

The new scheme, with certain exceptions, is a decided improvement on the present system. Amongst the exceptions we must notice the possibility of excluding classics and mathematics from the pass course in both Junior and Senior Examinations. This is indefensible, and the principle is utterly opposed to educational theory and practice all the world over. Mr. Chapple pointed out in an admirable speech the dangers to which higher education would of a certainty be subjected by the new regulations. Classics are certainly doomed. The schools will not lay themselves out to teach a subject which does not form part of the test examination. They ought to, we have no doubt; but that they will not may be accepted as certain. Prince Alfred College has never, so far as we know, been charged with giving a purely classical education; but it has always succeeded in keeping abreast of the progress of education. Here is its Head Master, a man who has shown very clearly his ability to direct a great educational establishment, saying most clearly and emphatically that the classics are a necessity to education, and that the effect of the new regulations will certainly be to discourage this study. The Head Master of St. Peter's College was not present to say what he thought on the subject, but the traditions of the institution over which he presides are opposed to any departure from the rules of education as they obtain in English public schools. Mr. Chapple, however, shows that the result of the regulations will be to discontinue the study of classics. Mathematics, too, are heavily handicapped, though, according to the newborn amendments made by the Council, both mathematics and classics are necessary for matriculation. This means that a favoured few will have the benefits of a liberal education, as the term is generally understood, but it also means that the majority will be deprived of them. The schools will doubtless be prepared to make provision for such pupils as propose to study for degrees, but it stands to reason that they will

hardly be inclined, as heretofore, to offer to all pupils the advantages of a good classical and mathematical education.

We do not care to enquire whether the scheme was introduced, as was alleged on the one hand and denied on the other, for the special purpose of encouraging girls as students, but rather adopt the view that the sub-committee whose offspring it is had a most earnest desire to promote the cause of education. Messrs. Hartley, Kelly, and Rennie undertook the duty of framing the new regulations. They have discharged it to the best of their very great ability, but we are afraid that its results will not equal their anticipations. It is to be feared that they will find that they have taken a step which will lower the standard of education in the colony. Their action will, it may be, induce many students to present themselves for examination; but the probability is that they will find that they have encouraged quantity of successful candidates at the expense of the quality of the education provided. The new scheme will have a tendency to induce the schools to teach only for passes, while the more difficult and more useful branches of a liberal education will be neglected. The thousands of boys and

girls who will pass the preliminary, junior, and senior examinations will present a variety of ologies, of whose prefixes they may perhaps be ignorant, but whose passwords they will thoroughly know. To all this has the Senate been committed by the Council. If the Warden had not in his earnest desire to be impartial ruled that the regulations could not be discussed, several amendments might have been made which would have removed the strong objections so freely and fully advanced by experts. Does not Standing Order No. 30 apply in this case? Here we read—"The Senate may order a complicated question to be divided." If ever there was a complicated question submitted to the Senate, it was surely this. Even its godfather showed that he did not thoroughly understand it, and it was not until the last moment that a necessary link was supplied. The discussion of the matter was most unsatisfactory; it was confined within unduly narrow limits by the Warden; it was put a stop to before it had reached its natural length, on the motion of a member of the Council. If the scheme had been argued on its merits, and if the Senate had been allowed to alter where it found alteration necessary, the discussion would have been of great value, and we should probably have had important improvements introduced into the system by which public examinations are to be ruled. As it is, with amendments rendered impossible and discussion burked, the University is committed to a scheme which, excellent as it is in many respects, is likely sensibly to lower the standard of education throughout the colony.

The Register Sept^r 25 1886.

UNIVERSITY EXAMINATIONS.

TO THE EDITOR.

Sir—The regulations for the Junior and Senior Public Examinations having been approved by the Senate, it is not my intention to reopen the discussion. I merely solicit space in your columns to make some personal explanations I have been accused of approving these regulations in their inception and progression, and then suddenly opposing them at the point of completion. I wish to state that I was not a member of the committee appointed for drawing up the recommendations, and that for reasons well known to, but strangely ignored by, the gentlemen who accuse me of tergiversation. I could not always be present when that committee presented its report. With most of the committee's suggestions I agreed when I heard them, but on the cardinal point of practically substituting French and German for Latin and Greek in school examinations I have been, am, and ever shall be in opposition, nor was expression of my dissent postponed to the meeting of the Senate to-day. Every member of the Council or the Professorial Board knows how strongly I feel and have expressed myself on that subject on more than one occasion.

Furthermore, I am charge with denying the existence of any educational experts in the Council. This assertion, as your report will doubtless show, is quite unfounded. I did say, and still say, that such an important element is altogether out of proportion with other elements in the Council. It would give me much pleasure to learn that my statement was unfounded.

I am, Sir, &c.,

E. VAUGHAN BOULGER.

Adelaide, September 24.