

three R's, English composition and grammar—or the same subjects as must now be taken up for the junior with history and geography omitted. The Junior Public Examination may be passed by anybody of any age, but only those who are under 16 on a given date can be placed on the classified list. There are no compulsory subjects. "Every candidate shall be required to satisfy the examiners in three subjects, but no candidate shall be examined in more than five." The subjects are English, Latin, Greek, French, German, mathematics, and physical and natural science. The English division comprises history, "some standard work in English literature"—nothing about the language—and "outlines of geography, including the elements of physical geography." A candidate cannot secure a credit unless he satisfies the examiners in all three. Here we may notice that the new scheme seems to attach undue weight to quantity as opposed to quality. In the present instance a candidate might know his history and literature well; yet, if he failed in physical geography he would lose his credit. It is worthy of notice—and we shall return to the subject later on—that a boy can pass the Junior Public Examination with English, German, and elementary chemistry. Of course he can make other combinations, but this is one. The preliminary is, but the Junior Examination is not, an indispensable condition to candidature for the Senior Public Examination. "Junior" is, in fact, a misnomer, for, as we have seen, people of every age can pass it, and unless the Senate can introduce a limit of age some more sensible name might be invented. There are twelve subjects in the Senior Public Examination, three of which must be taken in order to secure a pass. The first—and this is the only compulsory subject—is English history and literature; the others are Latin, Greek, French, German, and Italian, one of which must be taken up, and pure mathematics, applied mathematics, chemistry, experimental

physics, botany and physiology, physical geography and the principles of geology. The candidate for a pass must select one of his subjects from these also. Here, as before, we would ask the reader to notice that amongst other combinations a person may pass the Senior Public Examination with English, German, and Chemistry. The names of the successful candidates at both of these public examinations will be arranged in three classes in alphabetical order. There is much to be said in support of this system as compared with the practice which at present obtains of placing the successful candidates in the first two classes in order of merit; but the change is not one which ought to be made without due consideration. On the whole we regard the Council's scheme, so far as it concerns the encouragement of the schools, in the light of a great improvement. It does away with the absurdity of calling that a matriculation examination which seldom leads to matriculation. If the Council had spent as much pains in consideration for the teaching as it has for the examining qualities of the University it would have achieved a great success. As it is, it has succeeded in manufacturing a fine fragment, but we

have yet to learn how this fragment will fit in with the design of University education. There is no basis to the fragment, and there is no apex—or, to change the figure, we have here a nicely planned labyrinth of which we cannot tell the entrance or outlet.

It was said above that the scheme before us would fain settle important educational questions by a side wind, and we have led up to the consideration of the most important of these by asking the reader to take note of certain combinations of subjects which the candidate who sought only a pass could take up. The Council, it may fairly be argued, either directly aims at the banishment of the classics from the schools of the colony, or is prepared to look upon that contingency with perfect complacency. It does not say this in so many words, and here is good ground for complaint. We have no wish now to enter upon the vexed question as to whether a classical education is or is not to be preferred for purposes of intellectual training to a mathematical education. The question does not arise here, for the Council does not even make mathematics a compulsory subject. It is strange, but true, that a candidate may pass the Junior and Senior Public Examinations without adding to the limited stock of arithmetic which he possessed when he passed the Preliminary. Now, here are two important educational questions which virtually are settled by a side wind. We have heard of people who thought mathematics a better basis on which to build up a solid education than classics, but it has been left for the Council of the University to take the position that both may be dispensed with. This is a heresy which they will possibly be frightened at when they see it plainly expressed in print. True, a candidate cannot be placed in the first class of the Senior Public Examination unless he has passed in pure mathematics, but this scanty acknowledgment of the claims of mathematics as a high

educational factor only serves to emphasize the contempt shown to the subject. Classics has to do without even this acknowledgment, and thus we find the traditional theory which obtains in all English Universities put on one side without a word of warning or explanation. What will be the tendency? The schools will probably banish Greek altogether, and cultivate Latin in but rare instances. And this will surely tell on the University in turn. We presume that Greek and Latin will still be compulsory in the Arts course, and that Latin will still be compulsory before people can enter upon the Science, Laws, and Medicine courses. How will this difficulty be got over? Are the professors to be asked to teach the rudiments? or are we to have no Latin or Greek required of candidates for degrees? We should have been helped in an endeavour to answer these questions if the Council had included in its scheme any reference to the matriculation other than a statement that the regulations regarding it stand repealed. The omission, which might at first sight appear to be trivial, is in reality as significant as it is extraordinary. If the regulations are intended to form a complete scheme for ensuring a high standard of education by means of the University—and there is nothing to