

assent, and in proof of it we would point to the fact that the number of children in attendance upon Sunday-schools is actually greater than the number in the day-schools. But that a State-enforced religion should be inculcated in the State schools by teachers of mixed creeds, selected on purely secular and moral considerations, would not for a moment be tolerated by a vast proportion of those who send their children to the public schools. It is surprising that Bishop Kennion should again bring forward the assertion that the parents of pupils at the schools have voted by a majority of nine to one in favour of the proposals of the Bible in State Schools Society. The real state of the case as regards the plébiscite attempted by the Society was that out of about 16,000 or 17,000 parents addressed by circular about 8,000 expressed themselves in favour of an alteration in the present system. But it was afterwards admitted that the circular had misrepresented the law as it at present exists. Of those who voted for the Society's programme some were evidently misled as to the real facts of the case, while those who sent no answer certainly were not very favourable to any change in the present system. The great majority of people in the colony, we repeat, send their children to Sunday-school, and are content that they should receive their religious instruction from persons chosen for their strong religious convictions and not for their secular attainments.

While we desire to see the State-school system of South Australia maintaining its character as a truly national and popular one, we hope that at no very distant date the University will attain to the same position. Unfortunately the University as an educational agency is still in a very dwarfed condition. A goodly show is made by the numbers of the young incipient lawyers who are studying an almost exclusively technical curriculum after office hours at the University. But in the purely educational part of the institution, the successes of this year are represented by nine passes in all courses.

It is evident that there must be some discouraging influences which are tending to diminish the usefulness of the University, and we have ventured to express the opinion that one of these is the highness of the matriculation standard, which induces young people to aim at it alone and nothing further. Not only is this the case, but many who would make thoroughly ardent students if once ad-

mitted to the University are prevented from even gaining admission owing to the amount of classical and mathematical learning that is required. The Head Master of Prince Alfred College naturally thinks differently. Not only does he deny that the test of admission to the University is too difficult, but he advises that boys should stay for a year at the College after matriculation, instead of going to the University, and should present themselves for examination as from the College instead of from the University classes. We frankly admit that under existing conditions this would be the best course for a young lad to adopt. It is true that, as Mr. Chapple says, the discipline of the University is lax, and the tendency is for a young lad on entering its classes from one of the higher schools to relax all his faculties and "take it easy." But what is the proper cure for

this? Is it to throw all the work of teaching upon the private and semi-private schools, and to leave to the University nothing but the examination of candidates? To one like Mr. Chapple, who has graduated at London, this may seem the natural course of events. London University is simply and solely an examining body, and has nothing whatever to do with teaching. Nearly the same state of things prevails in several of the other leading Universities. The work of teaching is left to private and semi-private agency, and the fellow or the tutor "coaches" up a student, while the professor merely examines him.

On the other hand, the Universities of Scotland and the newer Universities of England, together with those of America, are actually teaching institutions. It is necessary that a decision should be arrived at as to which model is to be chosen. If the Adelaide University is to be a teaching body, then the proper course is clear. The matriculation standard should be lowered so as to avoid the necessity for the higher schools doing a portion of the work which properly belongs to the University, and to admit young men of the middle class who have a good commercial education but little knowledge of the classics. A greater degree of discipline and restraint should be imposed upon the students, who should be required to answer for their attendance, their preparation of lessons set, and their good conduct while in classes, on pain of having extra tasks to do, or in extreme cases of undergoing expulsion. In short, it is necessary to abolish that state of things which Bishop Kennion describes when he says—"After all, life at a University is a man's life. When a boy who has passed through a public school goes to a University he feels at once that there is not that restraint upon him he was accustomed to before." It must be admitted that girls such as those of the Advanced School, who have distinguished themselves so well, are, as a rule, better students than young men, and the reason is that they are subjected to greater restraint and kept from giving them-

selves up to pastimes. It is necessary in education not only to impart information but to govern. This was the object which the founders of the Adelaide University had in view. They did not wish it to become a mere examining institution, and they would be very sorry to see it shunting all the real work of education on to the higher schools and colleges.

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