

a building worthy to contain them. Sir George Grey has proved what one individual can do, even in the latter half of the prosaic nineteenth century, to gather such treasures, as witness his collections at the Cape and Auckland, and it is to be hoped that the special appropriation of Mr. Smith's donation may be confided to competent hands.

It is gratifying to record that Mr. Smith has followed the example of Sir W. Hughes, Sir T. Elder, Mr. Angus, "and others our benefactors and founders," and it may be hoped that those similarly circumstanced will recognise the duty of the stewardship of riches and come forward with equal liberality. In this connection our kinsfolk across the Atlantic have set us splendid examples. Mr. Cornell was sitting in a convention where a speaker made use of a Latin quotation. He asked for a translation, which Mr. Curtis supplied. "Thank you; if I can help it no young man shall grow up in New York hereafter without the chance at least of knowing what a Latin quotation is when he hears it." This was the germ of Cornell University. It found food for its roots in sympathy and thoughtfulness for others, stimulated by that sense of the stewardship of riches which true democracy should inspire. It would be ungracious to pass over in silence the retirement of Mr. Tyas from the office of Registrar. Independently of the special duties of his post, which he discharged with equal thoroughness and efficiency, he was a distinct force in the University, to which he contributed the resources of his scholarship and literary culture. Referring to the statistics of the report, we find that, omitting *ad eundem*, twelve degrees were conferred in 1892. We cannot but repeat the regret we have before expressed, in our annual review of the University work, that the Arts course is not better patronised. In his Romanes lecture, in the Sheldonian, Mr. Gladstone sketched in a few words the true or what should be the true character of University education. It is not meant to be a mere factory to turn out professional men equipped only with their special professional culture. The danger of a young University in a young community is that it will be twisted, and distorted, and perverted to this end. And we see signs of this in the statistics of the report. Law and medicine are regarded as the best paying careers. Hence we have fourteen undergraduates in the faculty of laws and thirteen in that of medicine, with fourteen others preparing for certificates to practise in the Supreme Court, and an equal number of non-graduating students attending various lectures in the M.B. course. A man whose education is simply professional is certain to be a man of cramped and narrow intellect, incapable of seeing beyond his very limited horizon. There can be no worse training for statesmanship, and considering the share which falls to legal men in Parliament and Government the danger indicated is worth considering.

The report gives full tables of the outside examinations, as they may be termed, held by the University, the names of the successful candidates, and the schools to which they belong. These have a special interest for schoolmasters, parents, and candidates. Our own opinion has been freely expressed more than once on this side of the work of the University. Like balance-sheets, examinations are necessary. They serve to ascertain, more or less imperfectly, perhaps as much one as the other, what is the quality of the taught and the teacher. But they are at best necessary evils, and require strict precautions to

fence them in, else the worst results ensue. When the order of things is inverted and education is made subservient to examination the former ceases to be what its name imports. So long as parents are content to estimate school work by the results of the senior and junior public examinations so long will headmasters, unless made *ad hoc*, bend the school work to that end. Those in the secret know better. We have before now pointed out one great cause of incompleteness in the system and work of the University. It is one which perhaps must for the present endure, but, we fervently trust, will not be allowed to endure for ever. A University without the collegiate system is a body without a soul. At present all that the University can do is to lecture a few undergraduates in a few subjects, and examine its own alumni and those from outside who offer themselves. It was said by an old Puritan preacher that God sifted a whole nation that He might send out choice grain into the wilderness of New England. And it is not to be denied that the men who led the first emigration were children of the most splendid intellectual epoch that England has ever known. One of their earliest acts was to found Harvard, not merely a University, but a College. The alumni were members of the College as well as undergraduates of the University. Their professors were tutors as well as professors. Those old Puritans believed that a college education was the best education to be had. They believed that only a College can maintain what a mere University never can—a higher ideal of life and its purpose. The danger of democratic communities is to measure national prosperity by material progress. The lesson to be taught is that a nation must be weighed in scales more delicate than the balance of trade. It is the Collegiate far more than the University system which has made the great English Universities the schools they have been to the nation. Oxford's great Chancellor of 1630 saw this, and he made that University what she has still remained spite of recent reforms. She still carries the impress of Archbishop Laud. Our own University is but in its infancy. If it is to grow and strengthen as it grows, it is to fulfil all the duties which a University should, it must be relieved from the task of elementary teaching, and be able to devote itself to research, to imparting to the pick of the colleges the highest culture by professional lectures, and to examining the work of the colleges. But for this the colleges must be in existence, and for this founders are necessary. This appeal ought not to be in vain.

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The Adelaide University calendar for 1893 is a somewhat larger volume than its predecessor, and contains a mass of information of use and interest to those connected with the institution.