## The Register.

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## UNIVERSITY REFORM AND THE TEACHERS.

A great impetus to the advancement of higher education in South Australia might reasonably be expected if the Senate would waive its objections to the new scheme which has been adopted by the Council of the University. On Friday the amended regulations for the degree of Bachelor of Arts were rejected, principally on account of their proposing to class Greek as a non-compulsory subject, as has been done in Sydney. It is eminently desirable that some agreement should be arrived at before the close of the year, if only for the sake of the intended plan for educating the teachers. The proposal that the University should undertake the work of instructing the public school teachers largely owed its origin to the munificent bequest of the late Sir Thomas Elder, which made available the funds needful for an extension of operations in that direction. while this legacy provided the sinews of war, the plan of campaign had gradually shaped itself in the minds of the scholastic authorities even before the means for giving effect to it had thus liberally been supplied. The facilities offered by the higher public examination scheme for permitting students to take their various subjects in accordance with their time and their means had obviously been very advantageous to those teachers who desired to presa upwards to the upper rungs in the ladder of learning. The old curriculum for the Bachelon of Arts degree was

based upon the requirement that each candidate should pass in a certain group of subjects during each year of his course. Thus, if a student at the end of his first year should fall in either Latin, Greek, mathematics, physics, or English, he would be compelled to go back and do all his work over again, although he might be amply prepared in four subjects out of the five. By the higher public examination system the harshness of this plan was to a large extent mitigated; and, besides, special provision was made for the sake of students earning their living during the day, and therefore anxious to avoid the risk to health involved in trying to keep up with those who had their whole time at their disposal. The regulations demanded that even in such cases all the third year's work should be taken up simultaneously; but the application of the voluntary principle to the first two years proved a boon to a number of students who could hardly have hoped to complete their courses under the old syllabus,

proposed now that teashould receive further encouragement to proceed with their studles to the point of qualifying for a degree. When a pupil teacher has entered the service, and shown aptitude for auching, he (or she) will first be edusated at one or other of the higher a hools or Colleges; then will engage in maching for two years; and, afterwards, having passed the Senior Public Examination, will take a two years' course at the University. Under the gow scheme prepared by the Council every candidate, in order to obtain the Bachelor of Arts degree, must, after matriculating, spend at least three academical years in the course of study at the University. Presumably it is inyoded that the third year's work may studied by the teacher after return-

ms to the active duties of the profes-

sion. For the Bachelor of Science

curse similar arrangements have been

made. In both departments special attention is directed to "compulsory subjecta"-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 Metellurgy biology may be omitted, but assaying is required in addition to sevetal 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 bis 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 te 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 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 sub-

The movement, however, proved to to a fallure. 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:-

jects at the University so long as Greek

remains compulsory.

The Germana 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 Scottish Universities, when taunted with their comparative neglect of Greek, plead that if they do not 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 endall of scholarship the Chinese must be