

in. reference to the study of Latin and Greek, so as to encourage their being taught in the schools, it would not injure the scheme, and would remove nearly all the objections that are felt to the regulations. Our wish is that these two school examinations should be availed of very largely by all sections of the people, and that every barrier to their usefulness and popularity should be removed.

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THE NEW UNIVERSITY REGULATIONS.— It is not yet plain that the new regulations for the public examinations have been finally passed. The Warden ruled that they must be considered as a whole. This means that the Senate is but a Board of registration or of rejection to the Council. The latter body, which contains only three members who have any practical acquaintance with the work of education in this colony, is by this reading of the Act of Incorporation made the supreme authority on educational matters. The Senate, with its practical teachers, is nowhere. We should not feel so strongly on this matter of public examinations if it were not that it really involves the immediate future of education in the colony. The examinations concern the public; they are only University because they are to be conducted by the professors and examiners appointed by the Council. We should indeed be grieved to learn that regulations are in force which must have the effect of lowering the standard of the degrees conferred by the University, but this would be more a matter of private convenience on which outsiders might be excused for not feeling strongly. The regulations which have now been passed concern

every parent in the colony. They do not absolutely compel teachers to place in their curriculum only such subjects as have honour attached to them in the examinations, but they distinctly offer a premium to the study of less difficult branches of knowledge. Without entering at all into the question as to whether the classics afford or do not afford the best intellectual training, we cannot forget that they have been held to do so by high authorities. The University has in effect been induced to proclaim, not only that the classics are not essential to a liberal education, but that the study of mathematics may, with them, be conveniently dispensed with. It is true that Latin, Greek, pure and applied mathematics yet hold their position in the list of subjects which may be presented by candidates for the public examinations. But, as we have pointed out before, a student may pass the Preliminary, Junior, and Senior Examinations without knowing his first declension. He may pass the last two examinations with the highest honours without knowing more than "the elements of arithmetic, including vulgar and decimal fractions," and he may attain any honour, except a place in the first class of the successful candidates for the Senior Public Examination, without being able to decline his *hic, hæc, hoc*. This is very bad, and its results may be plainly foreseen. The schools, whose object will be to pass boys and girls for the test examinations, will prepare their pupils in the easiest subjects, regardless of the advantages in the way of laying a basis for a real knowledge

afforded by classics and mathematics. A boy or girl of average attainments will not take long to get up enough of chemistry or botany or French to pass the examination without difficulty. The schools will naturally teach these easier subjects, which promise honour, rather than the harder subjects, which have no direct reward offered to their study. The University has dealt itself a very severe blow. It has, unadvisedly, done its best to cut off its supplies, and it is much to be feared that the new regulations, if they are to be left unaltered, will have the effect of making education in the colony more utilitarian than it has hitherto been. Could they not be reconsidered? The Warden's ruling was at least questionable, and either he or twenty other members of the Senate could cause the Senate to be called together again. If this were done the regulations might be considered seriatim, and pruned of what is objectionable. The new system is preferable to the old in many respects, but it is inferior in others. These last have been pointed out in various quarters, and, if they were removed, the regulations would be a great boon to the cause of education here. But if the Senate cannot consider them again, we sincerely trust that the Council will take upon itself the duty of reforming things. If classics and mathematics were but removed from the false position in which they are placed in the new code a great improvement would have been effected. All legislation partakes of the character of a compromise, but surely it is not too much to ask that studies which are generally accepted as necessary to a liberal education should be encouraged by the highest authority on education that we have.
