

been to a number of students who could hardly have hoped to complete their courses under the old syllabus.

It is now proposed that teachers should receive further encouragement to proceed with their studies to the point of qualifying for a degree. When a pupil teacher has entered the service, and shown aptitude for teaching, he (or she) will first be educated at one or other of the higher schools or Colleges; then will engage in teaching for two years; and, afterwards, having passed the Senior Public Examination, will take a two years' course at the University. Under the new scheme prepared by the Council every candidate, in order to obtain the Bachelor of Arts degree, must, after matriculating, spend at least three academic years in the course of study at the University. Presumably it is intended that the third year's work may be studied by the teacher after returning to the active duties of the profession. For the Bachelor of Science course similar arrangements have been made. In both departments special attention is directed to "compulsory subjects"—in the arts curriculum Latin and mathematics, and in science mathematics, physics, chemistry, and biology. In the course for gaining the Diploma of Mining Engineering and Metallurgy biology may be omitted, but assaying is required in addition to several other technical matters. The most important alteration connected with compulsory subjects is the omission of Greek. If the scheme be agreed to that classic language will still be studied at the University—and in the curriculum for the Arts degree it comes first on the list—but the choice of it as one of the subjects taken for examination is optional. A higher grade of work all through is required for the "Honours Degrees," and in this connection students will be encouraged to specialize. A candidate may gain his B.A., with first, second, or third class honours, either in classics, in history and economics, in mental and moral philosophy, or in mathematics. An honours degree in classics will imply that its holder is well versed in Greek. If the scheme be agreed to that classic language will still new scheme will admit a candidate to an "Ordinary Degree" without a knowledge of Greek, and that is what none of the English Universities has yet had the courage to do. Several years ago, at a representative meeting of the Head Masters of leading British schools and Colleges, a resolution was passed urging the authorities of Oxford and Cambridge to take the step which is now being proposed in Adelaide, and pointing out that in the struggle of what Professor Huxley called "the conflict of studies" it is physically impossible for a student in Arts to learn anything but a smattering of modern subjects at the University so long as Greek remains compulsory.

The movement, however, proved to be a failure. Oxford is the home of Greek scholarship; and Cambridge cannot forget having produced such a classical prodigy as Porson, whose epigram directed against the Germans is still quoted in its halls of learning:—

The Germans in Greek are sadly to seek; Not five in five score, but ninety-five more— All save only Hermann, and Herman's a German.

The same taunt was levelled by Oxford and Cambridge against the Scotch Universities. Sydney Smith sarcastically remarked that "Greek never crossed the Tweed in any force." This may be all very well from the classical specialist's point of view; but what of the other aspect of the matter? The German Universities during the past generation have admittedly beaten the English in every department of mental and physical science; and the Scotch, with their necessarily smaller numbers of students and teachers, have contributed more than their share to British advancement. Nothing else produces so much disquietude amongst the leaders of University education in England as the "barrenness" of Oxford and Cambridge. Recent writers in "Literature" and other high-class English publications have been asking for tangible evidences of any valuable contributions made during the past generation by the two old English Universities to the sum total of human knowledge; and the attempts to accept the challenge and frame a satisfactory reply have only rendered more painfully apparent the fact that, in comparison with other centres of learning, the ancient English Universities are decidedly lagging behind. The German and Scotch Universities, when taunted with

their comparative neglect of Greek, plead that if they do not devote so much time as their critics to the study of words and formulas they make a more searching enquiry into the nature of things and ideas; and it has even been said during the controversy that if word-memory be the be-all and end-all of scholarship the Chinese must be accepted as the most learned nation in the world! At any rate, the reform or innovation now proposed in the Adelaide University is necessary to render operative the scheme of assisting the teachers. The acquisition of a fair knowledge of Greek would consume as much time as any four more modern subjects, and the learning acquired would have little bearing upon the professional duties of the teacher. This fact was clearly perceived and frequently insisted upon by the late Inspector-General of Schools, who was also Vice-Chancellor of the University. In the direction of modernizing the courses of study it seems likely that Oxford and Cambridge will be among the last Universities to move. It will be a source of honour to the University of Adelaide if it should be in the vanguard.

THE STUDY OF GREEK.

At a meeting of the Senate of the University of Adelaide on Friday afternoon a long and interesting discussion took place regarding the proposal of the Council to alter the course of study for the degrees of Bachelor of Arts; Bachelor of Science, and Bachelor of Laws. The suggested innovation would have the effect of making Greek an optional subject in the B.A. Course. This step has been taken in the Scottish and Sydney Universities, but it was urged by the Rev. F. S. Poole, M.A., and Professor Bensly that neglect to study Greek had resulted in an absence of that grace and charm of mind which was noticeable in scholars who had had a close acquaintance with the classics. On the motion of the Rev. F. S. Poole it was resolved to remit the proposal to the Council for reconsideration. The matter will be again brought before the Senate on Friday.

UNIVERSITY OF ADELAIDE.

THE STUDY OF GREEK.

A meeting of the Senate of the University of Adelaide was held on Friday afternoon for the purpose of discussing a very elaborate series of amendments and alterations to the statutes and regulations now in force respecting the course of study for the degrees of Bachelor of Arts, Bachelor of Science, and Bachelor of Laws, as well as the Diploma of Mining and Metallurgy, and also alterations in the statutes relating to the Elder Scholarships.

Professor Mitchell brought up the new regulations relating to the Degree of Bachelor of Arts, and in doing so explained that the proposed reforms had received an immense amount of attention from the University Council; The principal, and perhaps the only really debatable point was the proposal to place Greek upon a new footing with regard to the degree of Bachelor of Arts. It was intended that in future there should be fifteen subjects instead of only six, and that none of those subjects in their advanced stages should be actually compulsory. In former times there were only six subjects, namely:—Latin, Greek, mathematics, pure and applied, logic, and physics. Each of those was compulsory for the acquisition of the degree. Under the new system it was proposed to make only the lower standards of Latin and mathematics compulsory, equivalent to something like the matriculation standard. With this proviso, too, the fifteen subjects now enumerated would be optional. That rendered Greek an optional subject like the rest. For the Honours Degree in classics the ordinary Greek and Latin passes would be required, and classics were encouraged, inasmuch as the number of subjects to be passed in on that side was less than on any other side of the University course for the degree. Sydney University took the important step several years ago of omitting Greek from the list of compulsory subjects. The Commission which sat four or five years ago for the purpose of defining the courses of study in Scotch Universities, recommended the same course. Lord Kelvin, on this Commission, represented the scientific side, and Professor Butler the classical, and both were agreed that it was desirable to encourage Greek simply as an optional subject in Scotch Universities. He moved the adoption of the new regulations respecting the B.A. Degree.

The Rev. F. S. Poole moved an amendment to the effect that it was desirable to remit the question back to the Council for reconsideration. He said that there was no doubt that the effect of removing Greek from the list of compulsory subjects in the University would be to extinguish the study of the language in the secondary schools, and that he considered extremely undesirable. The one thing which marked off a man of culture, educated at

one of our great English Universities from those who had possessed less advantages of an educational type, was the undefinable grace and charm of mind he obtained by a thorough training and acquaintance with the literate humaniores. So far as ladies were concerned, it need not be feared that by still continuing to demand Greek as necessary for the completion of the degree of B.A., they would be debarring them from obtaining honours in the University. He mentioned several ladies, among them Miss Stawell, a daughter of the late Chief Justice of Victoria, who had done splendid work in classics both in Australian and in English Universities. He concluded by a warm appeal to members of the Senate not to agree to any innovation which, he believed, would be a serious retrograde step, placing the colony, so far as higher education and culture were concerned, back again in the dark ages.

Professor Bensly thanked the members of the Council for the care and trouble which they had taken over the matter of the classical curriculum, which was his special department of the University study. He especially thanked Professor Mitchell for the very temperate and guarded way in which he had placed the proposed innovation before the Senate, but he emphatically dissented from the proposal, and pointed out in regard to the alterations which had been made in the Scottish Universities that the standard of classical culture in North Britain was by no means so high as in the English Universities. During a wide experience with educated men in Germany, America, and elsewhere, he had generally found in regard to men educated in Scottish Universities that there was an indefinable something wanting in their culture, and that something he concluded must be the larger view and more delicate insight which came from an extensive acquaintance with classical literature. Then again it must be remembered that Greek was almost an essential for the higher study of even the Latin language, and he protested that he could not see that there was any reason for making a distinction between the two great classical languages, at any rate, as against one language which had always been paramount in the history of the world as the finest medium of thought and culture ever known. He referred to the calendar of the Sydney University, which showed that during the past four or five years, that was to say since Greek was rendered non-compulsory, the number of students who sat for examination in Greek was, on the average, only two.

The Chancellor, the Right Hon. Sir S. J. Way, asked how many students there were in the arts course in Sydney University altogether, but Professor Bensly was unable to furnish the information.

On being put to the vote by the Warden of the Senate, Canon Poole's amendment was carried by a considerable majority.

The regulations relating to the Bachelor of Science degree enabling students to take the course on a liberal plan similar to that of the Higher Public Examinations was carried without a dissentient voice, as was also a regulation adding fire assaying to metallurgy as a subject for the diploma in connection with mining engineering. Regulations were also passed altering the fees in the medical course and permitting holders of Elder scholarships in music, if they so desire, to retain the title of honorary scholar, while allowing the Council to use emoluments for further scholarships for deserving students. The removal of geography from English to the physical branch in the Junior Public Examination was approved, as well as one or two machinery statutes of the University. Several proposals consequent upon the intended alteration as regards Greek which the Senate had rejected were postponed until next Friday, when the whole position will be reconsidered by the Council, and will come before the adjourned meeting of the Senate.

AMUSEMENTS.

ELDER CONSERVATORIUM.

Seats were at a premium at the Victoria Hall on Friday evening, when the students of the Elder Conservatorium gave their final concert for this year. The programme was well selected, and presented quite an embarrassment of riches, for the performance lasted until 10.30—rather late for a students' concert; and further, the later items suffer through the noises made by the audience leaving for trams and trains. With this exception, no fault could be found with the musical bill-of-fare, which was almost entirely classical in character, and its interpretation bore ample testimony to the sound and careful training which pupils of the Elder Conservatorium are receiving. One of the most important items was the first movement of Mendelssohn's famous "Octet" Op. 20, for strings, which was played with fine finish and precision and a due attention to small details by Misses Nora Kyffin Thomas, A. Gladys Thomas, Elsie Hamilton, Doris Cloud, Ward, Masters Alderman and Cade, and Mr. H. Kugelberg. Another noteworthy selection was the "Rondo alla Zingaresca," from Brahms's Quartet, Op. 25—a charming piece of writing containing striking passages for the piano, with pizzicato accompaniment by the strings, and written in a vigorous swinging rhythm throughout. This suffered somewhat from its unfortunate position as the last number on the programme; but a finished and spirited interpretation was given by Miss Elsie Hamilton (piano), Miss Nora Kyffin Thomas (violin), Master Alderman (viola), and Mr. H. Kugelberg (cello). Four of Mr. Heinicke's violin pupils—Misses Gwendoline Pelly and Sarah Grabam and Masters Alderman and Cade—were responsible for an excellent performance of the first movement of Maurer's effective "Concerto for four violins," and their efforts so pleased the house that a hearty recall was accorded them, to which they bowed their