ADVERTISER. SATURDAY,

NOVEMBER 5, 1881.

Identical, the only difference being that instead of Latin and Greek the scientific student may take up French and German, or one ancient and one modern language. In the second and third years the courses are widely different. It will be seen by reference to our report of the proceedings of the council that the remainder of the scheme of regulations for the degree of M.A. was referred to the committee for further consideration chiefly, we believe, for the reason that the charter, while giving authority for conferring the degree of Doctor of Science, does not give any authority for conferring the degree of Master of Science.

At the same time that this revision of the existing curriculum was determined upon it was thought that something might be done to enlarge the scope of the teaching of the University by making it embrace instruction in law and medicine. In the latter department a beginning has been made by the appointment of Dr. Stirling as lecturer in physiology, so that students intending to qualify for the medical profession may by taking up that subject in conjunction with others of a literary and scientific character save two or more years out of the long period of absence in Victoria or in England which are required to obtain a medical degree. In the law department matters are still under consideration, but it is hoped that arrangements may be made to commence such classes as may lead to the L.L.B. degree in the year 1888. Pending these arrangements the Rev. W. R. Fletcher, M.A., has been asked to continue his temporary occupancy of the chair of logic and English literature until the end of next year, by which time it is hoped that the consent of Sir W. W. Hughes will have been obtained to a redistribution of the duties provided for by the endowment of the two chairs that bear his name. Upon the advisability of this last-mentioned proposed change, however, there is a wide difference of opinion among friends of the University.

ADVERTISER. MONDAY,

NOVEMBER 28, 1881.

THE NEW REGULATIONS OF THE UNIVERSITY.

TO THE EDITOR,

Sir—South Australia, more fortunate than New England, had its religious freedom assured from the start, for it was neither founded as a refuge from the cruel hand of persecution nor was any particular religious creed dominant among its earliest settlers, as was the case also in Carthage and Otago, in New Zealand. Seeing that the starting-point was undemocratic its continuance was further assured by a combination of such measures as those of Rambold Hill, George Fife Angus, Captain Albon, and many others down to our own time, among whom I mention DeCoots, T. G.
ADVERTISING

MONDAY, NOVEMBER 28, 1881.

Waterhouse, Sir W. W. Hughes, Sir Thomas Elder, John Colton, and many besides equally notable for their earnest support of education. The last-named is the leader of our education advocate, Sir Dominic Daly, who said on a memorable occasion, "there is no sectarianism in education." We have a political crisis that has roused the country to a new vantage point of experience what do we see. By the labor of the men referred to above, who shun all sectarian difference to promote the common weal of a great nation, their exertions have led to educational advancement, and later on State endowments have succeeded in preparing for a national University. In a populous community of a million, a sufficient number of youths ready to occupy its halls as students, many of whom have died and thousands more have filled its cælia that has received the approval of experts in the mother country. A free country, we have every reason to believe that the number of pupils vast numbers of persons will be found to share our ideas, and untrammeled by the traditions of the past we expect all the benefits of our improved position to remain within our own hands.

But here the difficulties begin. It took years for Rowlindo Hill to startle the world with his essay on "Practical Education," and after the London University was established, and the Diocesan Board—of which Canon Molesley was a member—was appointed by the Bishop of Oxford, the Bishop of Durham, and the Bishop of London, a Squires class of professors from their long enjoyed obscurity—it took years, I say, to attempt to attract students. I am happy to state that the fact that the education they desired was not yet in existence. For ages Oxford and Cambridge were the only sources of education, and even within their groves an any but members of the Church of England, not seeing that even the belief of academic honors was too mean a price with which to tempt aspirants to become recreant to the faith of their fathers. But about the year 1830 the University of Oxford and Cambridge, and the colleges of New England, have a new, and the course of study has been adopted, and the honor of the Bishop of London, the University of Oxford, and the colleges of New England, are in the hands of a faculty which should be without a rival in the land.

Those who remember the yells of contempt that arose from the partisans of the ancient university, will not wonder that after more than forty years the spirit of superlative exclusiveness is not yet extinct. It is, however, in the remote places that the "blind" and "illegitimate" persons chiefly venture to raise their heads.

One of the departures in the curriculum of education is the new course now being taught in the London University. The novelty was that something more than classics and physical discipline should be taught. We are told that the students are taught in a practical way among the utilities of a age of progress. Hence prominence was given to modern languages, applied sciences, and the like. School talk in 1835 examining staff of all the largest names in the practical and scientific world was formed into a faculty which should command reverence in all parts of the land.

After a time the old universities wiped their spectacles, for they found the young blood, considered these "school masters" as unworthy of the name, and none but any who had been with them in the race, and they knew they were in the presence of people and they shrank "a false" and "stupid," and none but the "school masters" had the right to join in the contest on equal terms, and compete for honors that London had insurmountably monopolized.

In the same year the London University, many of the earlier settlers who have gained financial and political power, and are being known it as a public University, have found its way here where in country places in England go into the national day schools, which are by country places and villages. But the new system induces the children to attend the church of England Sunday schools in preference to those of the National Church. Other mixed mass of educational ideas, the desire of the colonial public is to get a system of education that shall best satisfy the con-
November 5, 1881.

Identical, the only difference being that instead of Latin and Greek the scientific student may take up French and German, or one ancient and one modern language. In the second and third years the courses are widely different. It will be seen by reference to our report of the proceedings of the council that the remainder of the scheme of regulations for the degree of M.A. was referred to the committee for further consideration chiefly, we believe, for the reason that the charter, while giving authority for conferring the degree of Doctor of Science, does not give any authority for conferring the degree of Master of Science.

At the same time that this revision of the existing curriculum was determined upon it was thought that something might be done to enlarge the scope of the teaching of the University by making it embrace instruction in law and medicine. In the latter department a beginning has been made by the appointment of Dr. Stirling as lecturer in physiology, so that students intending to qualify for the medical profession may by taking up that subject in conjunction with others of a literary and scientific character save two or more years out of the long period of absence in Victoria or in England which are required to obtain a medical degree. In the law department matters are still under consideration, but it is hoped that arrangements may be made to commence such classes as may lead to the L.L.B. degree in the year 1883. Pending these arrangements the Rev. W. R. Fletcher, M.A., has been asked to continue his temporary occupancy of the chair of logic and English literature until the end of next year, by which time it is hoped that the consent of Sir W. W. Hughes will have been obtained to a redistribution of the duties provided for by the endowment of the two chairs that bear his name. Upon the advisability of this last-mentioned proposed change, however, there is a wide difference of opinion among friends of the University.

November 28, 1881.

The New Regulations of the University.

To the Editor.

Sir,—South Australia, more fortunate than New England, and of its religious freedom assured from the first, for it was neither founded as a refuge from the cruel hand of persecution nor was any particular religious creed dominant among its earliest settlers, as was the case also in Carrichurch and Otago, in New Zealand. Seeing that the starting-point was undenominational its continuance was further assured by a combination of such motives as those of Rowland Hill, George Fife Angus, Captain Albin, and many others down to our own time, among whom I mention DeOets, T. G.
November 28, 1861

Waterhouse, Sir W. H. Hughes, Sir Thomas Elder, John Colton, and many besides equally notable for their earnest support of education, and the higher education of our young. The late Bishop of the Diocese, the Most Rev. Dr. Dominic Daly, who said on a memorable occasion, "there is no sectarianism in education." This was a piece of good fortune, and characterised the whole of his long experience of what we do see. By the labours of the men referred to above, who sunk all sectarian differences to promote the common good, they have left their mark on our educational system. Their accomplishments, and later on, the efforts made in preparing for a national University, have been very different. It is a popular notion that there are only a million, a sufficient number of youths ready to occupy its halls as students, many of whom have been educated through the grammar schools that have received the approval of experts in the mother country. A free country, we have ever been proud of, and this conviction is especially true in our country. We have ideas, and unalloyed by the traditions of the past we expect all the benefits of our improved position to our countrymen in our own time. But here the difficulties begin. It took years for Rowland Hill to startled the world with his treaty on "Practical Education," and after the London University was established, and after the Diocesan Board—of which Canon Molesley was a member—was appointed by the Bishop of London and the Bishop of Bath and Wells, and an Excellent School for Educators from the long enjoyed sluggishness—it took years, I say, to get the necessary attention. And the fact is, that the education they desisted from was not yet in existence. For ages Oxford and Cambridge were the only seats of higher education in the country, within their groves any members but the Church of England, not seeing that even the belief of academic honors was too much a prejudice with which to tempt aspirants to become recreant to the faith of their fathers. But about the year 1850 the Bishop of Oxford and the diocesan board of the new religious order made a new departure, and founded the London University, armed with a charter that has about it a peculiar appropriateness. Prospective students are to be examined by a faculty of examiners that should be peculiarly the object of esteem and promotion; and who, by no means the least, would have the power and the encouragement, in the highest degree of the Bible, to inquire. One of the departments in the curriculum of the University was theology, and the London University, I believe, was the first to institute such a department that was something more than classics and high and dry mathematics should be taught to youth by ambition, and such a smattering of such a subject as is the result of the efforts of the students in the University. Hence the old idea of the University was that the University was a place of higher education only among the utilities of an age of progress. Hence the University was given to modern languages, to the sciences, and to the arts. Hence, the University was founded in 1850 to examine the staff of all the leading names in the practical and scientific world, and the University was formed into a faculty which should conduct itself in a worthy manner. After a time the old universities wiped their spectacles, for they found the young blood, conscious that they had a better chance of success, and many of them joined in the race, and they knew they were in the presence of beholders who demanded "a fast horse and no foundation," and then there had been in the contest on equal terms, and compete for honors that London had inaugurated. The University was the first to institute such a system as the London University, many of the earlier settlers who have gained financial success into the University, and the University has the same influence as the London University, many of the earlier settlers who have gained financial success. The University is the leading voice in the drift modern education has taken at home, and more recently still OMs Kingsley and others have displayed that his mission has not been underestimated, but the subject was not really understood. Hence if we look over the calendar of the Adelaide University we find there prominent men who have sprung into fame in that system. The system began long since fossilised, while others have subtle penetration to follow such excellent canals, and the books of the great men in the University have found their way here into country places in England into the national day schools system. By country schools and the University the mixed mass of educational ideas, the desire of the colonial public to get a system of education that shall satisfy the con-