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absurd to expect that the teachers can be very successful with pupils who are not up to the standard of the higher classes in the State schools. Parents pay the fees and are glad to have their children educated at a select school, although these pupils may not have advanced as far as the public schools can take them. Some of the girls being in a position to stay at school much longer than average State-school pupils, receive a higher class of education. The higher work seems to be fairly well done. It is scarcely correct for "X." to suggest that girls are kept on at the school for a year or two in order to swell the results by passing the primary examination twice. They remain with the object of being qualified by further study to gain honours, and, in fact, in 1881 two of them actually did get placed in the first class after having previously passed the examination with less distinction. The total result, however, of the school, which contains over a hundred pupils, in University examinations is between three and four passes every year. In addition to this the school has gained a number of exhibitions. These prizes are not confined to the Advanced School, being sometimes carried off by girls from elsewhere. Lastly, the records of the school include two passes at matriculation.

Considering that the results attained by this institution have in times past been surpassed by the Central Model School, it is impossible to see how it is entitled to the distinctive name of an "Advanced School." It is in reality a class school, and ought never to have been established with State funds. Altogether apart from the consideration of the injury inflicted on private establishments, the impossibility of supplying other places besides the city with similar high schools, and the numerous examples of success in the private inauguration of boys' grammar schools, the Advanced School for Girls has in its four years of existence only succeeded in proving that a Government endowed institution can become self-supporting in its competition with private establishments by following in the lines laid down by its rivals. It is, as we have all along contended, abundantly clear that the school is not one such as the State should support or guarantee. It is of little use for the Government to attempt to raise by a sort of hothouse forcing an institution taking the place of the great English ladies' colleges. The best thing that could happen to the Advanced School for Girls is that it should be handed over to the first proprietary committee of gentlemen, who should

undertake to build suitable accommodation for it. It might then be worked on ordinary commercial principles, and take its place as, what it really is, one of the Adelaide ladies' colleges. When in Sydney and Melbourne there are hundreds of young ladies annually sent up to University examinations from schools entirely unsupported by the State, there is no reason to doubt that private enterprise can accomplish the desired result here. The presence of the Advanced School in its present form only retards the establishment of ladies' colleges such as those which exist elsewhere.

*From The Register Jan. 16.*

**MELBOURNE MATRICULATION EXAMINATIONS.**—The Matriculation Examination at the Melbourne University has now become the most prominent feature in the educational machinery of the sister colony. The results, which have just been published, show that the total number of students who entered for the examination was 864, and that out of these 340 passed as matriculated, while 442 qualified for admission to the Civil Service. Of course it is not to be understood that all those who pass for the Civil Service are seeking Government appointments. Numbers make it a point to get through that test on account of its value in showing the possession of a good sound commercial education. Candidates wishing to pass in this branch must satisfy the examiners in both English and arithmetic. In the former subject it is noticeable that as many as 542 passed, while only 215 failed; while in arithmetic the successes were 636 and the failures 199. It may thus easily be seen that an examination such as that at the Melbourne University does not discourage, but, on the contrary, gives the greatest impetus to the study of the substantial groundwork of education. There are now fifteen subjects open to candidates for matriculation, and it is only required that each candidate shall pass in six. The recent addition of the extra subjects, mostly scientific studies, led to a belief that the examination would, under the new system, be an easier one. The result has dispelled that idea, there being considerably more than half the candidates for matriculation who have failed. The examiners in some of the scientific subjects found a lamentable lack of exact information in the students examined, and noticed also that the teaching which some of them had received was evidently of a most antiquated description. This examination has acquired its importance mostly within the last ten or twelve years. Previously to that it occupied a tentative position very similar to the examination at the Adelaide University, although the Melbourne institution had been in existence since 1855. It will thus be perceived that a colonial University after its first few years of slow growth may make the most rapid strides in importance and usefulness.