professions which will carry a man over the world are civil engineering and medicine. It is true that the civil engineer is necessary in another, and systems of law and jurisprudence differ as the profession. The medical man is necessary in the same, whether in the physical features of the earth or the physical ailments of the human race.

The medical man and the civil engineer are necessary, but the clergyman by where the clergyman would be persecuted, and the lawyer have to beg his bread, or nowhere permitted to remain. Queen Victoria and Peter the Great decided upon for the only three lawyers in all the Russians on his return from France and the public. What is it remaining to be done, and the immense field open for engineering, it speaks little for the penalty. The possibility of young South Australians that such an aid as the Angas Engineering Scholarship should go begging. Mr. Angas has now provided for 20 students. The calculations of the annual value of $200 tenable for three years, is an inducement to competition for the original scholarships.

The "poor scholar" will be as extinct as the dodo. Those who know the work of the late Mr. John Phillips and 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. We have little to say, but any intelligent man must meet the question best—

Quod non nisi debita, factum nullum. We sincerely hope Mr. Pennefather will justify his appointment. He is of the age, and the year of the honors of a faculty, like arts, science, law, and medicine, but with "disciples" more than sufficient, and the council in their regret at the loss of Mr. Phillips. The value of $200 is in such a large amount that is the reserve of satisfactory. Of 75 candidates in the senior public examination, 31 passed, but not more than 28 in the second, and 25 in the third. Of 89 candidates in the junior public examination, 23 passed, but not more than 28 in the second, and 25 in the third, and 14 passed but were not classified, as being "candidates of the year." The junior public examination is now held, with the object of separating the compulsory from the optional, and the special from the general, for public examinations, out of 301 candidates 201 passed.

In the senior and junior public examination all the candidates are alphabetically arranged in their classes. We cannot regard this as a proper system. There should be a separation between pass and class. In pass examinations, which imply the minimum required as necessaries, the limit is probably too close an approximation all through to the minimum to justify distinction. In the public examinations, it should, something higher, being a first class to the highest scholarship which can be obtained. In the junior public examinations, the schools should be placed in order of merit. As in England, the weaker sex cannot be overlooked by a head of studies of which the latter has hitherto had the lion's share. Of the two in the first class in the junior public examination the former is a lad, and she passed with credit in one more subject than her compere. In the junior public examination the same name is recorded in the register of that of a lady. For some reason or other the schools to which candidates belong, which are given in the examinations, are omitted from the preliminary examination list. It is to be hoped that this omission will be supplied in the future. It will probably be some years before the number of undergraduates who devote themselves to the study of engineering, in proportion of those who leave our collegiate and public schools. Meanwhile in examining the leading textbooks of the world, lecturers will find plenty to do. And the work may be very real and beneficial. Undoubtedly the work for undergraduates or outsiders, have it in their power to be the touchstones of the objects of the examinations by their accuracy and thoroughness. But examinations are not the end of scholarship. Acquisition teaching will 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 heroes, 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 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.