

or she should have a thorough acquaintance with the Latin grammar and "Virgil's *Æneid*, Book VI.," and with the "various rules and processes in algebra and arithmetic," together with "the reasoning on which these are based."

When we pass to the consideration of the course of study for persons seeking certificates and not degrees the way seems somewhat clearer. Indeed, it may fairly be expected that a large number of non-matriculated students will avail themselves of Professor Ives's clear and careful tuition in the theory of music. A training in the subjects of even the first year's studies would be of very great service to those who desire to know the principles of architecture, so to speak, upon which music is built. To one unacquainted with either the theory or practice of music, a sonata of Beethoven or a symphony of Schubert would appear but an unconnected jumble of sounds. But one who has acquired some facility in the practice of music and has no knowledge of its theory is almost as much in the dark as regards the hidden meaning of the compositions set before them. Too frequently such musicians go through their performances with only a faint perception of the phrasing and modulation—the light and shade of the pieces they play. But science in musical as in pictorial art teaches the student where to look for beauty, and how to interpret it when found. A study of harmony and counterpoint as prescribed for the first year's course would give many students of music a new insight into their art. To teachers of music the lectures may be very valuable, not only in the case of those who can go through the full course and take a degree, but also to those who may secure certificates in the various subjects prescribed for one or two years. Such credentials are the only proofs available in the colony to show that the teacher has a thorough knowledge of the theory of music, and persons in all parts of the country who desire to deserve success in the musical profession should not neglect the

advantages offered to them. But here again another difficulty presents itself. By the existing regulations no one is allowed to present himself or herself for examination without having attended a certain proportion of the lectures. Such a condition is not exacted in the English Universities, and there is no reason why it should be imposed in Adelaide. If a student of music residing at Gawler or Kapunda or Mount Gambier succeeds in getting up the work and in passing the examination he should receive his certificate or his degree without any questions as to his attendance on lectures. Now that Professor Ives is in the colony and ready to impart a knowledge of theoretical music, and to conduct examinations in the same, it is highly advisable that no barriers should be thrown in the way of intending students.

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At a time when the work of a new session of the University is about to be begun, when new faculties are to be inaugurated, and when there is every prospect of a new departure being made in the establishment of evening classes, it may not be an unwise thing to look abroad and find out what is doing in other seats of learning of a similar kind; and that the advantages accruing from this process may be all the greater a Scotch instead of an English University will be used for furnishing the materials of comparison. The annual returns of the Edinburgh University for the year 1884 have but recently reached our shores, and while weighted with a mass of direct information they are equally capable of awaking a multitude of indirect suggestions and of providing a number of effective contrasts. There is, to begin with, the department of mere "numeration," as it may distinctively be called. The roll of students attending classes during the past year amounted to the enormous total of 3,401. It is not to be supposed, of course, that Scotland alone, with her limited area and sparse population, could lay claim to all these as the children of her own bosom. And a careful investigation of the statistics makes this plain. Of these 3,401 students, for example, 1,724 are said to have attended the medical classes—that is, as will easily be seen, fully 50 per cent. of the whole. The nationality of these 1,724 is given as follows:—689 registered themselves as having been born in Scotland—that is almost 39½ per cent. of the whole number; England again is credited with 605, fully 35 per cent.; Ireland contributed 44, or 2·6 per cent.; India 104, or 6·3 per cent.; the British colonies 247, or 14·3 per cent.; and foreign countries 34, or 1·9 per cent. England falls behind Scotland in its patronage of the Edinburgh Medical School only 4½ per cent. Poor interesting unsettled Ireland sends little more than one-fiftieth part of the whole, being outdone by India nearly three times over; while the colonies supply exactly one-seventh of the whole number of students in the medical department.

According to the well-known method adopted in the Edinburgh University the subjects taught are embraced under the heads of one or other of the following faculties, viz. — Arts, divinity, law, medicine. How wide the scope of the first of these four terms in academical language is meant to be will be understood by an enumeration of the different departments it now comprehends, and, as it is wonderfully elastic, these may be multiplied indefinitely. These are Latin, Greek, logic and metaphysics, mathematics, moral philosophy, natural philosophy, rhetoric and English literature, astronomy, agriculture, theory of music, Sanscrit, engineering, geology, mercantile and political economy, education, fine art, Celtic languages, &c. The equipment of the faculty of medicine, as one would naturally expect from its world-wide fame, is hardly less complete. The denomination of the “legal” classes is to a large extent determined by the peculiarities of the ancient law of Scotland, which was at one time a kingdom by itself, and has still a legal constitution of its own. As for the faculty of divinity, it is in a sense an antiquated institution—a relic of those bygone days when the “ecclesiastical” was a mightier force and factor in the body politic than at present. While it would be foolish therefore to look for the founding of any faculty in the universities of modern growth corresponding