

THE University of Adelaide is beginning to challenge public opinion by the changes in its arrangements, which are foreshadowed in the report of the last meeting of the council. We gave our readers some intimation of the character of those changes in our remarks a few days ago, which would doubtless prepare them for the action of the council. As, however, all statutes have to come before the senate before they can have the force of law, we must still regard the new scheme as not finally decided upon. A meeting of the senate will be held before long to consider the resolutions of the council, when the most ample opportunity will be afforded for criticising the details of the curriculum. It is to be hoped that this opportunity will be embraced by all the friends of education in the colony, and that the result will be that the University will succeed in winning for itself the confidence and approbation of all sections of the community. The complaint has often been made that the Adelaide University is a costly institution whose usefulness is by no means equal to the cost of its maintenance. There may have been some ground for this complaint, but, as we have often stated in these columns, a university during the first years of its existence must be prepared to consider that its main work is raising the general standard of education. It has not so much to supply an existing demand as to create and foster that demand. During this initiatory stage of its influence every allowance must be made for its unavoidable shortcomings. If the students be but few it would be poor policy to lower and degrade the character of the instruction with the view of attracting scholars. If the candidates for graduation be plucked in greater numbers than is pleasant to admiring parents and schoolmasters, it would not answer the purpose for which the University was founded if the standard was made easier, and its degrees put upon a par with some of the colleges of America which recent debates in Parliament have made so notorious. Hitherto the national University of this colony has had to content itself with such negative renown as could accrue from the gradual improvement of the schools, and the awakening in the breasts of our rising young people of a desire for academic distinction. Perhaps this was all that could be expected while the University had to be content with inconvenient, temporary quarters among the lawyers' offices in Victoria-square, but now that the commodious edifice on North-terrace is nearly completed, and the professors are provided with every luxury in the educational appliances at their disposal, the public will with reason expect that the council that governs its affairs should show signs of activity and endeavor to make the University more popular without sacrificing its efficiency. This may be done by improving the existing course of study, by giving effect to its own power of granting degrees

in other subjects than arts, or by arranging for the delivery of evening lectures to the general public.

At a meeting of the senate held some months ago, the council was requested to consider the details of the existing primary examination with a view to making that examination commend itself more thoroughly to all the schools of the colony. The council took the matter in hand and appointed a sub-committee to consider and report thereupon. As a preliminary step the committee sought by personal interviews and much correspondence to elicit the views and opinions of the masters and mistresses of a number of the leading schools in the colony. The information thus gained was doubtless of a somewhat various and conflicting character, but it could not fail to be of service to the committee. The result of these labors of the committee was embodied in the report which was presented to the last meeting of the council and adopted. Concurrently with the appointment of this committee there arrived from England the royal charter of the University, giving the council authority to confer degrees in other subjects than arts. Power was granted to confer degrees in law, in medicine, in science, and in music. As under the present existing arrangements all students who wish to pursue science are forced to choose the scientific branch of the curriculum for B.A., it was manifest that it would be better that students of science should graduate as such, and that instead of working for the degree of B.A. they should be able to qualify themselves for the parallel but different degree of B.Sc. In order to rectify if possible the existing and necessary anomaly the same committee was instructed to consider at the same time the entire arrangements of the curriculum and to report upon them. The new scheme is embodied in the same report, and contains a revised list of subjects for every grade in the University course from the new "junior" examination to the highest degrees that can be conferred. The "junior" examination is meant as an educational test during the progress of scholastic training. It is not intended to be deemed the final goal at which the teachers and pupils in our schools must aim, but as something intermediate between elementary instruction and the matriculation. All the candidates must be under sixteen years of age. In the case of candidates presenting themselves at the matriculation examination who have passed the "junior," the six compulsory subjects will not be required of them, but they will be required to pass in Latin (or in the case of ladies in French if preferred), and mathematics, with several optional subjects added. After matriculation the course divides into two branches, the one leading to the B.A. degree, the other to the B.Sc. degree. For the first year the subjects of instruction are almost