

work, however, we cannot ourselves self-supporting. What I mean is that a student who obtains a B.A. or M.A. degree in any Australian University has a more than usually difficult examination to face so long as it is only a pass examination. But we are in a position to produce the scholars prominent in any particular or special branch unless perhaps in the applied sciences. What the colonial Universities require is to be on equal footing with the European Universities as to large staffs of teachers and large number and choice of subjects of study—in other words greater permission to specialise on particular subjects. The point is this—that if the staff cannot be made greater through lack of funds, but only grow with the growth of the community, which seems natural, the liberty to specialise might be granted to those who have proved themselves possessed of a general basis of culture by passing a sufficiently difficult general examination. I am very particular on this point, because it is just what the colonies want."

WHEN GREEK MEETS GREEK!

"Are the English Universities determined to retain Greek on the compulsory list?" "Well, there has been a very keenly contested battle over this at Cambridge in which the champions of Greek scholarship were victorious. The battle was mostly one between schoolmasters on the one hand and University teachers allied with persons of culture not actively engaged in teaching on the other. It was the schoolmasters who wanted to make Greek no longer compulsory. It is being recognised now that the blame attached to the study of Greek hitherto has been mainly attributable to the faults of the methods and narrowness of view, and not to the intellectual and literary value of the study itself. There seems little doubt that a renewal of the fight will result in a still greater victory for the Grecians."

TECHNICAL EDUCATION.

"Did you observe any new developments in educational methods?" "Yes; and the most important, I think, is the encouragement given to technical education by the newly established County Council. The Council has provided funds for suitable teachers and for scholarships. One favourite way the Council has of procuring the funds for these purposes is from the liquor traffic, which the Council controls. In Australia there seems to be a tendency to turn the technical schools into workshops for the advancement of apprentices, but I think the English method, which tends more directly to the intellectual development—the science rather than the art—of technical knowledge, is preferable. The system has not been largely taken up yet, nor has there been time to give it a good trial."

THE TEACHING STANDARD IN AUSTRALIA.

"There is one point of considerable importance to the colonies," continued the Professor. "It is often said that it is difficult to obtain higher teachers whether for Universities or schools from the old country for such and such salaries offered. As a matter of fact there is no difficulty in obtaining young men of the greatest distinction, provided that their tenure of office is certain for a reasonable number of years. These young men are glad of the opportunity to enter into responsible work at once rather than wait in England for something which may ultimately prove better than the colonial appointment. There are plenty to be got, and first-rate men too. It is a distinct advantage to have young men, even if they succeed each other at short intervals, since such persons will be possessed of the latest information and the latest methods, and will in all probability be possessed of a stock of enthusiasm."

"Do you think it necessary, then, for the colonies to draw their supply of higher teachers from England?" "Oh, yes; there cannot be any doubt about it. We cannot rely on our own talent. As present in all literary studies and studies of natural sciences we are not in a position with our limited curriculum to supply our own teachers, except for junior classes. The theory that a teacher need only have twenty-four hours' start of his pupil will not apply to the higher teaching, where a teacher must possess a width of survey and a familiarity of handling which is not to be obtained without years of special study. This is a very important matter for these colonies, because many people are trying to protect education just as they do merchandise, but it will not do. In connection with this matter I might mention that when an ex-Professor of the Melbourne University wrote a letter to sundry English periodicals, which letter was really an indictment of the management of that institution, I found I was constantly questioned in all sorts of quarters as to the truth of the statements made. I found many persons in a position from their own previous information to correct all the more serious parts of the indictment. There is no doubt, however, that the allegations if left uncontradicted might have injured the supply of the best teaching ability to Australian Universities in general."

A STEP IN FEDERATION.

"How are the concessions granted by Oxford and Cambridge to Australian students regarded?" "The idea was to offer a certain number of terms to students who go from the Australian Universities to either Oxford or Cambridge. The proposal was not intended to be in any sense patronage, but it was an admitted fact that many students of the Australian Universities subsequently proceeded to these institutions, and partly in justice to such and partly with a view to increasing their number this concession was made, so that the time completed in the colonies might not have to be gone through again. From the point of view of Oxford and Cambridge it was a step in federation; it was not intended to be patronage or competition, although in Melbourne it was regarded by some as such."

COLONIAL SECONDARY SCHOOLS.

"And now," continued Professor Tucker, "I come to an important subject so far as the colonies are concerned, and one upon which I

have written a good deal. I refer to the secondary schools in the colonies. The particular deficiency of the Australian Colonies—at least of Victoria—is in the secondary schools. There are good ones here and there, where the work is thorough, if not very advanced, but there are too many which are carried on upon a purely commercial, not to say speculative, basis—schools in which the emoluments go to the head master, and where he has little inducement to provide capable teaching material throughout the body of the school, inasmuch as so do so would take largely from the amount of his profit. It is not easy to see how this can be remedied unless public schools, in the public sense, are established, or unless the examinations adopted by the Universities are placed beyond all risk of being brought down to the standard set by the schools. There can be no doubt that the boys in the higher forms of the best English schools are at least as well equipped as the average undergraduate of the first or second order in the colonial Universities. The primary education of England is certainly not better than the primary education of the colonies, but the secondary education is much superior. It is only fair to say that there are many indications that the secondary schools of the colonies are waking up to their shortcomings, and that more capable staffs are being engaged as vacancies occur."

THE ADELAIDE AND MELBOURNE UNIVERSITIES.

"How do you regard the position taken by the Melbourne University with regard to the LL.B. degree?" "Well, the same question was raised some time ago, and it was then pointed out by those acquainted with the requirements of the law degree that it would be easy for the Melbourne student to pass at Adelaide his examination for the LL.B. degree, and obtain the same degree at Melbourne by the *ad eundem* procedure, while another student from Melbourne presenting himself only for the Melbourne examination would be compelled to spend a year more and pass a more difficult examination. It is not a question of law. In Melbourne in order to obtain the LL.B. degree the B.A. degree must first be obtained, but in Adelaide the course is different. In any case where the *ad eundem* degree is recognised a University is bound by precedent to confer the same *ad eundem*. A kind of a back door from Melbourne is thus offered, and I think the action of the Melbourne authorities was justified. The question at present discussed is practically whether the Melbourne University shall recognise certain degrees of certain Universities, or whether it shall only recognise degrees which require an equivalent curriculum. In connection with this I might mention that it was a common opinion with Glasgow and Edinburgh men that it was strange for Victoria to recognise medical degrees obtained in those places, when the diplomas did not represent an equivalent of attainment to diplomas of the University of Melbourne."

A SUCCESSFUL STUDENT.

"I may say," volunteered the Professor, "that Miss Stawell, one of the Victorian lady students who went to Newnham College and obtained a place in the first division in the first class in classics, established a reputation even before the examination for brilliancy in those particular parts of work where brilliancy can be displayed. She has proved a great success, and did much credit to Australia, personally and socially as well as intellectually." In conclusion Professor Tucker mentioned that Professor Moore, who succeeds Professor Jenks at the Melbourne University, has also established a reputation. He comes from King's College, Cambridge, the same institution from which his predecessor came. Professor Tucker continued the journey to Melbourne in the Orienta.