring those of whom Englishmen may be proud—men who confer honour on their University and receive honour in their turn. Our University life is as yet in its infancy. We cannot speak yet of many triumphs won, but we see with satisfaction that one of our former undergraduates, having been Professor of Engineering at Edinburgh, has succeeded Professor Kennedy in the same chair at University College, London. We congratulate Professor Beare on his success, and as Australians we can sympathize with the University of Sydney in the distinction which has been won by Professor Murray. Our young Universities are very much in the hands of our undergraduates. If, in words used by Lord Palmerston, "they deem self-control better than indulgence, and that labour is to be preferred to pleasure;" if they abhor all that is mean and ungentlemanly; if they have a love of truth and a high sense of honour and that pride in themselves which we know as *esprit de corps*, we shall be assured that their progress will be secured and their utility beyond dispute. This feeling it should be the

duty and the pleasure of the governing bodies to foster in every possible way. The influence it has had over men is unquestionable. It was the bond which in the old old days united King Arthur with his band of knights when in answer to the Roman Lord's demand for tribute they raised their song:—

Strike for the King and live! His knights have heard

That God hath told the King a secret word.  
Fall battleaxe and flash brand! Let the King reign!  
Blow trumpet! He will lift us from the dust.  
Flow trumpet! Live the strength and die the just.  
Clang battleaxe and clash brand! Let the King reign!

Strike for the King and die, and if thou diest  
The King is King, and ever wills the highest.  
Clang battleaxe and clash brand! Let the King reign!

That same spirit manifested itself as truly in the cheers of young and old, male and female, at the last cricket match of the Collegiate Schools, and will ring out again on Saturday to cheer the flashing oars of the rival crews of the Universities of Melbourne and of Adelaide. A little more than fifty years ago South Australia was only trodden by the infrequent feet of the blackfellow, and on the whole island continent only a scanty population fringed a portion of its eastern shore. Now the houses of civilised men are rising up far away from the coast; fields of corn are waving in glad abundance in plains where, as many of us remember, the porcupine and the black grass yielded a scanty nourishment to the wallaby and the kangaroo. The telegraph line has crossed from south to north. The thin steel lines lead the iron horse onward and onward nearer—and still nearer—to its centre. Cities have sprung up, and are still springing up, in beauty and in sanitary arrangements more than rivalling those of the old country. But great as has been the rapidity of our material progress it has, as it seems to me, been more than equalled by the growth of its educational appliances. Half a century ago the child of a labourer in an English village had to be contented if he could write his own name, read his Bible, and manage enough arithmetic for his own simple calculations. Contrast this with the system which strong energy, directed by singular ability, has fostered in this young land. Contrast the schoolrooms which fifty years since were deemed sufficient in the great, the wealthy, and the long-established country of England with those which after fifty years of existence ornament our cities, or in their neat yet comfortable simplicity form a leading feature of our country townships. Remember that to the ablest of her scholars South Australia offers the opportunity of still further progress by giving them for a period education in the higher schools. Thence she leads them to the University, and opens to them the road to the highest gifts that can reward them at the Bar, in medicine, or in political life. Such is our present standpoint. But what of the future? So keen and active is the pursuit of knowledge everywhere that the young Australian as he views the development of every branch of science may have some such feeling as Alexander had when he heard of Philip's victories, and may lament that there will be nothing left in the field of science for him to discover. But Alexander's conquests were greater than his father's. So, too, will it be with our sons. Our sunny skies exercise no depressing in-