

In the report, which forms part of the appendix, we find the number of undergraduates in the various courses is 122, and of non-graduating students 167. This is a slight advance upon the number of undergraduates in the preceding calendar, which was 118. But there is a great decline in the number of non-graduating students, which in the earlier year was 198. We are glad to notice an increase in those attending the B. A. course in the Faculty of Arts. The highest function of a University is to give a literary education. And though it would be absurd to quarrel with a system which seeks to accommodate itself to the practical professions in an age of competition, we may be permitted to repel the tendency which fills the medical and law schools as the more paying branches at the expense of the arts school. To equip a man with a profession is not the end and aim of a University rightly understood. But there is an explanation of the evident unpopularity of the arts school. Fortunately the cause is easily removable, and we commend it to the attention of the Vice-chancellor and the Council. By the regulations Greek bars the way. A student must pass in Greek to matriculate. After matriculation he must complete three years, and pass the examination proper to each year. In the first year's examination he must satisfy the examiners in each of five subjects, whereof Greek is one. In the second year he must pass in each of four, Greek being one. In the third year every can-

didate must satisfy the examiners in three or four subjects, or in two, one being in honors. Now in the four subjects specified classics and ancient history are grouped as one, the other three being mathematics, mental and moral science, and modern languages. Accordingly a candidate may drop Latin, Greek, and ancient history at his final examination if he takes up the other three, or if he takes up two, one being in honors. We would urge upon the Council the advisability of Greek ceasing to be compulsory. We have no wish to lower the standard of the arts course or detract from the value of its degrees. Nor do we wish to banish Greek. Let it remain by all means, but let it be optional, with German as an alternative. It is monstrous to deny to a man who is a fair Latin scholar, and well grounded in the language and literature of Germany, the opportunity of going through the arts course because of his ignorance of Greek. We question if, judged by an English public school or University standard, any of our educational institutions have ever sent up to the Adelaide University a really good Greek scholar. We question if the Adelaide University has ever turned out a classical scholar who was up to the standard of scholarship required for a first in Moderations. But be this as it may; all we ask is that while a really good Greek scholar shall still be able to turn his scholarship to account, there shall be an opening for those who can offer, for instance, the language of Schiller and Hegel as an alternative.

In advocating the reform we have indicated we are in the best of company. At a meeting of the headmasters of the public schools held at Oxford in the closing days of last year, under the presidency of Dr. Warre, the headmaster of Harrow moved a resolution, "that it would be a gain to education if Greek were not a compulsory subject at Oxford and Cambridge." After a debate

of five hours the motion was rejected by the narrow majority of two in a field of sixty headmasters. The supporters of compulsory Greek may well say "another such victory and we are undone." A more revolutionary project could scarcely have been submitted in such a place and in such a conference. Looking at the division list it is evident that Greek as a compulsory subject is doomed, and the success of the movement is now a mere question of time. A scheme supported by such classical scholars as the present headmasters of Rugby, Shrewsbury, Clifton, Marlborough, and Wellington, is no visionary project, or unworthy concession to modern impatience of study. As a matter of fact only 50 per cent. of the boys now being educated at the English public schools learn Greek. We should like to know the percentage of boys at our leading public schools who are undergoing that particular discipline. We should like to know why a boy who is not intended for the law, medicine, or a scientific vocation, should be deprived of the humanising influence of the arts course at this University because he is unacquainted with Greek. There is a very real benefit to be gained in the arts school, but the benefit is only for those who have what we imagine after all is a very moderate knowledge of Greek.

The details of the subjects for the junior and senior public examinations in November are, as usual, set out, and the text books specified. These are the examinations in which schoolmasters, parents, and young people are most interested, and which create a standard by which schools are judged. We are by no means prepared to admit that it is an infallible criterion. But we think there is a way by which an outside examination may be made no bad test not only of things taught and learned, but of teachers and teaching. The present system has a bad side to it, and that is the encouragement to cramming pure and simple. So long as text books are set so long will teachers be tempted to get those text books into boys' heads rather than real knowledge into their minds. There can be, and there ought to be, no difficulty in setting examination papers on given subjects which will be equally fair to all whatever text-books have been used. The function of the University is to prescribe the subjects. The headmasters of schools may be safely trusted to select their own text-books. We are not disposed to do the professors and examiners the injustice to believe that they cannot fairly and judiciously examine boys and girls from school in prescribed subjects without the guidance of text-books to frame their questions. The case is totally different from University examinations of University undergraduates. There, naturally, questions must be set in the authors which have been read with the professors in term. But when a boy comes up from school, for senior or junior, the value of examination consists in the opportunity of gauging what the boy knows and how he has been taught, not how perfectly he has been drilled in particular textbooks. We notice, by the way, that for the junior the outlines of English history are specified without any text-book. This is just the principle we wish to see applied to other subjects. It could be applied with perfect facility to languages and mathematics, and we believe it would not only be more acceptable to schoolmasters but would be a greater stimulus to teachers and scholars alike. We have enumerated certain changes which we cannot help thinking would increase the usefulness of the University. And it is because we value the work it has done and might do that we have pressed these reforms.