

CAPE OF GOOD HOPE.

REPORT of the UNIVERSITY COMMISSIONERS, 7th May, 1873, presented to the Honourable the HOUSE OF ASSEMBLY by command of HIS EXCELLENCY THE GOVERNOR.

Printed by Order of the House of Assembly.

MAY, 1873.

COMMISSION.

By His Excellency Sir HENRY BARKLY, Knight Commander of the Most Honourable Order of the Bath, Governor and Commander-in-Chief of the Colony of the Cape of Good Hope.
To LANGHAM DALE, Esq., LL.D., Superintendent-General of Education of the Cape of Good Hope,

WILLIAM PORTER, Esq., C.M.G., M.L.A.,
EDWARD JAMES STONE, Esq., M.A., F.R.S., Astronomer-Royal,
The Reverend Professor CAMERON, LL.D., Member and Secretary of the Senate of the South African College,
The Reverend Professor MURRAY, President of Stellenbosch Gymnasium, and Professor of the Stellenbosch Theological Seminary,
HENRY ALEXANDER EBDEN, Esq., M.D., President of the Colonial Medical Committee,
The Reverend Canon OGILVIE, M.A., Principal of the Diocesan College, and
The Reverend T. E. FULLER.

GREETING:

Whereas it is enacted by the 23rd section of Act No. 4 of 1858 that as soon as the persons holding certificates of proficiency in literature and science as provided for in the 9th section of the said Act shall have reached the number of fifty, the place of the Board of Examiners created by the said Act shall be supplied by an Educational Council: And whereas the functions of the said Council, as provided for by the said Act, are deemed to be insufficient for the encouragement and promotion of sound learning in this Colony: And whereas it is probable that the holders of the said certificates will soon reach the number of fifty, and it is desirable that a Bill to amend the said Act should be introduced into Parliament, during its ensuing session, and that an Examining University, with power to confer academical degrees, should be established, instead of such Educational Council as aforesaid: And whereas it is expedient that a Commission should be issued appointing Commissioners, especially to inquire into and report upon the following, or any other matters which the said Commissioners shall find to be connected therewith, that is to say:—

1. Of whom, or of what class or classes of persons should the governing body of such University consist;
2. What degrees should such University be authorized to confer, and what should be the standard of acquirements to be attained by graduates; and
3. What privileges, if any, should be conferred upon the holders of the certificates aforesaid.

And, generally, to frame such a scheme as ought, in the opinion of the said Commission, to form the basis for legislation upon the higher education of the Colony:

Now, therefore, I, the Governor aforesaid, with the advice of the Executive Council, do, by this Commission, under my hand and the public seal of the Colony, nominate and appoint you, the said

LANGHAM DALE, LL.D.,
WILLIAM PORTER, C.M.G., M.L.A.,
EDWARD JAMES STONE, M.A., F.R.S.,
The Reverend Professor MURRAY,
The Reverend Professor JAMES CAMERON, LL.D.,
HENRY ALEXANDER EBDEN, M.D.,
The Reverend Canon GEORGE OGILVIE, M.A., and
The Reverend T. E. FULLER,

Commissioners for inquiring into and reporting upon the several matters herein-before set forth, and all other matters which you shall deem to be connected therewith.

And I do further declare and make known that you the said Langham Dale, Esquire, LL.D., shall be the President of the said Commission, and that any three of the said Commissioners shall form a quorum.

And, lastly, I request all public officers and others to render the Commission such assistance in the performance of its functions as they may be called upon to give.

In witness whereof I have caused this Commission to be issued on the 27th day of March, in the year of our Lord one thousand eight hundred and seventy-three.

By command of His Excellency the Governor in Council,

J. C. MOLTENO, Colonial Secretary.

REPORT.

His Excellency Sir HENRY BARKLY, K.C.B., Governor of the Colony of the Cape of Good Hope, &c., &c.

MAY IT PLEASE YOUR EXCELLENCE,—

In accordance with the commission which Your Excellency was pleased to direct to us on the 27th March last, we have the honour to furnish a report of our proceedings.

2. A series of questions was carefully prepared, and sent to the principals of collegiate institutions, and to others having practical experience in higher education throughout the Colony, with the view of eliciting the opinions of qualified persons on the constitution and functions of the governing body of the proposed University, and on the scheme of examinations which should be instituted for the various degrees.

3. Due consideration has been given to the subject of the relations in which certain holders of the higher certificates of the Board of Public Examiners ought fairly to stand to the University, by virtue of the examinations in literature and science already passed by them.

4. The uniform agreement of the replies as to the adequate sphere of action in this Colony for an Examining University, and the encouragement thereby of advanced education, as well as the general acquiescence in the mode of constituting the University and defining the scheme of examinations, have materially lightened the labours of the Commission, and will add greatly to the value to be attached to our recommendations.

5. The general basis on which we recommend that the Examining University should be constituted is as follows :—

OUTLINE OF CONSTITUTION.

The University.

1. The University shall consist of a Chancellor, Vice-Chancellor, Council, and Graduates.
2. The Chancellor shall be elected by Convocation, and shall hold office for life.
3. The Vice-Chancellor shall be elected by the Council from among its members ; shall represent the University on all occasions in the absence of the Chancellor ; shall perform all duties and functions appertaining to the office of Chancellor, in his absence ; shall be chairman of the Council ; shall hold office for two years.
4. The Council shall consist of twenty members, to be appointed in the first instance by the Governor ; five to form a quorum ; shall continue in office for ten years ; three months before the expiration of the term of office ten councillors shall be appointed by the Governor, and ten shall be elected by the Convocation, to form the new Council.
5. Casual vacancies in the Council by death, resignation, or otherwise shall be filled alternately by the Governor and the Convocation.
6. The Council shall have full power to appoint the examiners from year to year.
7. The Council shall from time to time frame the by-laws and regulations for the conduct of examinations ; shall appoint the times and places of holding examinations ; shall appoint the subjects of the various examinations for degrees, and for such other distinctions and certificates as the University is authorized to grant.
8. The Council shall finally decide receiving the reports of the examiners, what candidates are qualified to receive any degree, distinction, or certificate in accordance with such regulations and standards as shall have been previously fixed by the Council.
9. All by-laws, regulations, and standards framed and fixed by the Council shall be subject to the approval of the Governor, and shall be published in the Government Gazette.
10. The Chancellor, or, in his absence, the Vice-Chancellor, shall, in the name of the University, confer degrees, in the presence of the Council and Convocation.
11. Such reasonable fees in respect to registration, examinations, certificates, and degrees may be levied as the Council may fix, subject to the approval of the Governor.
12. The Council shall hold and employ all such moneys and other property as are now vested in the Board of Public Examiners, and as may be assigned or bequeathed for the endowment of bursaries, the payment of prizes, or otherwise for the advancement of learning in this Colony, and for carrying out the objects of this University.
13. The Council shall have full power to appoint and dismiss, when necessary, the registrar and secretary of the University, who should, if possible, be qualified to take part in the examinations, when thought desirable by the Council. (The fixed salary of the office should be £400 per annum.)
14. All officers to whom a limited period of office is assigned shall be eligible for re-appointment or re-election, as the case may be.
15. Graduates shall be the persons on whom the University shall have conferred any degree after examination ; and also those graduates of other Universities whom the University shall have admitted to any degree, in accordance with regulations to be framed for that purpose by the Council.

Convocation.

16. Convocation shall consist of all graduates of the University and of holders of the second class certificate in literature and science; shall be assembled by notice from the Vice-Chancellor, at his own instance, or on receiving a requisition from not less than ten members of Convocation; shall elect its own chairman.

Degrees and Examinations.

17. The Council shall be empowered to grant, after examination, the several degrees of Bachelor of Arts, Master of Arts, Bachelor of Laws, Doctor of Laws, Bachelor of Medicine, Doctor of Medicine; provided, always, that it shall be lawful for the Council to frame regulations for the admission, without examination, to any such degree, of persons who have graduated at any other University.

6. In connection with this outline, we make the following suggestions and recommendations:—

Suggestions and Recommendations.

18. The councillors should include representatives of the collegiate institutions of the Colony, and of the various professions, and generally those who are interested in the advancement of the higher education of the Colony.

19. It is considered undesirable that any one should be an examiner of any candidate who may have been under his tuition at any time during the two years next previous to the examination.

20. The scheme of examinations held by the Board of Public Examiners having been based on the system prescribed by the University of London, and modified by the experience of fifteen years, is recommended generally as the basis of the various examinations in arts.

21. The examination for the third class certificate in literature and science is suitable and sufficiently comprehensive for candidates for matriculation, with this exception, that the Greek language should not be compulsory; but candidates should be qualified to pass the matriculation examination without showing a knowledge of that language, provided that their proficiency in the other subjects of examination shall entitle them to the minimum number of marks required.

22. The examination for the second class certificate in literature and science is a sufficient test for the degree of B.A.; but arrangements should be made to allow superior attainments in one department to compensate for moderate attainments in another.

23. The examination for the first class certificate in literature and science is a sufficient test for the degree of M.A.; the departments either of which a candidate may select being,

1. Languages and literature as the principal subject; with history, logic, and mental philosophy as the subsidiary subjects.

2. Mathematics, pure and applied, as the principal subject; with physical sciences as the subsidiary subjects.

24. The second class certificate in law and jurisprudence, which gives certain privileges to persons qualifying for the profession of notaries and attorneys, should continue to be awarded according to the present scheme of examination, and should be called "The Certificate in Law and Jurisprudence;" but no person should be entitled to be a candidate for this certificate who has not passed the matriculation examination.

25. Candidates for the degree of LL.B. should, after passing the B.A. examination, be required to pass in the subjects as now prescribed for the first class certificate in law and jurisprudence.

26. Holders of the degree of LL.B. should be entitled to the privilege of admission to the Colonial Bar, as now enjoyed by those who, having obtained the second class certificate in literature and science, pass the examination for the first class certificate in law and jurisprudence.
27. The subjects of examination for the degree of LL.D. should be defined by the University Council as soon as circumstances require it.
28. The subjects of examination for the degrees of M.B. and M.D. should be defined by the University Council as soon as the circumstances of the Colony permit.
29. Certificates in the theory of trigonometrical surveying shall continue to be awarded as at present, with the exception that candidates shall be at least eighteen years of age, and shall pass in the mathematical subjects prescribed for the B.A.; spherical astronomy and geodesy being substituted for mechanics.
30. No person shall be admitted as a candidate for the matriculation examination under sixteen years of age.
31. An interval of at least one academical year shall elapse between the various examinations and the next higher examination.
32. Holders of the third class certificate in literature and science should be entitled to proceed at once to the B.A. examination; holders of the second class certificate in literature and science should be entitled to proceed at once to the M.A. and LL.B. examinations.
33. The printing of examination papers should be entirely under the direction and control of the Council of the University, who should be empowered to make such arrangements for printing the papers as will secure the integrity of the examinations.

7. To facilitate the legislative action which will be necessary to bring the proposed University into operation, the appended draft of a Bill, embodying the views entertained by the Commission, has been prepared (*vide Appendix I*).

8. We are of opinion that it will be desirable to postpone any petition to the Crown for a Royal Charter or Letters Patent to secure the recognition throughout the empire of the degrees to be conferred by this University, until the University shall have thoroughly organized their system of examinations, and be in a position to satisfy the Crown of the general character and standard of the requirements for the various degrees; in this respect, we propose to follow the action of the founders of the Melbourne University.

9. We have considered the additional charge upon the public treasury which may be incurred by the formation of the University; and beyond the estimated salary of a registrar and secretary, who, as we recommend, should be qualified to act as an examiner, we consider that the expenses incurred for the fees of the examiners, the payment of bursaries, prizes, &c., will not exceed the ordinary expenditure of the Board of Public Examiners.

10. The Board of Public Examiners having already announced, in accordance with the provision of Act No. 4, 1858, the syllabus of examinations for the year 1874, it will be necessary for the University Council to carry out the provisions of each examination as published; but as it is proposed that the examinations in literature and science, as well as those for the certificates in law and jurisprudence, and in the theory of trigonometrical surveying, shall remain substantially the same, we conceive that the examination work of the first year, which must necessarily be conducted as nearly as possible after the system pursued by the Board of Public Examiners, may be carried out with very little inconvenience to the candidates.

11. The annual session of the Board of Public Examiners, with its series of examinations, will terminate on or about the 1st August; nothing will, therefore, intervene to prevent the establishment of the University immediately after the Bill for this object shall have been enacted by the Legislature.

12. The replies to the questions put forth by the Commission are appended to this report.

13. All which we have the honour to submit to Your Excellency's consideration.

LANGHAM DALE.

WILLIAM PORTER.

E. J. STONE.

JAMES CAMERON.

J. MURRAY.

HENRY A. EBDEN.

GEORGE OGILVIE.

THOMAS E. FULLER.

Cape Town, May 7, 1873.

APPENDIX I.

Draft of a Bill to establish and incorporate an University at the Cape of Good Hope.*

APPENDIX II.

CIRCULAR.

University Commission, Cape Town.

To _____

You are requested to favour the Commission with your opinions on the following subjects.

I have, &c.,

LANGHAM DALE, President.

QUESTIONS.

1. Is there an adequate sphere of action for an Examining University in this Colony?

2. What should be the constitution of the governing body? What functions should appertain to it? Of what number of members should it consist, and who should appoint them, and for what period? How should vacancies be filled?

3. Who should appoint the examiners? Under what limitations should such appointments be made, and for what period?

4. On what basis or model would you frame the scheme of examinations? Should they extend to arts only? or to what other departments?

5. Is the present examination for the third class certificate sufficiently comprehensive to stand for the matriculation examination of the University? Would it be desirable to make Greek optional? If so, what subjects might be substituted for it?

6. Do you consider that a matriculation examination should be a test of accurate knowledge in a limited number of subjects, or a means of ascertaining that some attention has been given to a variety of subjects of a tolerably wide range?

7. In what subjects do you consider it indispensably necessary that a candidate for matriculation should show a competent knowledge? What limit of age would you fix?

8. Is there any demand for the extension of such an examination to women?

9. Is it desirable to require a candidate for the B.A. to pass a series of examinations at reasonable intervals?

10. What range of subjects do you suggest for one B.A. examination, or for each of a series of examinations?

11. What should be the requirements for the M.A.?

12. What intervals should there be between the various examinations?

13. In what way would you test candidates for honours at each examination?

14. How do you propose to deal with the present examinations in law and jurisprudence, and in the theory of trigonometrical surveying?

15. Do you think it advisable that the examining University should institute school examinations, similar to the middle class examinations conducted by the universities of Oxford and Cambridge?

ANSWERS TO QUESTIONS.

Professor R. Noble, South African College.

1. I think so.

2. (1) It should be at once personal and representative; that is, the members should be selected from their known competence and from their being connected with, or representatives of, particular educational interests and institutions; but the selection should be by the Crown. (2) Its functions should not be too much restricted; they should be, (a) the shaping of the examinations, and (b) the conferring of degrees on the report of the examiners. (3) I don't care what their number should be—certainly not too small; but they should not continue too long in office without re-appointment. (4) Vacancies to be filled up first by the Crown, and after, say, ten years, by Crown or by the governing body itself in conjunction with graduates.

3. Examiners should be appointed by governing body, and specially for each examination. As a rule, examiners should not be teachers, but *I should be sorry to see that rule made absolute and without exception.*

4. I don't see why the basis of the present Board of Examiners should not be accepted almost without change, extending the examinations as teaching facilities extend.

5. I think so. Greek is made optional in London only for the sake of the medical and science students. Those who intend to graduate in arts must have it. Follow London in that as in other respects.

6. The latter. Concentrate and intensify as you proceed to the higher examinations.

7. I am a Conservative by nature, and therefore think that the present third class scale would do very well.

8. I certainly think that these examinations should be open to women, and the demand would grow. The faculty is undoubtedly.

9. No. It would be prolonged torture, and would only infuse homœopathic doses of knowledge after all.

10. That should be left for the governing body to shape.

11. What London requires.

12. Two years at least in each case.

13. As in London.

14. Exceptional powers conferred on the University by law, just as Oxford and Cambridge give their new exceptional middle class certificates.

15. Yes, as the previous answer indicates.

James Gill, Esq., M.A., Diocesan College, Rondebosch.

1. I have already answered this in the affirmative at the meeting of the two colleges.

2. I think the religious communions that are training their own men for the ministry should furnish each a representative. The bar and medical profession would give two others; the Superintendent-General of Education and Astronomer Royal would be *ex officio* members. To connect the University with the Legislature, I think one of the members for Cape Town should have a seat. The remaining members should, if possible, be graduates of British universities, or gentlemen known to be interested in education. A good working Council should number, I think, from sixteen to twenty, and the first governing body might be appointed by the Governor, in concert with a committee selected from members of the present Commission.

3. Examiners to be appointed by the chancellor, vice-chancellor, and senate; examiners, if possible, not to be acting teachers. If, through scarcity of eligible men, schoolmasters must be resorted to, all possible checks to be provided against the possibility of abuse, as much for the protection of examiners themselves, as for the satisfaction of schoolmasters. For the lower examinations, examiners to be annual; for the higher, which would involve continuous reading and close attention to educational improvements and novelties in Europe, the examiners should be appointed for a term, say, of five years.

4. As far as suits our circumstances, the university of London should be our model. For the present, I think we should confine ourselves to arts and law.

5. I think the present third class examination may very well stand. I see nothing to be gained by making Greek optional, except by German lads to whom it would give an unfair advantage. We have no actual demand for German, and in inland towns we have no German teachers. I am strongly attached to the principle of a common battle-ground for all.

6. Believing that it is more important to develop strength than versatility, accuracy and method than diffusiveness, I should be in favour of the thorough mastery of a few subjects; but, if we were in a position to establish science degrees, I should be prepared to modify the examination in favour of science students.

7. First part of question answered under No. 5. With regard to limits of age, I think we must watch the course of the old universities in this matter, as it seems to be probable that before long the competitors for entrance scholarships at Oxford and Cambridge will be limited to youths of eighteen. Should that come to pass, a Porter student, under our present arrangements, would be excluded from competition.

8. If not, I think we should endeavour to create one. In view of all that has been done in Europe and America in this direction, I think our only course is to avoid all reference to sex in the charter and regulations of the University.

9. I think not, at present.

10. The present second class certificate examination is a fair model for the B.A.

11. The present first class certificate examination, with slight modifications.

12. The same as under present arrangements, due regard being had to the hint thrown out under No. 7.

13. By extra papers, specially designed to test real scholarship and mathematical talent. Among other things, I think the power to handle the several languages freely, original composition, and the appreciative study of English authors should be tested. A doctor's degree should also be provided for in literature and science. In the former of these, I think, modern languages,—in the latter, physics, should play a prominent part.

14. I must leave this question to others more competent to answer it.

15. Most desirable, seeing how much good has resulted from them in England.

JAMES GILL.

H. Nixon, Esq., B.A., Hope Lodge Grammar School, Cape Town.

1. Yes, I think so. The number of candidates for the certificates of the existing Board of Examiners has increased year by year, thus giving evidence of a growing appreciation of higher education in the Colony, an education which has been stamped with the approval of the English universities; and it would seem reasonable to conclude that were an Examining University established, so constituted as to challenge the confidence of the teaching profession and of the public, a large addition would be made to the number of candidates annually presenting themselves.

2. Eventually it should, I think, resemble as closely as our circumstances permit that of the University of London; but, provisionally and tentatively, I would make it consist of a senate or council of twenty-four members, appointed by the Governor from a list of forty-eight persons nominated by a general assembly of graduates of the universities of the United Kingdom and of holders of the first class colonial certificate; the assembly to be convoked by proclamation of the Governor, or by the University Commission if it possess the necessary powers.

3. Its functions should be to cause to be held annual examinations of candidates for degrees, to confer degrees, to appoint and remove examiners (except in the case of the Superintendent-General of Education, who should be *ex officio* chairman of the examining board), to hold and dispose of moneys now held by the Board of Examiners, as well as any other property which may from time to time be given for the advancement of higher education, and generally to make and alter, subject to the approval of the Governor, all regulations and matters regarding the University. The senate might at first be appointed for five years. Vacancies could be filled by appointment by the Governor of one person out of two nominated by the Senate, the nomination to be the result of voting taken by ballot.

3. The Senate should appoint them. It is, in my opinion, indispensably necessary, in our present circumstances, that no head of an educational institution, nor any person who has taken part in the preparation of a candidate for a degree, should be eligible for the office of examiner. By "present circumstances" I refer more particularly to the fact of the non-existence of endowed *Chairs* in this Colony, a want which one may hope the Legislature and the beneficence of wealthy individuals may shortly supply; and also to the fact that our institutions, styled colleges, are in fact in active competition with the public schools. The appointments might be made, with the above limitation, for three years; but should the senate deem it expedient to allow any exception to the limitation, the appointment should then be for one year only, and provision should be made that no examiner should act during two consecutive years.

4. I am not competent to answer this question, having no knowledge of the requirements of law and medicine; but if it is the opinion of competent judges that the wants of students in these departments of knowledge can be met in the Colony, then I think the scheme of examinations should be extended to these departments.

5. Yes, I think so; with the exception of physical science, which might possibly with advantage be made more general. I would certainly make Greek optional. I believe this has been lately done in France, and more recently by the University of London. I believe the greater part of candidates only "cram" Greek in order to pass an examination; that a large amount of valuable time is thus worse than wasted; whereas making the study of Greek optional would leave it to be taken up by those who wish to acquire the language for professional reasons, or for the purposes of higher literature. Its place might be supplied by a more general examination in physical science.

6. Accurate knowledge, in any strict sense of the words, can hardly be expected from candidates for matriculation, but "some attention to a variety of subjects" should not be accepted for an *intelligent knowledge* of the subjects studied.

7. The Latin and English languages, one other modern language, English history, geography (acquired from an ordinary school-book), and mathematics. The latter need not include logarithms, and the various problems, while testing the intelligence of the candidate, should be short and as free from complications as may be.

8. I think there is, and that it would extend with the opportunity for meeting it.

9. There should be two examinations for the B.A. degree. Success often depends on the exercise of mere memory; this applies especially to the mathematical formulæ and it seems desirable, by relieving the strain on the memory, to afford more time for the exercise of thought and reflection.

10. The subjects for the colonial second class certificate with the addition of human physiology. In the division of the subjects regard should be had to the equalization of the memory work as much as possible.

11. Wide and accurate attainments in classics, or mathematics, or psychology and the intellect.

12. Two years between the matriculation and the first B.A. pass, one year between the first and second pass, and two years between the B.A. and M.A. degrees.

13. At present by grouping the candidates into two classes well defined by the number of marks attained, but eventually by the test of specially prepared examination papers.

14. By making them extra or special subjects, as Hebrew and the Greek Testament, and the examination of women is taken at London University.

15. Yes; but the standard should be somewhat lower I think.

HENRY NIXON.

C. B. Elliott, Esq., Member of the Board of Public Examiners, Cape Town.

1. I think so.

2. The governing body should, in the first instance, be appointed by the Crown. It should have the power of laying down rules for the conduct of examinations, and these rules should not be subject to the approval of the Governor, as the rules of the Board of Examiners now are. It should also settle the programme of the several examinations and have power to confer degrees. The number of members should be larger than that of the present Board of Examiners (say fifteen, or more); but the quorum should be small (say three or five). The Crown should appoint the members in the first instance; but after some years, all graduates of the Cape University, and of other Universities, should elect about one half, and the Governor the remaining number. I think for many years to come the vacancies might be filled by the Governor. The governing body should be re-constituted every five years; but the Governor should have the power of dissolving the body at any time.

3. (a) The governing body. (b). The examiners should be appointed annually, but the governing body should have power to cancel an appointment at any time.

4. (a) On a modification of the London University examinations. (b) There might be examinations in law and jurisprudence; and if suitable men can be obtained to teach physical sciences, I see no objection to the examinations in sciences on the model of the London University science examinations. The expense involved in teaching applied sciences would, I believe, be money well spent.

5. (a) Yes. I should like, however, to see one branch of physical science substituted for physical geography. (b) Yes. (c) One of the departments of physical science. If an additional modern language is substituted for Greek, the examination should be more searching than that in Greek, as the facilities for

learning a modern language are so much greater than those for requiring a knowledge of Greek.

6. I should prefer accurate knowledge in a limited number of subjects, and some proof that attention has been given to a wider range of subjects, not so wide a range, however, as the London University requires.

7. (a) Latin, English language, and history. One modern language, arithmetic, algebra, four books of Euclid, and one branch of physical science. (b) Sixteen should be the lowest age at which a candidate should be allowed to present himself for examination.

8. I think not.

9. The matriculation and *one* B.A. examination are quite sufficient.

10. The programme of the present second class examination in literature and science might be adopted, *mutatis mutandis*. Greater prominence should, however, be given to applied sciences, and the examinations under this head should be more thorough and searching than they are at present. It seems desirable that as few subjects as possible should be made optional; for I know nothing more unsatisfactory in an examination than to compare the value of answers in one department with that of answers in another department. It is impossible to state their relative value accurately.

11. The present first class examination in literature and science might form the basis of the M.A. examination.

12. One year should be the minimum between any two examinations; but I would fix no maximum, except for scholarships, prizes, &c.

13. A candidate for honours should pass the ordinary examination, and at the same examination show special excellence in one department, say ancient languages or literature, or pure mathematics, or natural philosophy, or one or more branches of the physical sciences.

14. The present second class examination in law and jurisprudence is intended chiefly for attorneys' clerks, who should not be compelled to become holders of academical degrees. An examination of the same kind might be continued, to secure to them the privileges they now possess, and a certificate might be issued for the purpose contemplated in section 4 of Act 12 of 1858. An LL.B. examination similar to the first class examination in law and jurisprudence might be instituted; and I would suggest that no person should be allowed to pass it unless he is a B.A. or a holder of the present second class certificate in literature and science. The trigonometrical survey examination might be cut out of the B.A. examination, leaving out everything excepting mathematics, and substituting papers in geodesy and astronomy for the paper in mechanics. On one or two occasions the second class examination and the survey examination have contained many of the same questions, and the plan proposed would be only an extension of the principle.

15. This question was put to me some years ago, and I took a little trouble to discover the scope and range of the Oxford middle class examinations. The conclusion I arrived at was—that the difference between those examinations and the present third class examination was not sufficient to warrant the institution of a new examination on the Oxford model, and that if new examinations were required, they should be for the benefit of a class wholly different from that reached by the third class examination. I see no reason to alter the opinion I then formed. The rough draft of a memo. I drew up at the time, stating the grounds of my opinion, I handed to Dr. Dale last week.

C. B. ELLIOTT.

J. Slater, Esq., Wesleyan Institution near Lesseyton, Queen's Town.

1. I consider so, decidedly.
2. In these matters I would follow the constitution of the London University.
3. The senate. I presume the examiners must not be members of that

body. I should think they ought to be appointed for four years. They might be eligible for re-appointment, as the number of persons fitted for examiners in the Colony will be few at first.

4. Arts, science, law, medicine, and divinity. I would not omit any. Our laws are peculiar, and (it seems to me) will be most successfully studied in the Colony. So with medicine. If colonial graduates do not at once obtain the high degree of knowledge that is attained at home, yet they will, by studying medicine in the Colony, get special knowledge of the forms of disease prevalent here. Divinity would have to be studied as in the Queen's University in Ireland. Each important denomination would have a college affiliated to the University, and the doctrinal part of the examination would vary for the various denominations, as in Ireland. Of course, as to these last three faculties I only speak as an outsider, anxious that the Colony should be able to supply its own wants. There ought, of course, to be examinations in native languages. Science ought to include agricultural chemistry.

5. I think natural philosophy, or chemistry, should form a part of it; physical geography hardly seems to me of sufficient scope for a separate branch. I would retain Greek in all cases (in spite of the fact that it may not be of direct use to some persons), for a variety of reasons.

6. I think that, unless knowledge be accurate, it will be of little value, and the training of mind of the student very imperfect.

7. In the subjects now studied for the third class examination, and those I have proposed to add. In all the knowledge should be accurate as far as it goes, say to the extent to which the subjects are now pursued for that examination. Age for matriculation, not below sixteen.

8. I should freely admit women to the examinations, and should confer the usual degrees on successful female candidates. I expect that this will be the result in the universities at home, and cannot see any valid reason for excluding them. Some other degree (say A.A.) might in their case be given for B.A.

9 and 10. In reply to both these questions, I recommend the example of the London University. A less amount of knowledge would not do; it would diminish the value of the degree; and it cannot be expected of the candidate to prepare all these subjects for one examination. Beside that, there is the habit of mind, quite as valuable as the amount of knowledge; and this can only be gradually formed.

11 and 12. Here, also, I can recommend nothing better than the example of the London University. Certainly, this degree should not be bestowed, as I think it is in some universities, almost as a matter of course to B.A.'s of a certain standing.

13. If the alternative be between giving honours for great accuracy in the ordinary papers, or for competent knowledge in extra papers, I prefer the latter plan. These extra papers could be on additional branches, as well as extensions of the ordinary papers. As an extra subject, I suggest native languages.

14. Of course, I am no judge of the sufficiency or otherwise of the legal examinations. If not sufficient, they should be made so, and no one be admitted to practise unless he had passed the appointed examinations and taken the necessary degree. The surveying examination, I presume, would be continued, and certificate granted as at present.

15. No. I think they do but little good, and disturb the tenor of a school. I should not like to be troubled with them, as far as I am concerned, as a teacher.

J. SLATER.

F. H. Brice, Esq., Principal Undenominational Public School, Uitenhage.

1. I do not quite understand this question. Is there any intention of founding an university in which professorial chairs are to be established, and

requiring the attendance of under-graduates for a certain time ; or is it merely proposed to enlarge the powers of some substitute for the present Board of Examiners ? If only the latter is intended, I have no doubt of its desirability.

2. Not fully understanding the first question, I am unable to reply satisfactorily to this. If the body is only to be examining, I imagine a board consisting of the same number, and formed on the present system, would be sufficient for all requirements. Appointments, in the first place, may be made by the Governor in Council, and vacancies afterwards filled up by the Government in conjunction with the B.A.'s and M.A.'s of the University.

3. The immediate examiners for each subject should be appointed by the governing body, but no professor should take part in any examination who is himself engaged in education, as his bias towards a particular coarse of instruction might very easily render him partial ; or, at any rate, the public would think so. I think examiners should not be appointed for more than a year.

4. The present system of examination would form a good basis. I am, however, of opinion that a wider range of subjects should be permitted—*e.g.* astronomy, chemistry, light and heat, and, in fact, physics generally.

5. The present examination for the third class certificate is quite sufficient for a matriculation examination. This standard is far above that of Oxford and Cambridge, where, in fact, a third class nearly represents an ordinary degree ; but in this country it is for many reasons desirable to heighten the standard. In the examination for 1872, at Cambridge, the maximum marks were 10,000 ; of these the senior wrangler got about 8,500, and the last junior optime less than 250 ; clearly showing that the pass standard is low, even for honours. The trigonometrical examination here is, I believe, quite equal to a Cambridge senior optime. With regard to Greek, I at one time thought it should be optional, but I now feel very uncertain about it. A great deal may be said on either side. As philological studies have lately made so great an advance, and as it is most desirable that philology should be introduced in examinations in this Colony, I do not think that at present it would be advantageous to render Greek optional. The Greek language may be called a sister of Latin, and daughter of Sanskrit, the parent, as far as we know, of our own tongue, and that of most of others of the civilized world.

6. As I consider the third class examination a sufficient one for matriculation, it is unnecessary to answer this question.

7. The same answer deals with this question. A good elementary knowledge is required of arithmetic, algebra, geometry, Latin, Greek, English, French, or Dutch, and physical geography. I would let no youth matriculate under seventeen years of age.

8. This is a subject in which I have long taken a great interest at Uitenhage (for, perhaps, facts will be more conclusive than mere opinion). I have now twelve girls in course of instruction, most of them from sixteen to eighteen. These are being taught according to the requirements of the board, and in two years I fully expect two or three of them will be able to pass the third class examination. I find no deficiency in power ; rather the reverse. This is scarcely the occasion to enter upon the subject ; but my strong opinion is, that if you wish to raise the tone of the Colony, you must raise the intellectual character of the women, from whom the children take their youngest notions, which are also the strongest and most lasting, and who are in every sense the real educators of the following generation.

9. Yes. I would require at least three examinations for a B.A.

10. I would have the third class examination for matriculation ; at the interval of, say, a year there should be an examination in natural philosophy, philology, and perhaps one or two modern languages. At the expiration of two more years I would hold the B.A. examination of very much the character of the second class certificate. This would make the course extend over three years.

11. The present first class certificate would answer the purpose ; after having passed three previous examinations the candidate would be able to judge

as to which branch of literature or science would best ensure his success. I would not, however, make this a compulsory examination. A young man, as in England, should be eligible for a profession after taking the B.A. degree.

12. I have already answered this in question 10.

13. I would require the candidate to state whether he intended going out in honours, and prepare for such a different set of papers. Should the candidate fail in this, but yet be judged by the examiners to have gained sufficient marks to entitle him to an ordinary degree, I would confer it on him ; but this should be most carefully considered.

14. To such as have passed a second class literary and a first-class law examination I would grant, in addition to an ordinary degree, a degree in law. To such as have already passed a trigonometrical examination I would grant a degree, the name to be hereafter decided upon. From such as in future wish to pass a trigonometrical examination I would require, first, that they pass the matriculation examination ; to be followed two years after by the trigonometrical examination. This has a counterpart at Cambridge, at which University a man may take a law degree in two years, while it takes more than three years of residence before an undergraduate can pass the final, or ordinary degree, examination.

15. Most desirable. The competitive school examinations were of great use—it was a pity that they were ever discontinued. Many boys intended for trade would read for such examinations, greatly to their own benefit, whose parents would not wish them afterwards to continue their studies.

F. H. BRICE.

Professor John Brebner, Gill College, Somerset East.

1. I think there is an adequate sphere of action for an Examining University in this Colony. The experience of the Board of Examiners has shown that there is a considerable number of young men in the Colony anxious to obtain a high-class education, and tolerably prepared to profit by it. The certificates of the Board are equal in real value to the degrees granted by many European universities, and a university diploma is preferable in many respects to such a certificate, and it is more likely to be recognized in other countries. Besides, it would be an advantage to have some means by which the educated opinion of the Colony could be brought to bear in a regular and constitutional way upon the action of the examining body ; and this advantage can be best secured through University courts, or councils. The examinations of the London University would in themselves meet all our requirements ; but they are attended with so many difficulties, and so much delay and expense, that they will never be popular here.

2. According to my idea, the University should consist of a senate or executive, and a University council, court, or convocation, composed of all the university men in the Colony who care to enrol themselves ; the senate to consist of twelve or eighteen members, two-thirds to be chosen at the beginning by the Governor, and the remaining third to be nominated by the University council ; the members of senate to hold office for, say, four years, and to be eligible for re-election, and provision to be made that they shall not all retire at once, but so many every year ; absence from the Colony for a year to entail, *ipso facto*, loss of office. All appointments to the senate after it is once constituted, whether to supply accidental vacancies or those caused by expiry of the term of office, to take place in this way, v.i.z. : the University council shall nominate twice as many gentlemen as there are vacancies, and His Excellency the Governor shall select from this list the number required. The chancellor or president of the

senate to be appointed by the Governor. The University council to consist of all holders of first or second class certificates of two years' standing, of all residents in the Colony who possess a degree (not honorary) of any recognized University, and of all who shall furnish sufficient proof to the registrar that they have gone through a complete University course. The functions of the senate—to fix the subjects of examinations, to appoint examiners, to grant diplomas and certificates, to hold and manage the property of the University, and, in general, to act as an executive body. No regulation affecting a principle to be altered without the consent of a clear majority in both senate and council. The senate to meet at least once every six months, and to lay a report of its proceedings once a year before the University council. No subject to be discussed unless sufficient previous notice has been given, and votes by proxy to be admitted. Functions of the University council—to consider and discuss the reports of the senate, to nominate gentlemen to supply vacancies in the senate, and to represent suggestions and recommendations to the executive body from time to time as they may see cause. The council to meet at least once a year,—oftener if special circumstances demand; all subjects for discussion, and motions or proposals, to be intimated to the members at least one month before the meeting, and voting by proxy to be allowed.

3. The examiners to be appointed by the senate for three years, and eligible for re-appointment once, but not oftener. No member of senate to be an examiner, nor any one engaged in teaching any of the subjects on which papers are set

4. I think the London University examinations a fair basis or model. The London University is strongly acted upon by public opinion, and generally keeps well abreast of popular sentiment. With regard to the departments in which examinations are held, I think theology must be excluded. Of law I shall speak afterwards (Section 14). In medicine, I fear the appliances yet available in the Colony are too limited to authorize the granting of degrees. But I think arrangements might be made whereby the entire literary course of a medical student might be completed in the Colony, and in connection with the hospitals some portion of a clinical course might also be taken.

5. I think the present examination for the third class certificate is comprehensive enough for a University matriculation examination. I would, however, give more importance and value to the English department, which is the weakest among the colonial youth. My own feeling is strongly against making Greek optional, for I do not see how Latin can be thoroughly taught without a knowledge of it; and technical and scientific terms are so largely derived from it. I find also a practical difficulty with optional subjects in a small number of students and limited staff of teachers. When only one or two students of the whole number decline to take Greek, it is not easy to provide other teaching for them during the Greek hour; and, besides, the breaking up of the regular course of lessons tends to produce irregularity and unsteadiness in young boys. The Greek hour is thus almost, if not entirely, lost. Still there is no use denying that a strong feeling has set in against Greek as an imperative subject, and the London University has been forced to give way. If Greek has to be made optional, care should be taken that the subject that takes its place should require equal time and study, and be an equally thorough mental exercise. I would suggest Anglo-Saxon, or a portion of Chaucer, Shakspeare, Spencer, or Milton; or botany, geology, or physics; or in view of students becoming one day members of Parliament, that much-neglected subject political economy, or, in the higher grades mental philosophy, with its history.

6. By all means let accuracy be the chief thing tested by the matriculation examination, rather than range of information. It is not the teacher's business, at this stage at least, to supply information, but to train the mind to gather information for itself. We have smatterers enough, and young boys *cannot* know many subjects to any good purpose.

7. I see no hardship in a candidate for matriculation, being expected to

show a competent knowledge of *all* the subjects embraced in the third class certificate. Sixteen I consider a very proper age.

8. I do not know that there is any special demand in the Colony *at present* for the extension of such an examination as that of the Board of Examiners to women: but it may arise, and there is no harm in providing for it. The London University had to provide for the demand by a supplementary charter.

9. In this thinly populated country, and considering the difficulties of travelling, I would not multiply examinations more than is absolutely necessary.

10, 11. I am not prepared at present to draw up a scheme of examinations for the B.A. and M.A. degrees. I have no grave objection to those of the London University.

12. In this country I think it advisable that a student should be able to take his M.A. degree in three years after matriculation; and hence I should fix the minimum intervals at one year between matriculation and B.A., and two between B.A. and M.A. A maximum interval of three years in each case might be allowed.

13. Being averse to multiply examinations, I see no other way of testing candidates for honours than by fixing a high minimum standard.

14. I fear that in the present circumstances of the Colony, it would be impossible for the University to confer degrees in law or science, or in medicine. But it might institute examinations in law and jurisprudence and in the theory of trigonometrical surveying, which would admit to the practice of law and land surveying in the Colony. In both cases I should insist on the candidate passing *at least* the matriculation examination, and if it be not considered expedient to require also the B.A. degree, I think certain advantages should be granted to those who take it. Thereafter all attorneys and all members of the civil service eligible for judicial appointments should have to pass one or two examinations in law and jurisprudence. In addition to these, I think it highly desirable that law students should attend some courses of lectures on the subjects of their profession before being admitted to the bar. To qualify for the profession of land surveyor, I suppose the passing of a strict theoretical examination, together with proof of some amount of field practice under a competent instructor, would be sufficient.

15. I think school examinations would be exceedingly useful; not, however, such as were formerly instituted in connection with the school competition, but such as would test the work of a common school. I would confine the subjects to English spelling, writing from dictation, grammar, parsing, analysis of sentences, derivation and composition, history and geography, arithmetic in all its branches, music, the elements of English literature, and the philosophy of common things. I am not sure whether I would admit modern languages, classics, and mathematics at all; but if they were admitted, I would not go higher than Latin grammar and Cæsar, the first book of Euclid, and the elementary rules of algebra and simple equations. Such examinations would give an impetus to the kind of teaching that is most needed; and many teachers, who at present find it impossible to prepare candidates for the examinations of the Board without neglecting their lower classes, would gladly send up their best pupils to a competition where they could contend on more equal terms with better equipped institutions.

I have not been able to devote so much time to the consideration of this important matter as I should have wished, and the views here expressed are those which recommend themselves to me on first thoughts; they are, therefore, subject to modification on riper reflection. I understand the University Commission is pressed for time; hence I have thought it better to send these suggestions with all their crudeness and imperfections now, than to wait for further consideration.

The Rev. Canon Judge, M.A., Simon's Town.

1. I think there is, though it will be at first weak, and, as it were, in a state of infancy.

2. The governing body should consist of two houses, a council and a senate, with the reigning Sovereign, represented by the Governor of the Colony, as visitor. The council to consist of fifteen members, nominated by the Governor for three years, but at the end of every third year five should go out but be re-eligible. A quorum, six. Of the fifteen, eight at least should be M.A.'s of some European university, or holders of the first class certificate of the Board of Examiners. Those who shall have obtained the degree of M.A. in the Cape University that is to be should also be eligible. The council should elect from among themselves a chancellor and vice-chancellor, who shall remain for five years, and not be subject to go out until those five years shall have expired. The senate also should at first consist of fifteen members, nominated by the Crown,—*i.e.*, virtually by the Governor,—out of those who have obtained either the first or second class certificate of the Board of Examiners; and every one who shall obtain the degree of M.A. from the University should be added to the senate, which would thus be a permanent body; no member being subject to go out, except when sentenced to do so by some authority, which may be a subject for separate consideration. Nine members of senate, at first, to form a quorum. The functions appertaining to the council:—It should have the whole management of the University; authority to appoint and dismiss all professors, officers, and servants; and to manage all University property, according to public law or University statutes. Statutes to be enacted by the council, subject to approval by the senate, without whose ratification no statute should be in force. The statutes should relate to the stipends, appointments, and dismissal of professors and officers and servants, the acceptance and rejection of candidates for examination, matriculation, prizes, bursaries, fees, degrees, honours, times of meeting for the council or senate, and other like matters.

3. Provided that the council and senate provide out of their own private means all the expenses of the University, then they should jointly appoint the examiners. But if the Colony at large is to provide those expenses, then the appointment of the examiners should rest with the Governor, as representing the whole Colony. Their appointment should be for not less than five years. An inexperienced examiner, however learned, is not well qualified for his work; just as in any other occupation, the ability of an examiner improves by experience. Without it, he is apt to put crude questions in a crude manner, capable of a double interpretation, and enigmatical to the candidates.

4. I would make the examinations of the London University the basis of those in this.

5. I am of opinion that the present examination for the third class certificate is sufficiently comprehensive. It ensures the possession by a candidate of a reasonably liberal school education, and goes higher than the requisites for matriculation in the London University. I would require Greek, and not make it optional. It is part of a *reasonably liberal* education.

6. The accurate knowledge would be the object aimed at by subsequent education; therefore a wider range of subjects is desirable for matriculation. But as a young man's mind is further developed, and his abilities fix upon that particular subject in which he is capable of reaching a high degree of excellence, he might with advantage cultivate his tendency to that particular subject, and comparatively relinquish others. The M.A. degree therefore should be the test of mature and accurate knowledge.

7. English spelling, *legible* writing, arithmetic, algebra, Euclid I to IV., history, geography, Latin, Greek, French, or German. Age from sixteen to twenty-one.

8. I think not.

9. I have much hesitation in answering this question, but I should fear that the effect of frequent cramming for a series of examinations would be injurious.

10. Supposing it to be for *one* B.A. examination, I can suggest nothing better than that for the second class certificate of the present Board of Examiners; perhaps, with some additions from the London University examinations for the B.A. degree.

11. Those which are now required for the first class certificate of the Board of Examiners.

12. Two years between matriculation and B.A.; three from B.A. to M.A. But if in future time a royal privilege should be extended to this University, granting to its graduates the right of claiming *ad eundem* degrees in the English Universities, then our intervals should be the same as theirs.

13. They should come up to a certain standard of marks in the examination, and be classed accordingly in order of merit; all who fail to reach that standard, but who do not utterly fail, should obtain their degree, but be gulphed.

14. They should constitute parts of the University, having their own examiners. Degrees might be conferred in law, LL.B. and LL.D.; the latter entitling those who obtain it to be called to the bar. There should be no degrees granted in divinity, medicine, or music; these might be left to European Universities.

15. That might be left for future consideration, under rules to be provided by the council and senate jointly. It is not desirable that the *main* object should be encumbered with too many minor provisions. But it might with advantage be arranged that the colleges now existing should be, in some way, incorporated with the University; and that other future institutions of like nature, but still to be born, shall be affiliated.

EDWARD JUDGE, M.A., Trinity College, Cambridge.

Professor Guthrie, LL.B., College Graaff-Reinet

1. I think there is an adequate sphere of action for an Examining University in this Colony. I think also that it is very desirable that such an institution should be established with as little delay as possible.

2. The governing body of such a University should, in my opinion, consist of two houses:—

(1.) A convocation of graduates, to meet periodically to decide such matters as may be brought before it after due notice. Absent members to vote in writing or by proxy. Those who have taken the higher degrees to have a plurality of votes.

(2.) A senate consisting of members elected by convocation, and constituting a standing executive committee of that body. Convocation would have to make regulations as to the number, nature, and general subjects of the examinations, and to elect members of the senate. With the senate would rest the choice of examiners, the times, places, and immediate subjects of examination, and executive duties generally. The members of the senate not necessarily to be graduates of the University.

There are no doubt objections to the entire withdrawal of external influence from the management of a national University,—such influence, I mean, as would be exerted by giving to the Colonial Government the appointment of a certain number of the members of the senate, and putting the effective management of the institution into the hands of that body; but taking into account the circumstances of the Colony, I believe that more vitality and more power of adaptation to existing and changing circumstances would be attained by giving the supreme power to convocation and having no Government nominees in the senate. The Governor, or his nominee, might, however, have a power of visita-

tion similar to that exerted by visitors of certain schools and colleges at home. The number of members of the senate should, I think, be not less than, say, eight or more than twelve. The whole body to be re-elected periodically, say, every three years. Intermediate vacancies to be filled up from time to time as they occur. In the first instance, all holders of first and second class certificates of the Board of Examiners to be adopted as graduates of the University, and to be members of convocation, and to these might I think very advantageously be added such of the graduates of English and other Universities as might from time to time be resident in the Colony and desirous of joining the proposed University.

3. Examiners to be appointed annually by the senate. As far as possible no examiner to set papers, or review the answers of candidates in such subjects as he may himself have been engaged in teaching to any candidate. There can be no doubt of the abstract propriety of this rule, but at the same time I do not think that its partial violation would do so much harm as the loss of the services of a good examiner. The strictness with which this rule is to be carried out should therefore, I think, under existing circumstances, be left to the discretion of the senate.

4. The examinations of the University of London would, I think, be a good model on which to frame the proposed scheme, subject to such minor variations as may adapt them better to our circumstances. The examinations should I think, at present, be confined to arts, science, and theology, with power to extend them hereafter to law and medicine. For the present I do not think it would be advisable to undertake to give degrees in law, still less in medicine,—such degrees, I mean, as might lay claim to recognition elsewhere. This objection, however, does not extend to such examinations in law as would entitle a candidate to practise in the Colony as notary, solicitor, or advocate, nor to such medical examinations as would enable a student to shorten the necessary period of residence at home.

5. I think the present examination for the third class certificate is sufficient for the matriculation examination of the University; in fact, I am strongly of opinion that those who have passed that examination should be regarded as having already matriculated in the University, and that those who hold first and second class certificates should be adopted as graduates, with corresponding degrees. On the whole, I think that at first, at any rate, it would be better not to make Greek optional. At the foundation of such an institution as the one proposed, every precaution should be taken to uphold the character of the degrees conferred, and as few novelties as possible should be introduced. Hereafter, when the character of the institution is established, this subject may perhaps be re-discussed; it being one which must, I think, be left to the judgment of convocation for the time being.

6. I am afraid that it is useless to expect that a matriculation examination can be taken as a test for accurate knowledge, except it be rendered far more elementary than as suggested above. Strictly accurate knowledge is a rare qualification, even as a result of mature study. The matriculation examination, intended as it is for lads of about sixteen, should, I think, be regarded as a test of the capability of acquiring knowledge rather than of the possession of accurate knowledge.

7. I think a candidate for matriculation should be required to show a competent knowledge in every subject of examination,—such subjects, as already stated, being those at present required for the third class certificate. I think, however, it might be expedient to divide the matriculation examination into two parts; the first, a more elementary one, to serve as a general school examination, and comprising only English (with dictation), history, geography (especially colonial), and arithmetic; the second to include Greek, Latin, English, French (or Dutch), history, physical geography, arithmetic, algebra, and geometry. To these I hope it may hereafter be found possible to add some branch of natural science which involves the exercise of practical powers of observation. I am decidedly

against fixing any limit of age for passing any examination. I cannot see that such restrictions do any practical good, and they certainly work unfairly in individual cases.

8. I am not aware of any actual demand, at present, in the Colony for the extension of such examinations to women ; but, on the other hand, I cannot see any reason, either in justice or expediency, for excluding women from them. Few women, perhaps, will avail themselves of the opportunity ; but to these few it will be a great boon, and to no one that I can see will it be any loss or injury. At the same time, I trust that the proposed University will see its way to institute special examinations for women, somewhat better adapted to the general course of female education. There is little doubt that attention to this point will do more to promote education in the country districts, than almost anything else that can be suggested. Among the farmers there is often greater inclination and greater opportunity to leave their daughters longer at school than their boys ; and as the difficulty in procuring servants increases this is likely to be still more the case hereafter. Every means, therefore, should be adopted to promote a sound and thorough system of female education, as I believe it is generally admitted that the best guarantee for a well-educated family is a well-educated mother.

9. I do not see any advantage at present in dividing the B.A. examination. Hereafter this may become expedient as the number of subjects of examination is increased.

10. For the present I should be satisfied, for the B.A. degree, with the subjects required for the second class certificate. I think, however, it might be expedient to institute a parallel degree of Bachelor of Science, similar to that of the University of London, and a similar degree in theology,—the subjects for examination for the latter degree being the languages and text of the Old and New Testament, Church history, and the doctrines held by the different religious bodies of the world and the various sects of Christianity. I do not see any insuperable difficulty in examining on such subjects critically as matters of abstract knowledge ; and considering the importance of the subject, I cannot think that any University scheme would be complete without providing for degrees in this department.

11. The requirements for the M.A. degree might, I think, remain as at present, taking the first class certificate as an equivalent.

12. The examinations being held annually, there would practically be at least a year's interval between the times of passing them in succession. I do not see the advantage of insisting on longer intervals than this. The idea that it necessitates a candidate having kept up his learning for a longer time, and consequently of having it more thoroughly impressed on his memory, is, I believe, an imaginary one. As I trust that substantial scholarships will be instituted for the encouragement of students, those of greater ability who have time to wait will not be likely to sacrifice their chances of obtaining these honours by too great haste, while the duller ones will hardly attempt to pass the successive examinations at shorter intervals than two years. At the same time, the right to take a degree as early as possible may be of essential advantage to some few students who have no time to lose.

13. I think that special extra papers should be prepared for those desirous of passing with honours, such papers to be framed as far as possible so as to form a test for original thought on, and natural taste for, the subjects of examination rather than for qualification in mere book-work. A restriction as to age should, of course, be insisted on in the case of candidates for scholarships. I think, likewise, that the present system of dividing pass students into three classes might be dispensed with, or at any rate that, irrespective of honours, two classes would be enough.

14. I think that for the present the existing examinations in law and surveying should be retained.

15. I think it in the highest degree advisable that the proposed University

should institute school examinations similar to the middle class examinations of Oxford and Cambridge. The amount of good such examinations produce is almost incredible. No Colonist can have failed to observe their beneficial effect in the case of the school examinations of the Board of Examiners. Such examinations should, however, I think, be somewhat more elementary than those of the Board, so as to serve as an encouragement to a larger class of schools. As already suggested, I propose to make this examination a preliminary matriculation examination compulsory on all undergraduates.

In conclusion, I may remark that many of the matters here discussed would properly come within the jurisdiction of the convocation or other governing body of the University for the time being. Other points—such as the admission into convocation of graduates of other Universities, of the admission of all to degrees without regard to age or sex, the power of the senate respectively, the visiting control of the Governor—would probably have to be determined in the University Charter.

F. GUTHRIE, LL.B.

Rev. C. Anderson, M.A., Principal Undenominational Public School, Stellenbosch.

1. There is, as is shown by the success attending the present system of examinations.
2. The governing body to consist of thirty members, holding office for five years. All vacancies to be filled up by the Government.
3. The governing body to appoint the examiners, but with this limitation, that no one should be appointed an examiner of a candidate who has been under his tuition for any period within two years previous to the date of examination.
4. On the basis of the London University examinations, as far as is practicable in this Colony. They should be extended to other departments as soon as it is found expedient.
5. I deem the present third class examination sufficient to stand for matriculation. It would not be desirable to make Greek optional.
6. The matriculation examination should rather be a test of accurate knowledge in a few subjects, than an evidence that some attention has been paid to many.
7. A candidate for matriculation should show a competent knowledge of English, Latin, and arithmetic. Limit of seventeen years of age.
8. Examinations for women do not seem to be required at present.
9. A candidate for the B.A. should pass a series of examinations at certain intervals.
15. School examinations are very desirable, but I do not deem it advisable to institute them at present.

CHARLES ANDERSON.

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1. A Cape University, confining itself to examining and granting degrees, would not at first materially differ from the present Board of Examiners. The corporate body might be larger, and contain members not actually engaged in examining; the holders of the higher certificates might be admitted to equivalent degrees and to electoral privileges in a University Convocation. Still, an Examining University simplifies itself into a Board of Examiners whenever active work is to be done. Hence, I think the present sphere of action of such a corporation may fairly be measured by the demand for recognizable edu-

tional tests shown in the later reports of the existing Board. These returns exhibit a gradual improvement, small, but perhaps commensurate with the increasing intelligence and populousness of the Colony, if it be remembered that the conditions of Cape life are adverse to the production of any large number of examiners. The majority of youths spared from commerce and agriculture for professional pursuits expect to earn a livelihood by medicine, law, or theology, and naturally seek tuition in Europe, after passing such lower grade of examinations here as will abridge preliminaries in their new *alma mater*. This is clear from the paucity of candidates for the higher literary certificates, even though the stimulus of pecuniary reward has been generously applied ; and the fact is borne out by the experience of most colonial tutors. It would, therefore, appear that for a long time the action of the University will mainly consist in producing a brood of undergraduates who take wing after matriculation, and never present themselves thereafter for degrees. There will always be prizemen so long as the rewards are adequate ; but the vigorous university shows its strength less by these exotics than by a long list of pass-men in first order of merit, the majority of whom can be traced graduating honourably in their proper year. Is there any remedy for this probable barrenness of results ? Perhaps none, except time and patience. Let the University be established, and content itself with such success as is possible among a thinly-scattered population, whose most intelligent class is by no means that which enjoys a wealthy leisure. The time will doubtless come when the educated country gentleman, whose sons graduate as a matter of course, because upon their lonely farms they need refinement and intellectual resources, will become an indigenous production of the Cape. By that time the University will have gained age, solidity, and respect, and will have absorbed into its convocation almost every scholarly man in the Colony. To sum up, I believe that to a decade or two the proposed University will have a surplus of undergraduates, and will mainly depend for an annual supply of graduates upon the direct personal influence and activity of a few local tutors, who have for years past combated the difficulty of retaining students under tuition long enough to encounter the higher grades of the Board's examination. The enlargement of this limited sphere must depend upon the spread of sound and liberal education among a population increasing in numbers and in wealth.

2. The charter incorporating the University should name the members of its governing body or senate, to act *ad interim* until some stated number of graduates, of three years' standing at least, has become affiliated. These graduates should then form a new element in the government of the University, that is, a convocation, whose powers shall be,—(1) to elect from among themselves, or from graduates of some English, Scottish, or Irish University, additional members of senate, holding office for three years, but capable of re-election ; (2) to discuss all University matters, and present suggestions thereon to the senate. This first election by graduates should provide for an addition of at least one-fifth to the number of members of senate. Every graduate of three years' standing should be entitled to vote at convocation meetings on payment of a suitable annual fee or compounding. As the number and experience of the graduates will steadily increase, the filling of vacancies may be safely left to the convocation. Vacancies occurring prior to the existence of that body might be referred to the Governor, from whom the charter may be supposed to proceed. Some such plan as this would seem to fit the conditions of an infant university in this Colony, permitting the best available men to be selected for the duty of organizing and setting the machinery in motion, forecasting the gradual extinction of the arbitrarily appointed element in the senate, and ultimately giving to the matured body of the governed the sole right of electing their rulers. I do not think any greater powers than those of suggestion and suffrage are needed by convocation. To give a right of veto upon the senate's measures would be to invite a dead-lock. The interests of the two bodies are identical ; hence indirect influence should be sufficient to effect all that the general mass of the graduates may desire.

3. The examiners should be appointed by the senate, and for one year only. There may be cases in which the power of re-appointment would be useful, but the system of frequent changes should rule, in order that there may be no tendency in the examinations to run year after year in the same groove, and thus favour the operations of the cramming gentry. The most important proviso, however, is that no person employed in preparing pupils for University examinations shall be capable of appointment as examiner without giving a satisfactory guarantee that he will dismiss such students or classes as he may have in that subject wherein he is to examine. This is the Oxford and Cambridge practice, and is consonant with justice and common sense.

4. As a graduate of London University, I am disposed to select the plan of that corporation as the best guide in modelling a Cape University and framing a system of examinations. But one deviation from its method would appear highly desirable. Instead of specifying certain authors to be studied exhaustively in the classical department of the matriculation and B.A. examination scheme, I would strongly urge the superior value of the Cambridge method, in which a candidate is expected to handle successfully passages seen for the first time upon the examination paper. Thus a youth who could not fairly deal with an extract of average difficulty from the Fasti or from Cicero's moral treatises should be sent back to his tutors as unfit for matriculation. Obviously, such method of examining cuts up "cram" by the very roots, as far as classics are concerned. I do not think there would be any difficulty in making the standard required for passing clearly intelligible to tutors and students, but fear there is small chance of their favouring the plan: acquirement in a limited field of study being so much easier than the gradual building up of scholarship. Arts, as commonly understood in University schemes, literature, and science, might without difficulty be provided for at once in a Cape University; London supplying an excellent model. But the faculties of theology and medicine present, I fear, insuperable difficulties. Of law and the facilities for its study in the Colony, I am not competent to form an opinion worth offering to the Commission.

5. For matriculation, I would modify the present third class examination, so as to avoid specializing individual books to be the limit of the test applied to candidates. This substitution of a *standard of scholarship* (not high, indeed, but adequate to the position of a matriculator) for the usual undigested acquirement of the words in two short classical books would be followed by a great change for the better in all our schools which prepare candidates. It would compel careful digestion and long practice in fundamentals. In case of students intending to graduate as B.Sc., I would, though reluctantly, consent to Greek being optional. It is sometimes best to yield to a popular outcry. But at the same time the subject replacing Greek should be a fair equivalent. Perhaps demanding such knowledge of both French and German as shall enable the candidate to read with ease any ordinary article in the scientific periodicals of Paris or Berlin would best meet the case.

6. Every examination must demand strict *accuracy* as far as its standard of tested proficiency reaches. If it is meant to inquire whether, in case of matriculators, exhaustive knowledge of few subjects be preferable to elementary knowledge of a greater number, I should unhesitatingly declare for the latter alternative. Proclivities in favour of this or that study are seldom very distinct at the usual age of matriculators, and indeed, I think, are best ignored till a much later period, if breadth and balance of faculty are to be considered worth gaining. This principle holds good to such an extent that, supposing graduation to take place at or about twenty years of age, I would compel a fair extent of surface to be travelled over in the B.A. examination also, and keep a jealous eye on mere specialism at so early a stage. It is time enough, I think, for specialism when broad views have been attained and the man settles down to a life-study, culminating academically in his M.A. or his Doctorate.

7. The programme of the third class certificate examination appears to

contain everything indispensable for matriculation. Perhaps the requirements in mathematics are somewhat needlessly extensive, but being personally little interested in that branch, I would offer the suggestion with diffidence, and add that the opinion expressed is formed solely from experience in colonial schools. Limitation as to age should only extend to candidates for honours or scholarships; otherwise young men of full age applying themselves to study at a later period than usual, and desirous of entering the University, might be shut out. No one having attained the age of twenty years should be permitted to carry off honours from candidates for matriculation, whose average age will not exceed seventeen.

8. It might be well to sketch out a plan for the examination of female students;—not that there are any to be found in colonial schools for girls at present, but with the view of holding up an improved standard of work to which these lamentably inferior places may perhaps adapt themselves.

9. The experience of the London University has clearly shown that the plan of demanding two examinations at intervals, before granting a degree, produces a better quality of candidate. Nevertheless, the applicants for the higher degrees of M.A. and the Doctorates might be relieved from this double test, whose object is rather to compel deliberate and well-digested study, than to supply a more adequate test of acquirement at the date of examination.

10. In this matter the London University has, I think, furnished an excellent model. But it would be well to have it understood that passages in Latin and Greek from other authors than those selected for exhaustive study, would always form an important part of the classical papers, and that great stress would be laid by the examiner upon the mode in which these texts were handled. Similarly in the mathematical section, "deductions" should be proposed, and should be held to present better testimony to a candidate's ability than is given by mere book-work.

11. I have no experience to guide in the formation of a trustworthy opinion as to the requirements for the M.A. degree. It will be noted by the Commission that the University of London omits in its M.A. examination all experimental and biological science (*vide* Lond. Un. Calendar, 1872, pp. 74—76). The vacancy is filled up by the provisions made for a doctorate of science in numerous and well-considered branches. No question among those submitted shows that this separation has engaged the attention of the Commission, and hence I would respectfully point out that some better science test than that furnished by the almost elementary requirements of the B.A. examination should be provided by the proposed University.

12 and 13. The practice of the London University seems to leave nothing to be desired in respect of both the matters here indicated.

14. These technical examinations might be conducted upon conditions set forth in a supplementary charter, and thus be totally independent of matriculation. They are intended to fulfil a special purpose, apart from the ordinary business and duties of the University, and should be dealt with as exceptional.

15. It would scarcely seem worth while to institute school examinations for boys. Any school capable of educating youths for such a test could without great pressure on its resources prepare them for matriculation. The experience of the Board of Examiners will supply the best comment upon this question. The only school examination which would appear to me to be practically useful, in addition to the matriculation, would be one for women. A well-considered scheme of this kind, holding out a tolerably high standard, might, after a few years, raise the character of girls' schools very materially. At present, the few in colonial schools who know how to teach girls seem at a great loss to know what to teach, and a University school examination might supply the information and test its application.

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1. Taking account of the number of young men who in recent years have completed their education in Europe because, specially among other reasons, they could win no professional status here, many of whom have been distinguished in various learned professions and in various lands,—considering also the number of educated men now in this Colony, and the successful (more or less) examples of other Colonies in which the scheme of local Universities has been already tried, it would appear that few patent reasons exist against the foundation of an Examining University for the Cape of Good Hope. In view, however, of the future and permanent utility of this establishment, there should be, if possible, distinct recognition by leading Universities in Europe. *Isolation* would be apparently fatal to the whole scheme. Having regard, moreover, to the great and numerous diversities of race, habits of thought, religious opinion, and to the exigencies which may frequently arise from these sources, it would seem that denominational influences should be excluded from an University. In these inquiries the general question of language does not seem to have engaged the attention of the Commission. It seems, however, to be one which ought not to be left out of consideration as fundamental; and it would appear to me that the study of English should be made an essential feature of the educational course.

2. This seems difficult to answer. If by the "governing body" is intended the Examining University of (1) its minimum nucleus is already provided for by Act 4, 1858, which might be extended with proper limitations, so as to include persons of acknowledged education who have already been admitted to degrees in other Universities. It is probably contemplated by the Commission that this Act should be repealed or modified. I do not suppose that the term is intended to have this meaning, but rather that of an executive council elected by the University to carry on its general business. Its legitimate functions would appear to be, primarily, to appoint public examiners, to give degrees, to take in hand the trust of all moneys, and the supervision of general interests; in short, to be the general managers of the University, as well as the tribunal to which difficulties in its management should immediately, though not perhaps ultimately, be referred. In case of want of agreement, the ultimate decision would be with the whole University. In regard to the number of members, *while the present Act remains in force*, I can express no opinion. The method of supplying vacancies ought to be consistent with that of appointing the original members, viz., elective. There might be provision for the convocation of all qualified members of the University when required, to which there would be ultimate appeal in cases of discussion or doubt, or in cases affecting the general interests of the University, and a senate comprising a limited number of members (*not too large*) who would be what I take to mean the "governing body"—who should hereafter undertake the duty of appointing examiners for the year, or for any period agreed upon, and who should generally supervise the interests of the University.

3. In (2) it is stated that one of the most legitimate functions of the governing body should be to appoint examiners; but until the organization of an University is completed it seems expedient that examiners should be appointed as now, by the Governor of the Colony, under the condition that these appointments should become hereafter absolutely elective. With respect to the "limitations" under which these appointments ought to be made I am not certain of the scope of the question. If there is reference to persons engaged in education undertaking such duties, it may be replied that those who are best qualified to teach are likely to be the best fitted to examine, assuming them to be men of honour, as we must usually assume in other transactions of life. In every University on the Continents of Europe and America, certainly in England, this I believe to be an acknowledged principle. It is, in general, an almost necessary result, of those who have had the greatest experience in education, who know the average abilities and qualifications of candidates, and who may be, therefore, deterred from the common error of exacting too high a standard—quite as mischievous as the fixing it too low—that their experience should render them not only the most faithful instructors, but the most capable examiners. On the question of time I can offer no opinion.

4. The oasis, or model, which chiefly guided the rules of the present Board of Examiners was that of the London University. Unless good reason can be shown, there seems to be no useful object to be gained in departing widely from that model in the constitution of a Cape University. As to extent, the examinations should include at the least, for M.A. not less than is exacted for that degree generally in European Universities, both in science and general literature, with a similar adaptation to B.A. or other degrees or classes. The extension of the scheme of examinations to "other departments than that of arts only" would depend, I imagine, more upon the professional opinion of those whose attention has been specially directed to such departments of knowledge than on the judgment of persons whose attention may have been rather engaged on subjects of abstract science or general literature.

5. The third class certificate, I think, would be fully sufficient for the matriculation examination in any existing University, both as regards its extent, and its definiteness. The making Greek optional would be undoubtedly in some instances advantageous. This measure has already been carried out by the University of London in its matriculation examination. Still it would appear that until this course has been adopted by other influential Universities it is not safe or prudent, in the interest of students who may proceed to home Universities to follow it. If Greek is made optional, it should be replaced by some modern language (as French, which, however, is already an *optional* subject), with a high standard of examination, or else by some subject of physical science; optics would be perhaps the best, as well as the most interesting to the students. It would hardly seem desirable in this examination to extend the present range of pure mathematics.

6. Accurate knowledge in a limited number of subjects.

7. A third of the questions fairly answered. Age not less than sixteen years.

8. Such extension might be very desirable *hereafter*. At the present moment there appears to be no pressing demand for it in this Colony; and it would be expedient to await the experience of other countries in regard to this subject.

9. It might, I think, be desirable to divide this examination into two, at an interval of one year; the arrangement of subjects to be afterwards decided.

10. For one B.A. the present examination for second class certificates seems to me sufficient, as placing candidates on much the same footing with those who attain the same degree in other Universities. There might perhaps with advantage be some slight modification or extension of the programme.

11. The requirements for M.A. should not be less or greater than those demanded elsewhere for a like degree; theology being excluded, as an *essential* feature of the examination.

12. In this Colony the time should certainly be fixed as briefly as may be compatible with the requirements of the different successive examinations, but not more than two years as the *necessary* interval.

13. I would test candidates for honours precisely on the same principle as in ordinary examinations, viz., by the relative number of marks awarded to them on each question. The general value of questions set for a "degree with honours" will be of course higher in character than those which would belong to an ordinary degree, while at the same time the range of subjects will be greater, as well as the range of examination in *each* subject. For illustration, without going into details, it appears sufficient to refer to the programmes of the old Universities for degrees with and without honours, or to the Cape examinations for first, second, and third class certificates, which have been awarded during the last fifteen years, and which may be fairly taken as a precedent for the future.

14. Special examiners should be appointed for these subjects.

15. For the present I think it is *not* advisable. Such examinations would involve a large expense, and would probably interfere materially with the existing colleges and first-class schools. The *majority* of pupils successful in such examinations would be regarded by their parents, as well as by themselves, as having a finished education.