Members of the Bar furnish that competent public opinion, while being subjected to discipline, is a stimulus to the worth of the erudition and, in the excellence of the judiciary is a sure defence of democracy. It is, therefore, a matter of national consequence, not only important in a professional concern, that the study of the law, as an essential to appearance before the Courts should be placed on an intelligent and rational basis. The remarks made some time ago by the newly appointed professor of law at the University of Sydney (Mr. Jethro Brown) raise the question whether the authorities in this State have not been proceeding on wrong lines in connection with the preparation for the legal profession. In order to make the position clear, it should be noted that the old system under which our Judges and King's Counsel became barristers was essentially an office training only. A youth was articled to a solicitor; and, if he possessed average ability and proved diligent, and if his employer fulfilled his part of the bargain, he found himself at the end of his term, ready to enter upon his profession, and was admitted after a more or less nominal examination. In the United States and in New Zealand articles or apprentice- ship were dispensed with, and a candidate entered on the rolls the man who passed a severe examination after a prescribed course of study. This, too, is in effect the present mode of qualifying the lawyer of a barrister. Either alternative is intelligible, and has justified itself in experience. The position of the bar in Australia has, however, abandoned the one, and not adopted the other. It has attempted both together, with the result that justice is not done to the idea of apprenticeship or to that of theoretical study. The candidate often practically loses the value of the premium paid for articles, and acquires the full benefit of his University course.

Professor Brown pointed out that Harvard and some other American Universities have undergone a marked change in their Law Schools by adopting the inductive method under which the students build up for themselves principles of jurisprudence and can adopt their own text-books. The main purpose of this reform, which has apparently been signally successful, is to develop and, if possible, to destroy the student's mind so as to make it really capable of absorbing the new principles. The student is inculcated with the idea that he is quite on the line of the new educational movement, and is psychologically scientific. The chief end of mental training is to acquire power rather than knowledge, and the method, which is so pre-eminent, calculated to furnish real knowledge and intellectual pliability and capacity, because of the hindrance to concentration, a body of knowledge that can be easily absorbed. The大宗商品 system necessitated another unsatisfactory piece of patchwork—a vain attempt to reconcile the conflicting American and English methods of education. Why put new wine into old bottles? The course for the diploma of mining suggests one solution of the difficulty. There the student completes his theoretical examinations, and then proceeds to obtain practical experience by working in a mine for a term. On proof of such experience his diploma is granted. If, therefore, the United States, and New Zealand, and England (so far as barristers are concerned) find that an adequate knowledge of the principles of jurisprudence is a sufficient qualification for the legal profession, there seems to be no genuine reason in the public interest for hampering the talent unsupported by wealth necessary upon the taking in articles as a qualification to practice.

THE COMMEMORATION.

UNIVERSITY COUNCIL AND STUDENTS.

A QUESTION OF CONDUCT.

STUDENTS WILL NOT ATTEND.

The pressure of Adelaide University life increases gradually during the year. The opening months are quiet. Books are reopened, after the long vacation, with a melancholy sigh or ejaculation, according to the temperaments of the students. Now "boys" walk the corridors, with uncertain steps. Lectures are not over-crowded, but the students, as in the beginning, cast their spell upon the edifice of learning itself. The pressure increases every hour. The peculiar atmosphere seems to cling to the poor scholars themselves, and they carry it home with them. It is not in their children for it goes to bed with them, and it keeps their eyes wide open when Nature would only half willingly have closed them. Then, under the influence of diet, of light, of work, of books, and all the articles of adornment, the blow falls. It is examination-time. None but those who have passed through the ordeal can imagine the dreadfulness of that feverish period. The whole work of the year, is crowded into a few days. The pressure is increased, and then there follows the explosion—the commmoration.

When extraordinary pressure is applied to most things in this world, and no outlet is allowed, there is, inevitably, something that bursts. Nothing is an exception, of something breaks, or, perhaps, there are some pieces to collect for the purposes of ornament. What would happen if there were not a harmless explosion?