

The Christian World,

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THURSDAY, APRIL 24, 1890.

THE UNIVERSITY OF SYDNEY.

THE important address delivered by the Chancellor, Sir WILLIAM MANNING, on "Commemoration Day" makes it manifest to all that the University of Sydney is in a healthy condition, and that it is every year becoming more popular, as well as more useful, in the community. This is as it ought to be. A community that appreciates culture, that provides for the endowment of research, and that seeks to stimulate the interest of its sons and daughters in learning and intellectual pursuits, is a community that must prosper. And in this respect, New South Wales may fairly claim to hold its own against the world. Its primary schools are both numerous and efficient; its grammar schools are thoroughly well managed, and are every year showing their capacity to do useful work; and its University, thanks to the splendid gifts of patriotic citizens, and the far-seeing policy of its leaders, is now second to none as a great school of learning. If any scientific student from Oxford or Cambridge were to visit the new Medical School buildings, and to see the facilities given for the study of Histology, Physiology, Anatomy, and Chemistry, he would be disposed to call this the Old World instead of the New, and to wish himself a scholar under Professors STUART, WILSON, and their able assistants, rather than under the renowned FOSTER, of Cambridge.

Nor can it be said that these fine opportunities of culture are confined to any class in the community. The University opens its doors to all, and by its admirably conducted evening classes offers facilities to those who are engaged during the day in commercial and other pursuits. There are some 50 students in these evening classes, and we are glad to see that last year no fewer than ten evening students took the degree of Bachelor of Arts. This shows, not only that the University authorities are doing their best to encourage culture among the people, but also that our young men are eager to gain knowledge, and to qualify themselves for a higher position in society. The exceptionally high fees in the Medical School of Sydney must keep many back, we fear, and we hope by-and-by to see this hindrance removed. Of course, it may be said that the "State Bursaries" offered by the Government are a "set-off" against this, but it should be the aim of the authorities in a richly endowed University like that of Sydney to make study and graduation as easy as possible to all who seek to educate themselves, and for parents who are anxious to educate their sons.

It is gratifying also to see that numbers of women are availing themselves of the opportunities offered for a higher culture. Sydney has already its "sweet girl graduates" who have shown their ability to hold their own in intellectual contests with the sterner

sex, and at present there is a large number of lady students in the different classes. When the proposed Ladies' College and the Training College for Public Teachers are erected, the number of female students will be considerably increased, and this will still further extend the influence of the higher culture in the colony. There are not wanting prophets of evil in connection with the movement for the higher education of women. We are in danger, it is said, of "over-educating woman," of making her "discontented with her sphere of life;" yea, some of the critics go so far as to say that we are "unsexing woman" by the higher education policy. Let them keep their minds at rest on all these points: Nature will always hold her own in any struggle, even if man seeks to thwart her designs, and the force called *human nature* is well able to avert all these possible and hypothetical disasters.

By all means, let us encourage the higher education alike of men and women in this age, when the struggle for existence is so keen and when only educated nations can possibly be expected to hold their own in the competitions that must increase rather than diminish in the near future. Even on commercial grounds, if we are to hold our own, we must educate, educate, educate! And there are far higher reasons than these for desiring the growth and wider extension of higher culture. Communities like ours are specially exposed to the degrading influence of materialism, and to the worship—the vulgar and most demoralising worship, of wealth. By fostering this love of culture, and by spreading far and wide among all classes what is called higher education, we shall not only fit the toilers more and more for their struggle, but we shall furnish them with higher inspirations and nobler ideals of life. We know what has been done in poor countries, such as Prussia and other parts of Germany, by Universities; we know how much Scotland owes, and especially how much *Scotsmen* owe, to the Universities and University system; and if this is possible in poor countries, how much more ought to be accomplished in the richer Colonies of the New World?

Our own University is doing a very noble work, and every year seems to add both to its influence and its energy. Thanks to the munificence of Mr. CHALLIS, and the untiring energy and enthusiasm of Professor ANDERSON-STUART, the new Medical School buildings are nearly completed; these buildings are splendidly furnished, and admirably adapted to their uses. And much the same remark must be made of the other teaching departments of the