

professions which will carry a man over the world are civil engineering and medicine. What is gospel in one country is heresy in another, and systems of law and jurisprudence differ as the poles. But nature is everywhere the same, whether in the physical features of the earth or the physical ailments of the human subject. The medical man and the civil engineer can make their way where the clergyman would be persecuted, and the lawyer have to beg his bread, or meet perhaps the drastic treatment which Peter the Great decided upon for the only three lawyers in all the Russias on his return from England. With the great works remaining to be done, and the immense field open for engineering, it speaks little for the enterprise and farsightedness of young South Australians that such an aid as the Angas Engineering Scholarship should go abegging. Mr. Angas has now provided for three engineering exhibitions of the annual value of £60 tenable for three years, as an inducement to competition for the original scholarship. The "poor scholar" will soon be as extinct as the dodo. Those who know the work of the late Lecturer in Laws will join with the council in their regret at the loss of Mr. Phillips. Mr. F. W. Pennefather has been appointed to succeed to the vacancy. We do not propose to revive the criticisms with which this selection was met. In such matters the old maxim meets the question best—*Quod non fieri debuit, factum valet*. We sincerely hope Mr. Pennefather will justify his appointment. Music has not attained to the honors of a faculty, like arts, science, law, and medicine, but with "discipline" makes a "board." The council evidently do not take such wide views of its importance as Plato did. In looking over the details of the examinations one finds much that is the reverse of satisfactory. Of 75 candidates in the senior public examination two passed in the first, eight in the second, and 33 in the third class. Out of 89 candidates in the junior public examination one passed in the first, eight in the second, and 38 in the third class, and 14 passed but were not classified, as being over age. In the preliminary examination now first held, with the object of separating the compulsory from the optional subjects in the junior and senior public examinations, out of 301 candidates 201 passed.

In the senior and junior public examinations all the candidates are alphabetically arranged in their classes. We cannot regard this as a proper system. There is a marked difference between pass and class. In pass examinations, which imply the minimum required as necessary to satisfy the examiners, there is probably too close an approximation all through to the minimum to justify distinction. But if a class means, as it should, something higher, reaching in a first class to the highest scholarship which can be expected at the age of the candidates, the classmen should be placed in order of merit. As in England, the weaker sex is running the stronger to a head in studies of which the latter has hitherto had the lion's share. Of the two in the first class of the senior examination one is a lady, and she passed with credit in one more subject than her compeer. In the junior public examination the only name in the first class is that of a lady. For some reason or other the schools to which candidates belong, which are given in the senior and junior lists, are omitted from the preliminary examination list. It is to be hoped that this omission will be supplied in future calendars. It will probably be some years before the number of undergraduates who devote themselves to the University course embraces a large proportion of those who leave our collegiate and public schools. Meanwhile in examinations the professors and lecturers will find plenty to do. And the work may be very real and beneficial. University examinations, whether for undergraduates or outsiders, have it in their power to be the touchstones of the schools, and to raise the standard of their accuracy and thoroughness. But examinations are not the end of scholarship. And teaching with a view to pass a

successful examination in a given subject, whatever else it may be called, has no right to be called education. Knowledge and education are one thing; cram and information are another. That which is forced into a candidate, to be in due time brought up to satisfy an examiner, is never assimilated, effects no permanent lodgment in the mind, and passes away when it has served its turn into the limbo of forgetfulness.

It used to be said that a Balliol Scholarship was one of the things it was impossible to cram for. And the reason is obvious. To sit at a table with no aids but pen, ink, and paper, and to translate unseen passages of the best Greek and Latin authors; to turn passages from Froissart, Bacon, Clarendon, Addison, Hume, Macaulay, into Greek and Latin prose of corresponding periods, Milton into heroics, the Elizabethan dramatists into tragic or comic metres; to write a Latin essay on a subject which could prove original thought as well as classic style; to answer historical questions involving some grasp of the philosophy and political conditions of ancient states—to do all this is a test that can only be met by genuine knowledge and genuine scholarship. Such an examination is an ordeal through which no crammer could carry a candidate. We have spoken of the good service the University might do for our schools by examination. But the examination should be rooted and grounded on some such principles as the above. So long as schoolmasters and schoolboys know six months ahead, or it may be twelve months, in what authors and in what subjects boys are to be examined, the intermediate time will be lost to education and devoted to cram. It is but human nature that it should be so. Schools are tested and rise or fall in public estimation according to success or failure in University examinations. Consequently the minds of masters and boys are strained in one direction. We have no objection to the University examination being the test. But we want that test to be such that every possibility of cram is eliminated, and that nothing but genuine coin passes current. To effect this all that the University professors need do is to specify the dates when examinations will be held, and to indicate that the examinations will be for instance, in Latin, Greek, English language and literature, French, German, mathematics, physics, and any other subjects. The examiners may safely be credited with knowing what they have a right to expect from boys at the age at which they will come up for examination. The great merit of the plan we suggest would be that the head of a great school would educate his boys; that the school course would be constructed to lay the foundation of real permanent knowledge, and that masters and boys would feel alike that their only hope in the day of trial was depth and reality, not width and superficiality.

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