

Persons who seek to graduate should be examined as to their fitness for entering upon a higher course of studies, but they should not be encouraged to think that when they have matriculated they are more than beginning their University course. To keep things as they are is to make the University mainly an examining body whose principal function is testing the work of the schools. The highest seat of learning should of course act upon the schools, but this the University does by means of the Junior Examinations. If it be deemed absolutely necessary to create a standard for persons who do not intend to graduate, and who only desire some certificate which will testify to their knowledge of certain parts of certain branches of certain kinds of learning, a Senior Examination might be instituted. This would meet the requirements of the schools, at the same time that it would not be the means of turning loose upon society a number of "matriculated students of the University," who are really not students of the University at all, but merely ladies and gentlemen whose knowledge of what they had learned at school has been tested by the University. In compliance with the new regulation of the Council the holders of State school exhibitions are specified in the class-lists. Three of them have secured the University Scholarships of £50 a year for three years. This is a direct testimonial to the efficacy of our system of education. The State puts it into the power of clever boys to educate themselves. They may obtain the £30 a year scholarships from the State schools, which give them an opportunity of attending secondary schools. Then, when they go up to the University, there are the University Scholarships, and when these have expired there is the South Australian Scholarship of £200 a year for four years. We do not know that it has ever happened before that all the University Scholarships vacant fell to State school exhibitioners. They have always been amongst the best boys sent in as from the secondary schools, but they have never achieved such a signal triumph before. We wish the three every success in their University career. They cannot all get the blue ribbon of the Adelaide University, but they can all be a credit to the system of education of which the University is the crown. It is worthy of notice, as illustrating the remarks which we have made above, that two of them have been "matriculated students" since December, 1884, whilst the third, who was in the first

class in March, 1884, became a doubly matriculated student in December, 1885. Meanwhile they have all three been students at Prince Alfred College, not at the University.

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THE UNIVERSITY EXAMINATIONS

TO THE EDITOR.

Sir—It seems to me rather weak on the part of any law student to request a supplementary instead of another ordinary examination. What the student's knowledge of a subject must be if he be unequal to the ordeal of a second examination therein I leave your readers to weigh. His process has evidently been one of mere "cram," and the authorities are quite right in the course they adopt. Budding lawyers need feel no sense of hardship, for a certificate once obtained is always available as such for purposes of admission to the bar, thus placing students in a far more advantageous position as to division of subjects than they were under the old Supreme Court regulations. From intending graduates, however (if the degree is to be worth anything), the examiners may well demand a more thorough knowledge. The papers have been undoubtedly difficult, and while they remain so the law degree will be prized as a distinction by

BACHELOR.

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TO THE EDITOR.

Sir—It would be thought by this time that the University of Adelaide had been sufficiently ridiculed. How careful your correspondents are not to touch the name of any of the professors or officials. Allow me to give your readers an instance of the conduct of some powers of "ye classic shades." In December, 1884, a candidate for matriculation presented himself for examination and passed in subjects 1 to 6, which he had not looked at for some months previously, but failed in Latin and mathematics, to which he devoted all his study, and passed in one other optional subject (optional subjects which it is compulsory to take, a contradiction of terms). Still having the same text-books, this student presented himself in the year following, and was informed that he then failed in Latin and the optional subject in which he had passed before, the result of continued application to it. Nothing daunted he proposed to go up again to the last examination, and was applying himself with vigor to the subjects in which he had been plucked, when to his chagrin he was informed by the registrar, indirectly, that he had failed in mathematics in the previous examination, yet he holds the registrar's letter in contradiction thereof. That was a sweet bit of news for a candidate who had to be examined in mathematics next morning. This person thinking that as he had passed before in mathematics, and needed his time for other subjects, had only worked mildly in that branch to keep up former knowledge. Nice predicament, Mr. Registrar! What was the use of this student presenting himself, ill, worn out with study, scared? How would Mr. Tyas feel under the circumstances? The contrary of comfortable, doubtless. It is superfluous to state the candidates' position in the class-list this time. I would like to ask the general public if the University examinations form any criterion of knowledge or ability? I certainly say no. What mortal use in these days of activity and matter-of-factism is the "long horrid grind" of mathematics or Virgil's mad effusions to a student of law or almost any other profession indeed? Let a student of law study law. What does an Australian struggling lawyer (or any other sort) want to know of Roman law, or, being excused that, Virgil, Cicero, Euclid, or any other moss-covered ancient? Let the true ring of South Australian common sense and practicality protest. Let those who desire honors struggle for the degree mirage. Let men who wish to benefit their fellows or themselves in a certain profession study their profession, and be examined in their own line in public—if in law before the Supreme Court with open doors—and let men see that justice is done to their fellow-man, and not be plucked or passed at the caprice of professors who look up the answers to their questions in a dictionary or text-book, and in their infallibility consign the bulk to limbo. Methinks that little story is true which is going the rounds, how the name of a plucked candidate was placed by error in the "passed" list, and that a private examination squared the matter. This is generally known to the student public. Is it true that Greek words have been set in a French paper, and likewise in a German paper? Does the public know of this? If not, I may enlighten it.

this? If not I may enlighten them in the near future. Can the professors answer the questions set in their own papers without reference to text-books? Can Professor Kelly draw a plan of the city of Syracuse and surrounding country, and mark the points of strategic attack, and explain the circumstances connected therewith, as he asked those who took up ancient history in the late matriculation examination to do? If he can he should not suppose that students can go into the minutiae of every city that was attacked during the period of history in which they are examined, for this they would have to do if such questions are to be asked. Ah! Professor Kelly, if you think it is clever to ask such questions, other people don't. Now, Mr. Editor, I think as women's rights, poor men's rights, and rights of various sorts are being advocated, it is high time that the rights of common sense should be advanced and the grievances of students. I do not insinuate that our so-called learned men are minus common sense. I believe they have a little, but "very little and very common." I trust that some one with more ability and influence will take up this phase of a great evil and put in the thin end of the wedge that is to cleave asunder educational dummies and bogus degrees. For practical education purposes the system of matriculation is rotten—rotten to the core.—I am, &c.,

G. W. A.