

Register 26 November 1889.

THE UNIVERSITY SENIOR EXAMINATION.

TO THE EDITOR.

Sir—"The War of American Independence," by J. M. Ludlow, is the textbook appointed to be studied by the candidates for the senior examination; they are also advised to refer to the "Students' Hume." Any one acquainted with the first-mentioned book will know that it of itself is sufficiently difficult for any student, young or old, to master, when it is remembered that it is only one out of the many subjects for the senior examination; when to this is added the "Students' Hume" we have surely a feast of reason fit for the gods. Seeing that the textbooks are themselves so exhaustive of the subject, it is manifestly unfair, I think, to ask questions outside of the range of these books, and yet it is palpable that in the very difficult paper on English history set to-day this has been done by the examiner, for what purpose it is difficult to say. It would take too much space to ask you to print *in extenso* the questions I refer to, and the passages from the article on "the United States" in Encyclopædia Britannica (ninth edition). But I should like to ask those who are curious in these matters to compare the following questions in the history paper with the passages on which they are evidently based. Question Ia, with Encyc. Brit., vol. 23, page 736, section 36; question IIa and b, with ditto; question VIII., 6 and c, with page 745, section 85; question IXa, with page 736, sections 39 and 40. Now, Sir, as the "Encyclopædia" is a book that is within reach of very few of the candidates it appears to me to be a little unwise that the examiner should travel outside of the prescribed textbooks in order to make a subject already difficult still more difficult. Doubtless he had a reason; if so, will he kindly tell us what it is? Awaiting this information, and congratulating him on his encyclopedic knowledge,

I am, Sir, &c.

ENCYCLOPÆDIA BRITANNICA.

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THE SENATE OF THE UNIVERSITY.

TO THE EDITOR.

Sir—In view of the importance of the meeting to be held on Wednesday next, when about one-third of the Council of the University will be elected, I venture to ask the indulgence of a few remarks. The University exists, according to its charter, for the promotion of sound learning. What sound learning is and how it can be promoted is the question? A leading writer on this subject states that "the function of a University is the cultivation of the intellect and character, and not the communication of useful knowledge;" and one of the aims which the same writer sets before us is "to maintain among ourselves an intellectual republic within which nor wealth, nor rank, nor station may enforce their vulgar claims to honour, but in which every one has accorded him, without envy, without depreciation that consideration which properly belongs to him for that which he is in himself." These words are well worthy of consideration in a country such as this where there is practically no aristocracy except that which is created by material wealth; all the more because we are surely confronted by a great danger, especially when we bear in mind the utilitarian character of the education given in our public schools. For, as says M. Renan—"The countries which, like the United States, have created a considerable popular instruction, without any serious higher instruction, will have to expiate this fault by their intellectual mediocrity, their vulgarity of manners, their superficial spirit, their lack of general intelligence." We are, I fear, running into this danger. You, Sir, on more than one occasion have described our local University as likely to become a mere "pill and brief factory," meaning thereby, I presume, that it is in risk of becoming a nursing ground of doctors and lawyers. I fear this witness is true. If we contrast the numbers of the aspirants to medical and legal honours with the number of those who offer themselves for the arts courses, it is impossible to come to any other conclusion than this, viz., that those studies are distinctly fostered by the governing body of the University which are likely to pay well; that utility and not sound learning worthy to be loved for her own sake and not for what we can make out of her is the tenth muse and the favourite of the Adelaide University. Thus we are in this year's calendar presented with the following statement, unique, I imagine, in University records:—Undergraduate students—In arts, 17; in science, 13; in law, 30; in medicine, 23; and in music, 26. In influence and voting power I do not hesitate to say that the medical faculty is the greatest; to drive up and record your vote for

the supporter of a strong medical school is not a very arduous task, and on many occasions the medical graduates have shown their deep earnestness in the proceedings by attending those meetings of the Senate in large numbers when elections to the Council are held, and so soon as the results are declared and their curiosity is satisfied they retire conscious that the interests of the medical school are safe for another year. It is true that we have the faculty of law largely represented in the Senate, but for obvious reasons it is not eager to make itself obnoxiously prominent in matters connected with the University. The question to be decided by this and similar meetings of the Senate is not whether this or that candidate shall be returned, but whether the *Universitas*, the whole body of the learned, shall declare the policy of the University, or whether it shall be governed by one member of the body; whether it shall be the home of all kinds of generous and liberal instruction, or whether it shall degenerate into a forcing-house for the medical profession, and so sink from a University into a school. It is to be hoped, therefore, that even at some inconvenience all branches of the University will attend and record their votes; in the past it has been difficult to learn what the voice of the "*Tota Academia*" is; it has generally heretofore been found that the medical graduates, plus those members of the Council who are also members of the Senate, have been sufficient to overwhelm the unorganized opposition. If in anything like a *frequens Senatus* it shall have been declared that the general trend of the Council's policy is good, then those who think otherwise will regretfully and respectfully withdraw from an untenable position, and cease henceforward to take any interest in one who, instead of being an *Alma Mater*, is rather an *injusta noverca*.

Many of us are looking with interest for the results of the ensuing elections. Practically the Council have heretofore cooperated in almost all cases to the vacancies on the Council, and doing this can afford to smile at the futile efforts of any minority at reform, and yet reform presses, and has been pressed, upon the Council. It has been asked that as a guide to our votes at elections the attendances of the members of the Council shall be given. This fair and moderate request has been refused. It has been asked that the Senate, by some one appointed therefor, shall be allowed to inspect the minutes of the Council. This has also been refused; and yet how can we intelligently discharge properly the trust to elect to vacancies? Can it be wondered that often men of whom we do know something are proposed to the exclusion it may be of a valued member of the Council of whom through their own perversity we know nothing? And again, ought not something to be done to give country members of the Senate an opportunity of voting; might not proxy voting at elections be allowed for all those who live say ten miles from the city? These latter points, however, will not come under the notice of the Senate at its next meeting; it is in the Council the real reforms must be initiated. In order to this it is a matter of such importance that those only shall be returned of whom it is to be expected that they will advocate in the Council some measures alike of conservation and reform.

I am, Sir, &c,

M.

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UNIVERSITY MUSICAL EXAMINATIONS.

EXAMINATIONS FOR DEGREE OF MUS. BAC.—
PASS LIST.

Third Year.—Second class, W. Sanders; third class, E. E. Mitchell.

Second Year.—Third class, H. Lilian Davis.

First Year.—First class, E. Best, F. W. Campbell; second class, F. Benny; third class, J. H. Fray, F. S. Hawkins, A. E. Jacy, E. W. Wyatt.