

As to the B.A. course, I am ready to admit that the third year's course compels a classical man to do more mathematics and science and the mathematical man to do more classics than either of them like. Yet after all the amount of classics required for the third year is only about equal to the amount required at Oxford, for responsions, which come at the end of the first term, or about seven weeks after a man joins the University. University degrees in arts, even when the final examination passed by the student is in science, mathematics, or theology, have always been understood to imply that the men possessing them had a certain acquaintance with the classical languages, *e.g.*, at Oxford, even if a man goes out in law or modern history he gets an Arts degree, inasmuch as he has already in responsions and classical moderations (which all must pass) shown some acquaintance with Greek and Latin. If degrees are to be given to persons who know no Greek, and possibly even no Latin, it would seem best to call them Bachelors of Physiology, of Biology, or English Literature, since if they are called Bachelors of Arts a wrong impression is conveyed.

After differing so much from Mr. Leary I am glad to be able to agree entirely with him on one point, viz., the folly of driving students who up to 17 or 18 years of age have shown no special aptitude for the classical languages any further in that direction, instead of following their own bent, if they have one.

I am, Sir, &c.,

THEORETIKOS.

May 20.

Register May 23rd 1885

REFORM IN THE ADELAIDE UNIVERSITY.

TO THE EDITOR.

Sir—The importance of the above question will, I trust, be a sufficient excuse for my venturing again to write to you. It is, however, for one so far behind the literary attainments of your correspondent "Theoretikos" an exceedingly bold task, the more so because it must be apparent to all that in his attempt to defend the position occupied by the University he is conscious of the power that is on his side. For me to attempt to confute his arguments would be an absurdity. I shall, therefore, content myself with the thought that the British-speaking race has always been ready to lend a helping hand to the weak, and that soon, their sympathies having been aroused, the citizens of this fair city will cry out for reform in the Adelaide University. "Theoretikos" endeavours to prove that our University is certainly not in advance of the London, and that a grievous mistake will have been made if the number of subjects is reduced. But it seems to me that the number of compulsory subjects is a matter of a secondary nature, the quality being of far greater importance. Geography, reading and writing, English history, and English grammar are very good subjects in their way, but it seems to be ridiculous placing them in the list of compulsory subjects. Even the best grammarians are unable to parse all the words in the English language. If compulsory subjects are really necessary, why not

let them be confined to Latin and mathematics? The best scholars would then, as now, find their way into the first class, while those of inferior ability would have the satisfaction of passing at least. As your valuable paper has put it on more than one occasion, "A University is not intended to confer degrees, but to educate," or words to that effect. "Lex" says:—"There is a strong suspicion that the University Council is dominated by a coterie of three or four." If such should be the case ("Lex" perhaps has a warrant for his assertion) is it not a crying shame? Who the "three or four" may be I know not, but I appeal to them as gentlemen and citizens of a free city to sink their prejudices and let right and not might prevail. Let them look around and see the victims of their oppression, toiling night after night, sometimes far into the morning, snatching a few hours' feverish rest, and then with sunken eye and cheek going forth to their daily work, almost despairing of success. They will, I am afraid, tell you that this picture is overdrawn; that there is nothing of this kind; that the boys at school do not find the work hard; that, in fact, they absolutely deny the statement. Sir, a few years since hundreds of cultured ladies and gentlemen in England did not believe that in some parts of London four families lived in one room until they were brought face to face with the stern reality. Such is the case of the Council and Senate of the Adelaide University. They listen to the piteous cry of the non-matriculated student, read with a passing interest the letters in the papers on the subject, and thank heaven that their intellects are superior to the average intellects of the masses. But as the people of England, fighting year after year, at length won a glorious freedom, so, I trust, will the honest, hard-working students in this city at length gain their right to enter the University. Then, and only then, shall we enjoy the liberty we covet, and the University of Adelaide will prosper, for no one will need to urge as a plea that he is

May 22.

ONE OUTSIDE.

Register May 26th 1885

THE MATRICULATION EXAMINATION.

TO THE EDITOR.

Sir—Your correspondent, "Lex," writing in Friday's *Register*, struck the proper chord by exposing an injustice as glaring as it is mean. "Lex" takes his side of the question, the legal division, and points out the disadvantages there. The same complaints are applicable to any other branch. The system now in vogue is nothing else than a steeplechase for trained College students, youths who, like racehorses, are so finely trained that after they have won a few races are never heard of. Their powers are drawn out to so fine a pitch that after the leaps are taken they are broken and shrunken like the muscles of a horse, and in this way they act afterwards by writing after their names B.A., M.A., LL.B., M.D., or similar degrees, which indicate as much and are as valuable as a gold medal to the steed. The owner can say "There is my horse; he won the Derby." The University can say "There is our student; he won such and such a degree." Yet both of these wonderful creatures are now turned out to graze, for they are of little other use. In these advanced and enlightened times we do not want educated greyhounds, but something or some one with a little stamina. The greatest men the world ever knew are self-made men, and those who worked themselves into a position. They are the men the British nation is proud of, and yet a pack of technicality-mongers wish to stamp out that class and uphold a whipper-snapper variety of their own image and likeness. What I claim is an immediate inspection of these evils, and for the people of a free colony equality and justice.

I am, Sir, &c.,
ANTI-TRAPPER.

Register May 27th 1885

TO THE EDITOR.

Sir—In your issue of Saturday appeared a letter from a correspondent calling himself "One Outside" with reference to the above question. I should like to make a few remarks on his letter. He asserts that it is ridiculous to place in the list of compulsory subjects for the matriculation geography, reading and writing, English history, and English grammar, and in the same breath he assures us that he is an advocate for keeping up the quality of the examination. How the quality is to be kept up when he proposes to make optional to intending University students subjects which every Model-school-boy knows something about passes my comprehension. To cut out reading and writing from the compulsory subjects for a University, when they are the standard of entry for small boys at our leading Colleges, is too ridiculous, and in the same way surely we

might expect from one who intends to become a University student some knowledge of history, geography, and grammar, without their being considered irksome. Your correspondent then finishes with the hope that "soon honest, hard-working students will gain their right to enter the University." This sounds as if there were a two-headed Cerberus waiting in the University hall to scare away all immaculate, hard-working students. And yet this "right" rests entirely with the student himself; he has simply to pass the matriculation, and that, I maintain, any honest, hard-working man or boy can do. The abilities of most of those who pass the matriculation year after year are not above the average. To my own knowledge some decidedly dull boys have by dint of well-directed work passed comfortably, and without any injury to their health or happiness. The Adelaide University is but in its childhood, and has to make a name for itself. Don't let us begin by lowering the standard of entry. Mr. Leary, referring to the small number of Art students, says that the stiffness of the matriculation scares the lads away. I think there is another reason equally as good. Say a lad goes through a three years' course and gets his degree of B.A. He then goes out into the world to make his living, and finds that boys who passed the matriculation the same time as he did and who have devoted three years to the learning of some business are in a much better way of earning a living than he is. In fact, he is three years behind them. We have not in these colonies those country squires who send their heirs as a matter of course to the Universities, and very many of the lads who go up for matriculation here merely do so as a finishing touch to their education, and with no idea of becoming an undergraduate. Their parents are not averse to a plan by which the sons are enabled to engage in their fathers' business earlier than would be possible otherwise. And the boys themselves, seeing that a degree gives them no definite means of supporting themselves, are anxious to get to work, make money first, and (if they feel inclined) take higher education afterwards. Another correspon-