

MSA Series 1 Item 2

## RESIDENTIAL COLLEGE AT THE UNIVERSITY

In comparing the University of Adelaide with the Universities of the Eastern States, we notice one conspicuous difference - whereas the Universities of Queensland, Sydney, and Melbourne have residential colleges, Adelaide possesses nothing of the kind. She alone fails to provide any college life for her students. It has been sometimes urged that our University has not discharged its duty to the community as it might have done. It is not difficult to find one, at least, of the reasons for such a failure in our own University. There is almost a total lack of corporate life.

The more thoughtful of the students themselves have been complaining for some time past that men go up to the University as to a "shop", to obtain qualifications which are for sale, and that their object in going there is little more than to equip themselves for making money. Our University should be training leaders in all branches of our life for the community.

The under-graduate is too often inclined to think only of his own interests and his own ideals. This lack of any sense of duty to the community is by no means absent in our own State. We feel that this is largely due to the total lack of a corporate spirit in the University. The student lives and works alone, possibly lodging in depressing and in-artistic surroundings with no opportunity of fostering any loyalty to the community.

How can this lamentable state of affairs be remedied? The new spirit can best be brought into a student's life by making him a member of a community whose purpose is to keep before him the noblest conception of life, and help him to realise his obligations to his fellowmen through the corporate spirit that such a community stimulates. Can anyone imagine Oxford or Cambridge without college life?

But we need not go to England for an example of such communities. We have abundant testimony to the value of residential colleges in our own Australian Universities. As far back as 1853 St. Paul's College in Sydney was founded. Nearly seventy years of vigorous life have proved its immense value, not only to the University, but also to the whole of the State and beyond it. The foundation of St. Paul's College led to the establishment of similar colleges by other denominations, all of which have had long, flourishing careers.

In the Melbourne University there are now four colleges, accommodating in all some 320 men. From this comparatively small group a large number of Victoria's public men have come. To take an interesting example of this, Trinity College has given the Anglican Church every one of



her Bishops who are Australian born.

Life in such institutions is full of vitality and interest. The students themselves are largely responsible for their own discipline, and the freshmen learn the main community virtues from their seniors.

There are many other reasons which show the value of such institutions. An under-graduate entering such a college finds himself in an atmosphere of work, where he will show more energy and interest with rivals actually sharing his efforts. A high educational authority once said, "It does not matter what you teach anyone, so long as he meets a sufficient number of people who have been taught something else."

It is hard to express in any formula of words how much an under-graduate living in a college owes to the bracing moral discipline, and the keen intellectual stimulus, which the life in such a college gives. Both for his work and for his play the student is living on the spot. This saves him much time. He also has better opportunities of playing for a team than come to isolated students. Such colleges also supplement University lectures by college tuition, and it is therefore in the establishment of residential colleges that the tutorial system is best able to be developed.

There is much that can be said also in favour of these colleges from the religious point of view. A college Chapel must influence the lives and ideals of those who worship in it; giving opportunities for instruction in the doctrine and discipline of their Church to the students, and in the words of the first prospectus of St. Paul's College, Sydney, "Providing systematic Religious Instruction, Domestic Supervision, and Moral Discipline for the students, whose guardians or parents desire to secure such advantages for them. Thus while their acquisition of all other useful knowledge will be facilitated, and that union of the Tutorial and Professorial systems attained which is so important in Academical Education, the great object will be kept in view of instilling into their minds a reverence for the Doctrines and Tenets of our Church, and Learning will be consecrated, as it ever should be, to the service and honour of God". To the theological student the advantages such a college offers are clear. It enables him to mix freely with those who are to enter other professions, and to take a wider view of life.

For all these and other reasons such a scheme should command the instant support of all Church people in the Diocese and the State.

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