

Register
16th Dec.

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16th December '99.

Register
16th December 1899. 12

Mr. ISAAC HERBERT BOAS, B.Sc.
(Air—"Johnny Sands.")
Don't be astonished at his name,
And do not him dislike,
For Kruger's minions are not here,
But only harmless like,
An ass may err beyond all doubt,
And men may do the same,
But as (s) and (r) are different things
To finish up a name.

Miss ELLEN LAWSON WALKER, B.Sc.
(Air—"Tommy Walker.")
Nellie Walker, walk up here,
We are glad you've done this year,
Courtin' hard a B.Sc.,
You've succeeded wonderly,
Now you've got it, will you go
Far away, your skill to show;
Or, stayin' near our 'Varsity,
Court another B.Sc.?

MR. BERTRAM WHITTINGTON, B.Sc.
(Air—"Old Black Joe.")
Gone are the days when my ties were smart and
gay,
No more at pitch and toss with Marecau must I
play;
No longer now the gay young dog you see,
But a red-moustached antiquity a B.Sc.
I'm coming I'm coming—Yes, I'm coming with
"The Hat,"
The students' gentle voices calling, "Where's
Dick's out?"

(Air—"Chin Chin Chinaman.")
Dick, Dick Whittington, wellee clobber lad,
Now he's through all of you muchee muchee glad,
Dick, Dick Whittington, wellee callot top;
Dick, Dick Whittington, chop, chop, chop.

Dr. HERBERT HENRY ERNEST RUSSELL, M.B.,
Ch.B.
(Air—"More work for the undertaker.")
More work for the undertaker,
Another little job for the tombstone maker;
At West-terrace Cemetery I
Can see they'll be busy in the sweet by-and-by.

BENEDICTION.

God bless our native land,
And send us jurisprudence;
And bless His noblest land on earth,
The Adelaide 'Varsity Students!

The Bishop of Adelaide, Right Rev. Dr. Harmer, seconded the resolution. If the conditions of life in the colonies were the same as those which prevailed in England he would oppose the alteration, but they must face the fact that in the colonies people had little time to devote to learning for its own sake, and they must be careful not to deprive them of those advantages which the University was able to give. What they desired was that students should be thoroughly educated in some subject, and that could only be obtained by specialization.

The Rev. F. S. Poole asked the Senate to reject the amended regulation, which was worse than that originally placed before them. They had asked the Council for bread and had been offered a stone. The moment that Greek was made non-compulsory it would cease to be taught in the schools, because students who had so many subjects to grapple with would not devote time to non-compulsory subjects. True education must be something more than the mere assimilation by the pupil of useful knowledge—it must include the training of the mind. He hoped the Senate would not be frightened by the bogey of expediency, or allow a wrong to be done to the University for the sake of gaining a little popularity, by passing regulations under which scholars would be turned out who would not be worth much.

Professor Bragg supported the resolution, which he thought was an honest attempt to make the arts course more flexible and attractive without in any way cheapening it.

Professor Bensly, the Rev. D. Kerr, B.A., and several other speakers also opposed the resolution, which was supported by Professor Mitchell, Mr. G. Sutherland, M.A., and the Warden.

After the question had been debated for nearly two hours Professor Bensly moved an amendment to the effect that the Senate adjourn to give the Council an opportunity of considering, and if they thought fit modifying the regulation so as to make it read that in order to obtain an ordinary or honours degree every candidate must spend at least three academical years at the University, and must before graduating pass the Senior Public Examination in pure mathematics, Greek, and Latin. The amendment was carried by a large majority, and the Senate adjourned until a date to be fixed by the Warden.

other things, but encouraging students to specialize in their own particular branches, whether classics or mathematics, or some school of science. The older Universities, which have refused to adopt this reform, have for hundreds of years been contented to practically limit their minimum requirements for the Arts degree to Latin and Greek. This is perfectly logical so far as it goes. The task of learning these two languages, and of acquiring even a moderate knowledge of classical literature, must necessarily occupy not only the three years of University residence, but as a rule also from six to ten years spent in school. Therefore, the student who is required in addition to qualify himself for passing examinations in mathematics, physics, English literature, mental and moral science, logic, and other subjects, must face the alternatives of breaking down his health with overwork, or cramming and scamping his other subjects to make room for Greek. Melbourne University is held up as a pattern as compared with Sydney on account of its adhering to compulsory Greek. Yet the evil effects of the system are conspicuous in the former University, where Greek monopolizes at least tenfold as much time as does English literature—a subject generally represented by one play of Shakespeare and some little book on English philology! Sydney, on the other hand, has made Greek optional, and permits a student either to study that subject thoroughly, or to take up a wide range of English literature, with Latin and one of the modern languages, or to specialize in mental science and cognate studies. There can be no question concerning which example is the better.

The fear that any step, such as that which has been proposed and rejected would banish the study of Greek from the schools is chimerical. This is an age of specialization, and amongst the students who must always make a specialty of Greek are the candidates for the Christian ministry. Indeed, it might fairly be hoped that the widening of the curriculum—as to admit of preferences being exercised and subjects being taken up in groups to suit each case—would offer special inducements to divinity students, and thus actually increase the number of those who were taking Greek. At present the curriculum is so arranged as practically to shut out, through one reason or another, large sections of all classes of students. So far as profane Greek literature is concerned there is no disputing the proposition laid down by the Bishop of Adelaide when he said that for the majority of students it would be better that they should read a considerable number of books in translations than only a very few in the original, as they do now. Not through the grammar of a language can the spirit of its literature be imbibed, but through a wide and sympathetic course of reading. No other poet of modern times was so pure a Greek in his mental habits as Keats, who—as Elliott said of him—gave to England "the voice of Greece, the tones of Homer's lyre;" and yet Keats knew not a word of Greek. Any University-bred man, brought up under the old regime of Latin and Greek with virtually nothing else, must feel when looking over the new programme that in the best sense of the word the younger generation of students would be vastly better educated if the bonds of tradition which now fetter them were loosened. But prejudice dies hard, especially where it may be mixed with a spice of envy for the privileges of culture which are opening up for the younger generation, but which were denied to the older. Nevertheless until the arts degrees shall be conferred by virtue of a really liberal education and not a mere classical word-memory, as at present, the classrooms of several of the Professors will probably continue to be nearly empty.

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THE STUDY OF GREEK.

UNIVERSITY SENATE FIRM.

THE COUNCIL'S PROPOSALS REJECTED.

The adjourned meeting of the University Senate was held on Friday afternoon for the purpose of considering the Council's amended proposals in reference to the proposed alteration of the regulations relating to the Arts course. The Warden, Mr. F. Chapple, B.A., B.Sc., presided over a large attendance.

The Chancellor, Right Hon. Sir Samuel Way, Bart., in introducing the amended proposals, said it would not be necessary for him to assure the Senate that the Council had given the matter the most careful and anxious consideration, and although they had not seen their way clear to go the full length indicated by Canon Poole and Professor Bensly, they had gone a long way towards meeting the views of those gentlemen, and he hoped the Senate would see its way clear to accept the compromise which had been proposed. The amended regulation was as follows:—"To obtain the degree, whether the Ordinary or the Honours Degree, every candidate (a) must be a matriculated student of the University; (b) must after matriculating spend three academical years at least in his course of study at the University; (c) must pass the Senior Public Examination in pure mathematics and in two of the following languages, one at least of which must be an ancient language:—Greek, Latin, French German." He was sorry to find that there was a feeling in some quarters that the object of amending the regulations was to lower the character of the degrees, and to banish the study of Greek from the University. He assured them that the members of the Council had no such intention. The sole object of the framers of the regulation was to increase the usefulness of the arts course, which should be the backbone of a University, but under the present conditions it was not so. He found that the average number of graduations in the arts course at the Adelaide University during the last ten years was only about three each year.

At the Sydney University last year 47 students took the arts course, while 20 took the B.A. degree at the New Zealand University, and out of that number over 20 proceeded to take the M.A. course. This showed the vitality of the arts course in those Universities. Neither of these Universities made Greek a compulsory subject. Greek was at present the great obstacle which prevented students, especially girls, from taking the arts course. In view of the fact that Greek was not taught in the great majority of the girls' schools, it was almost impossible for girls to take the arts course in three years, and it was significant that the ladies who had taken the degree that day had been compelled to work five years to obtain it. In considering this question they must bear in mind that the social and other conditions in this colony were altogether different from those which prevailed in England, and it was a mistake to endeavour to impose the same conditions here that were imposed by the old English Universities. It was also a significant fact that only four Universities in the British Empire now included Greek in their arts course as a compulsory subject. He thought it was unfair that, while they admitted graduates from all these Universities to their degrees and cumulated they should refuse to grant their own students the same privileges. He felt confident that the new regulations would, if passed, encourage the study of Greek, because they would be placing a premium upon specialization. They had tried compulsory Greek for twenty years without much success, and he thought it was time they tried to encourage students to study it more thoroughly by broadening the arts course.

GREEK AT THE UNIVERSITY.

The University Senate has adhered to its determination that the study of Greek must be compulsory for the degree of Bachelor of Arts. As a compromise, after the rejection of its proposals of the previous week, the Council had offered to make two languages compulsory in addition to mathematics, and to prescribe that one of these must be either Latin or Greek. The effect of this would be that in almost every case each student who declined to study the latter would substitute for it either German or French, in addition to Latin. This, however, did not meet with approval; and Professor Bensly carried his amendment in favour of making Greek compulsory—at any rate, up to the standard of the Senior Public Examination. This means that the graduate in arts must as a minimum have acquired the elements of Greek grammar, and have read a few score pages of two easy prose books. To assert that this amount of Greek would in any true sense of the words ensure scholarship and culture would be preposterous. There was a time when Greek was a potent key to unlock the treasures of scholarship and knowledge. Mediaeval medical students, for instance, drew their surgical and physiological lore from Galen and Hippocrates, and the scientific students of the day learnt Aristotle by rote, much as the Chinese commit to memory the words of Confucius. Professor MacLaurin, in the "New Zealand Magazine," recently mentioned an amusing instance of the stunted mental growth to which this practice gave rise. The Greek philosopher had laid it down as an axiom that all heavy bodies in falling descend with a velocity proportional to their weight. Thus a two-pound loaf would fall twice as fast as a one-pound loaf. So highly was the Greek text revered that no one thought of trying by experiment whether the dictum agreed with fact, and Galileo was deemed a terrible iconoclast when he questioned its accuracy.

The Chancellor, in presenting the views of the Council yesterday, gave a masterly summary of the existing position in various Universities of the British Empire regarding the teaching of the Greek language. He showed by instances drawn from England, Scotland, Ireland, Canada, South Africa, Australia, and New Zealand that the tendency of modern academical policy throughout the British Empire was to make Greek an optional subject, and to greatly widen the curriculum in other respects—setting a very high standard in Greek and Latin as in