

Cuttings from *The West Australian* 23<sup>rd</sup> May 1906

W.A. papers with reference to Professor Henderson's lectures  
*Morning Herald* 24<sup>th</sup> May

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### THE UNIVERSITY EXTENSION MOVEMENT.

#### INTERVIEW WITH PROFESSOR HENDERSON.

#### THE PERTH UNIVERSITY QUESTION.

Professor G. C. Henderson, of Adelaide University, who has arrived here with the object of giving a series of six lectures in connection with the University extension movement, was seen yesterday by a representative of the "West Australian." Professor Henderson said:—"The extension movement differs from University education in that the lecturer does not expect people to give that attention to the subject as they would do if they were studying at a University proper. All the lecturer may hope to do is to give results in as an attractive manner as possible of that research and study that he himself has entered into. The object of the Adelaide University is to attain to something like the Gilchrist scheme in England, rather than what is known in England as the University Extension System."

#### A Perth University.

What are your views regarding an establishment of a university in Perth? "It seems to me rather an anomaly that while in other parts of the world there has been so marked a development of university education and life, especially in industrial centres, there should have been no decided movement up to the present time in favour of the establishment of a university in Perth. In England, for example, you have universities at Birmingham, Manchester, Liverpool, Leeds, Durham, Newcastle, and one is shortly to be established at Hanley, in Staffordshire. The feeling is that, from a material point of view, it is desirable to have the best teaching in scientific subjects, and to have it in the neighbourhood. The establishment of a university is desirable from another point of view. You have in Perth some very good primary and secondary schools; I know this because I have examined some of the papers. At the present time, there is no institution within the State which can consummate the efforts made by the teachers in these schools. This is hardly fair to the teachers, because the mere existence of a university stimulates pupils to a high pitch of endeavour so that they may attain distinction in what is regarded as the highest education in the country. On the subject of history, some of the schools in this State are doing very excellent work, which will compare favourably in this branch of knowledge with other States."

#### The Rhodes Scholarship.

"I am, as you know," continued Professor Henderson, "one of the selection committee for the Rhodes scholars. Doubts have often been expressed as to the impossibility of finding the man that Cecil Rhodes had in his mind's eye when he created these scholarships, and when he promulgated the conditions which are attached to them. When in South Africa, I met Sir Lewis Mitchell, upon whom the mantle of Rhodes has, to a very considerable extent, fallen, and, in course of conversation with him, he informed me that to his mind the man that Rhodes was seeking was a man who should be able to lead, a man strong from all points of view, not simply a reading man, an athlete or a man of brute force. In one word, the man that Rhodes wanted must possess that grand quality which is found in individuality. I am convinced that man is to be found in Australia to-day. To my mind, the Rhodes scholarships are one of the grandest schemes ever originated in recent years. They are having a good effect on university education, men are stimulated to put forth their best efforts, and as a means of consolidating and fostering sympathy between the different parts of the Empire, the Rhodes scholarships are playing a very important part."

#### Subjects of Lectures.

With reference to the subjects of your lectures, Professor Henderson? "Well, I have, as you know, taken up two subjects, 'Puritan Revolution' and 'Poets of the Nineteenth Century.' I have done this because I wish to combine the two subjects of history and literature. In the historic course I have chosen three types, the practical man, Wentworth, the idealist John Milton, and the practical and idealist, Oliver Cromwell."

"You would call Oliver Cromwell an idealist?" "Most assuredly. You will remember that Lord Rosebery fitted him beautifully when he was pleased to describe him as a practical mystic. Regarding the poets of the nineteenth century, it is my desire to present the idealism of the nineteenth century as expressed in the writings of the leading poets—Wordsworth, the poet of Nature; Tennyson, the artist; and Browning, the optimist."

### A UNIVERSITY FOR PERTH.

#### PROFESSOR HENDERSON'S VIEWS.

Professor G. C. Henderson, of the Adelaide University, who is delivering a series of lectures under the auspices of the Swan River Mechanics' Institute in connection with the university extension system, had a few minutes' hurried conversation with a representative of this journal at the Weld Club on Tuesday.

Professor Henderson said this was the fourth time he had been in Perth since 1895, and he was greatly impressed with the wonderful progress that had been made on all sides in that time. The great improvements effected in the harbor and port accommodation were the first things that met his eye, and then the wide-spread expansion of the suburban system exceeded all his expectations, while the development of Perth itself was no less wonderful. The practical and material aspects of life had marched along with rapid strides. But he was amazed, when he saw all this, to think that nothing in the shape of a university had been established. Little Tasmania even had her university, and the only States without this necessary provision now were Queensland and Western Australia. In many important industrial centres in England the tendency was to expand their large institutions, technical and otherwise, into universities. Birmingham, Leeds, Manchester, and many other manufacturing and commercial cities now had their full-fledged universities, and the gain they were certain to get from them was obvious. Such an institution would be of immense advantage to Perth and Western Australia, where the soil was already in a manner prepared. He had been concerned in the examination of some of the students at the public schools of the State, and he had no hesitation in saying that the work of these establishments was of a high order of merit. A university would supply the needs of these young people, and would expand and hold together the intellectual life of the community. In all such undertakings, of course, a beginning had to be made, and there would be no need of a very elaborate system to start with; but he was emphatically of opinion that the time had now arrived when careful and earnest consideration should be given to this most important affair. The people of the State had, no doubt, been hitherto engrossed in the work of developing the physical resources of their country, but he thought they must now have sufficient leisure to look about them and consider the intellectual aspect of the national existence.

Professor Henderson said he was by no means in sympathy with the hostile criticism that had been directed by some of the newspapers in the eastern States against the Melbourne University authorities for presenting, in connection with their recent jubilee celebrations, a comedy of Aristophanes in its original Greek. It was well to attach importance to the concrete and the practical, but it was an important function of a university to foster mind, cultivate taste, and widen the general intellectual outlook. What the Melbourne people had done was, in the circumstances, quite fitting and proper, and no one could deny that it had been done well.

Turning to the series of lectures he is to deliver in Perth during the next few days, Professor Henderson said he had chosen the period of the Puritan domination in England as the most important part of the national history—the period in which the principle of absolute monarchy rapidly declined and the principle of modern democracy took its rise. Strafford, the subject of his first lecture, was the typical practical man of the period: Milton showed both in his public and private career the ideal and the religious tendencies of the time, and in Cromwell was joined both the practical and the ideal. The subjects will be dealt with in a manner sufficiently popular, but by this it must not be understood that they will be frothy and superficial, for Professor Henderson has had recourse to very considerable research in preparing his subjects, and, above all things, is desirous of stimulating independent thought.

### PROFESSOR HENDERSON'S LECTURES

#### THE EARL OF STRAFFORD.

Professor Henderson last night delivered the first lecture of his series in the principal hall of the Swan River Mechanics' Institute in the presence of an audience so large that it could only be squeezed into the room with the greatest difficulty and discomfort. Dr. Hackett was in the chair, and introduced the lecturer.

After a few words in acknowledgment of the reception he had been accorded in Perth, and a passing reference to the need of establishing a University in this city, Professor Henderson plunged into his subject, which was that remarkable man, Thomas Wentworth, Earl of Strafford. Strafford, he said, was a man who played a losing game, and played it well. He was above all a practical man, and in his busy career had not much time for study or abstract reflection. He was born in an aristocratic home, and had aristocratic principles instilled into his mind from his earliest youth; and his University experience and subsequent travels on the continent had only intensified his Conservatism. He entered Parliament in 1614, but for several years was a silent member. England had taken on that form of Government sometimes known as a benevolent despotism, but the people were beginning to think that they should have a little more to do with the management of the country and of religious affairs than they had enjoyed in the past; and, in short, the principle of democratic government was being born, and the policy of decentralization was coming into popular favor. Strafford was opposed to decentralization, and believed in government by intellect, and the intellect of the few at that, as he had not much confidence of finding capacity for government amongst the people themselves. With all this aristocratic prejudice, however, he was not uniformly on the side of the King, but combated to the utmost of his power the mischievous policy of the Duke of Buckingham, and was even a champion of the Parliamentary cause for a while. Macaulay had described him as an apostate for subsequently opposing the Parliamentary leaders, but Macaulay was a discredited witness when called upon to testify to the character of anyone who had attacked liberal principles and institutions. Strafford only opposed the King for the King's good, and he once said, "I give to the King my heart, a gift that God calls for—a gift fit for a king." When Buckingham was murdered Strafford became President of the Council of the North, and subsequently Lord-Lieutenant of Ireland, in both of which positions he was successful in dealing with the wild, lawless state of society he found about him, and in infusing some notions of culture and knowledge into the ignorant minds of the men with whom he had to deal. In England, however, as the King's Chief Minister, he was not successful, because his environment was not suitable for his drastic methods and his scheme or plan called "Thorough." He forgot that evolution must move slowly, and was too much inclined to believe that institutions were all-sufficient. His conduct in the Scottish rebellion and subsequent events brought about his impeachment, and when he was condemned to death on a Bill of Attainder he died as he had lived, a loyal servant of his prince. The lecturer concluded by summing up in vindication of Strafford's character as a loyal and upright, even if a mistaken, man.

The next lecture will be on John Milton, a much more interesting subject, and it will be given in the same hall on Friday evening.

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### PROFESSOR HENDERSON'S LECTURES.

#### MILTON, THE BLIND POET.

On commencing the second of his course of lectures in the Swan River Mechanics' Institute, last night, Professor G. C. Henderson, of the Adelaide University, was again greeted by an overflowing audience.

The President of the Institute (Mr. Jas. Longmore) announced that for the next lecture the Town Hall had been reserved, an announcement that was received with applause.

Professor Henderson said he would discuss the character of John Milton, and particularly with reference to the development of the Puritan movement on the religious side. There were Puritans in the reign of Elizabeth, but in the reign of James I. their Puritanism was of a negative character—they did not so much insist upon