

Advertiser 2/5/22

# UNIVERSITY RESIDENTIAL COLLEGES

## AN INTERESTING DEBATE

### UNION BUILDING THE FIRS' NEED.

At a general meeting of the Graduates Association in the Prince of Wales Theatre (University of Adelaide) on Monday there was a discussion on the proposed establishment of residential colleges in connection with the University, and the ways in which they might be provided. Professor Brailsford Robertson presided over a representative gathering.

The chairman said one of the original objects of the association, and one which had their warmest sympathy, was to support the proposal to provide a union building for the use of all the undergraduates. That seemed to preclude the association from immediate participation in an appeal for money for another purpose, because they could not very well go to people as the same body, asking for funds for residential colleges and also for funds to erect a union building. It was a very good thing that both appeals should be made, but until they had the union they could not as an association appeal for the endowment of a college. That function, however, had been taken up by a separate committee.

Mr. H. Thompson spoke of the need for residential colleges, and said there were not only the obvious practical advantages, such as board and lodging, discipline, supervision, and the tutorial system to be considered, but abstract things, including facilities for much greater contact between man and man. He believed that 80 per cent. of the law students, for example, at the present time, except possibly in the field of sport, mixed almost altogether with law students. In a residential college they would be able to get the other man's point of view. Even in Australia residential colleges were no new idea, as they had been tried in connection with the Sydney University for half a century, and in Melbourne for a number of years. A large proportion of each succeeding British Cabinet, and also of Great Britain's delegations at various international conferences were composed of former members of residential colleges. He opposed the idea that they were anti-democratic, or class institutions.

The Rev. J. K. F. Bickersteth outlined the proposal to establish a Church of England college. He said the objection might be raised that it would tend to accentuate sectarian feeling, but the scheme of denominational colleges in Melbourne had been found to work exceedingly well. It was something which he thought, was purely Australian. Already they had in their system of secondary education private schools, which were distinctly denominational, working in healthy rivalry and real friendliness, and by no means accentuating sectarian bitterness. As long as those schools existed in the community, so long would the need exist for colleges at the University corresponding to those schools, to which the boys could go on. Continuity of support was needed, and those colleges would each be allied to a very strong body in the community. He failed to see that an undenominational college would have such a body behind it. There was a proposal to found a Church of England college, but he would like to see at least four or five established on similar lines by other denominations. The proposal was in no way put forward in rivalry to the scheme for a Union building. (Applause.)

Professor Robertson explained the fraternity system in American universities, and pointed out that his intention was not to hold it up as ideal by any means. It seemed, however, that in a new country like Australia they were not definitely committed to any one precedent, and could look round the world seeking among the various methods adopted to secure the same ends those which seemed the most suitable to their conditions. In the United States the fraternity system had succeeded along its own lines in what it aimed to achieve. It had a great advantage in that it was a wholly voluntary effort on community lines by the students themselves. The beginning of a fraternity was that a group of students met together and decided that they would like to live together. Bonds were issued. The students shared a house, and derived benefits from the com-

munity life and the interchange of ideas that it promoted. The various fraternities were designated by Greek letter names. These Greek letters stood for mottoes that were supposed to embody the ideals of the fraternity. The discipline was very strict. There was also a sort of paternal supervision over the fraternities by the university, which, however, was careful not to interfere too much, and appreciated the value of the feeling of responsibility which the fraternity system inculcated in the students. The university intervened if there was grave occasion for it, but the need for intervention very seldom arose. With certain alterations, particularly in the mode of election, and some slight degree of extra supervision in the early generations while traditions were being built up, the fraternity system had its value, and might well in some modified form be considered in relation to a university like Adelaide. The whole welfare of the fraternity depended on the students themselves, and its officers had great responsibility on their shoulders. Students' self-government in one form or another was a factor of immense educational importance. (Applause.)

Professor Strong gave details in regard to the working of the collegiate system in Melbourne, where four residential colleges of a denominational character were attached to the University. He had not heard a single word said against these colleges on the score of sectarianism, and he did not believe there was any feeling amongst them on religious or sectarian grounds. The men of the different colleges took their part well in the corporate life of the University. The advantages of the fellowship which grew up in the colleges between man and man could not be exaggerated, and something of this was brought into the wider life of the University. He thought the college system and the Union scheme, worked in conjunction, were absolutely essential to the University life of Australia. (Applause.)

In a discussion which followed various speakers referred to the existence of a general feeling in favor of going on with the movement to provide a building for the Union. Professor Henderson said that project was regarded as very urgent, and, as being the next natural step to take from inside the University. The question was whether they should first cultivate the college spirit before they got the university spirit. (Applause.) They already had £5,825 in sight for the provision of a union building, but had to wait until they could get a suitable site. The appeal for funds was being well supported. Only that day Sir Langdon Bonython was interviewed on the question, and although he had been very generous to the University in other ways, he said at once he would be willing to give £500. (Applause.)

The Vice-Chancellor (Professor Mitchell) expressed the view that the union scheme would not be injured in any way by the advocacy of residential colleges. It was not within the power of the council to allocate a site for the union building at the present time, but he would not give up without regret the hope that a good site would be found along Frome-road. He would not urge delay of the residential college proposal, because he feared competition with the other project, but he thought the union scheme should be put first. (Applause.)

The Chairman said the association would, no doubt, be more enthusiastic about the college scheme if it came four or five years later, after they had got the union established, in a building which would include a debating hall that could also be used for meetings to discuss students' affairs, and for the holding of dramatic entertainments. (Applause.)

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## RESIDENTIAL COLLEGES.

### IMPORTANT TO UNIVERSITY LIFE.

#### VALUABLE SUGGESTIONS.

Professor Brailsford Robertson, president of the Graduates' Association of the University of Adelaide, writes:—At a meeting of the Graduates' Association, held on the evening of May 1, to discuss the plans which have been proposed for the foundation of a Church of England College in affiliation with the University, the following letters to the president of the association should have been read to the meeting, but the time available proved insufficient for this purpose, and, with the consent of the writers, Professor Darnley Naylor and the Rev. E. S. Kiek, I am forwarding them to you for publication in your columns, since they embody valuable suggestions.

#### Letter from Professor Naylor.

Professor Naylor says:—After my experience at Trinity College, Cambridge, and at Ormond College, Melbourne, I am convinced that, without the college system, no University can produce the very best type of graduate. Of course, it finds students who, by nature, are of the very best type, and, on the other hand, the influence of a fine public school (in the English sense) may suffice to do what is needed. I am really delighted to learn that it is proposed to found a college, and I trust that other colleges will follow in quick succession, for healthy emulation is a most important part of the system.

#### Mr. Kiek's Support.

The Rev. E. S. Kiek wrote:—I regret very much that my numerous engagements make it impossible for me to attend the Graduates' Association meetings. Before I came to Australia, I had experience of two great Universities—one "residential" and "collegiate," and the other for the most part a merely examining body. I have no hesitation in saying that the former system is infinitely better from the point of view of true education. At Oxford it is not unfair to say that we undergraduates educated one another; the social life and the intellectual and spiritual fellowship meant far more to us than lectures, essays, and examinations. To imbibe a great tradition and to have a share in enlarging and enriching it counts for more in life than the mere acquisition of academic knowledge. These things are platitudes, but they need to be remembered all the same. I should therefore welcome the development of collegiate and hostel life within the University of Adelaide. It would probably be a good thing if we could have colleges as in Melbourne more or less associated with the great religious denominations, provided the men from the various colleges were encouraged to mix, and the spirit of sectarian exclusiveness discouraged. I think much of the value of University education arises from the free intermingling of different types, temperaments, and schools of thought. Personally, I have always been glad that I spent some years in intimate contact with men whose training and tradition led them to a viewpoint different from my own. Such an experience makes for broadmindedness of the real and desirable kind. I want to propound another suggestion. While I believe strongly in the superior value of the residential and collegiate system, I think there are people who would benefit by University education who are deterred from actual attendance at lectures, &c., by expense, distance, and other difficulties. London University does good work in providing for such "external" students. I suppose the Workers' Educational Association meets that need here, but only to a partial extent. Would it not be possible to do here what is done at London—provide both for internal and external students? I really believe that some such scheme could be worked out, and it might result in a valuable extension of the influence of the University, without the slightest lowering of the standard required for a degree. The matter deserves the attention of the Graduates' Association.

Register 24/5/22  
Mr. Peter Waite's provision for University

Application has been made by Elder's Trustee and Executor Company, Limited, and Mr. H. R. Adamson, for probate of the will of the late Mr. Peter Waite, of Urrbrae, who died on April 4. The estate has been sworn not to exceed in value £160,000. The deceased, after having given certain specific legacies to friends and employes, and made further provision in favour of the University of Adelaide, left the balance of his estate to his family.

Register 24/5/22

## UNIVERSITY COLLEGES.

### In Other States.

#### By Trinity.

#### —A Well-tried System.—

The collegiate movement which has been instituted in Adelaide proposes to introduce here the system which has been an unqualified success in Melbourne and Sydney for fifty years—the same system that was adopted by the University of Brisbane at its foundation a few years ago. In these States the only way in which the colleges have failed is in meeting the demand upon them for admission. Trinity College, Melbourne, has recently raised £70,000 for new buildings, and is appealing for £100,000. The Queen's College appeal has reached £35,000. In Melbourne there are four colleges—Trinity (Church of England), Ormond (Presbyterian), Queen's (Methodist), and Newman (Roman Catholic). There are about 300 men in residence. In Sydney there are three—St. Paul's (Church of England), St. Andrew's (Presbyterian), and St. John's (Roman Catholic). Brisbane University began its career with three on the same principle. As far as the writer's Melbourne experiences go, relations between the colleges have been so friendly that it never seems to have occurred to any one that they should be anything else. Close fellowship in work and sport leaves little room for any other spirit; and the loyalty and affection which a college man feels for his own Alma Mater naturally inspires him with a sincere respect for the sister colleges to his own. Among men doing University courses with a view to taking Holy Orders, the intimate friendships and exchanges of ideas which are possible with their fellows of other denominations help towards a spirit of co-operation later on. —Adelaide's Need.—

There can be no doubt that there is great need for such a movement in Adelaide. Approximately 200 students are scattered through the city in lodgings. Recruits for the colleges would come not only from these country students; but, if Melbourne experience is a guide, many men with their homes in Adelaide would be glad of the wider University life as college men. The contribution of such a college to the University is very great. Men are on the spot to act as secretaries and officials of societies, and from the members of a college there is usually available a nucleus of enthusiasts in residence, who can do the spade work of university organization.

#### —Tutorial System.—

An even more serious contribution to university efficiency is the strengthening of university teaching through the tutorial system. It has been recognised lately in other Australian universities—notably Melbourne—that even more important than lecturing is the tutorial method of teaching, in which the student comes into personal contact with his teacher, and is able to enter into a free exchange of ideas with him. The student has the opportunity of "trying out" his ideas on his tutor, and enthusiasm and originality are generated much more readily under this system than through passively listening to lectures. The personal relationships formed with this guide are often the most important of influences which the student receives from his university career. College teaching is of this tutorial character. It is available not only for college residents, but also for all those members of the university who care to join the classes, and pay the small fee necessary. "Out patients" is the slang term used to designate these students, and their number in Melbourne University is a sufficient indication of the value of the help given.

Register 24/5/22  
Prof. Wilton's lectures on Einstein's theory

## UNIVERSITY EXTENSION LECTURES AND EINSTEIN THEORY.

The University extension lectures this year will open with a course of three lectures by Professor J. R. Wilton on "Relativity and the modern theory of gravitation." The first lecture will be delivered at the University (Prince of Wales Theatre) on Tuesday evening, June 6, and will be of an introductory character. It will deal chiefly with the apparently contradictory experimental results which led to Einstein's formulation (in 1905) of what is now known as the Restricted Principle of Relativity. Professor Wilton is a convinced Einsteinian, and he will endeavour, so far as is possible in a non-mathematical series of popular lectures, to explain what it is that Einstein has achieved, and why his General Theory of Relativity ranks as one of the greatest achievements of the human intellect. As it is the intention of Professor Einstein to visit Java next September, in connection with observations of the solar eclipse, the Universities of Sydney, Melbourne, and Adelaide invited him to extend his visit to Australia, and lecture in the three States. The professor has replied expressing thanks for the invitation, but stating that he is so occupied that it is impossible for him to accept it.