

translation thus prescribed. The intelligent use of the dictionary, therefore, becomes one of the arts in which the proficiency of the candidate is tested, and this aid to translation is supplied by the University. Inasmuch, however, as a good many hints in grammar can be gathered from the dictionary, it is necessary to divide that branch of the subject from the one which is concerned purely with translation, and thus some of the language papers are virtually separated into two different sets. The plan, of course, is as yet only on its trial. It has involved one or two inconveniences which were noted by some of the candidates; but it is undoubtedly an improvement on the old text-book system, and will most probably be adhered to in the future.

Even in the mathematical subjects there is every need for checkmating the wiles of those who would rather trust to their powers of rote-learning than try to understand the why and the wherefore of the subjects which they are studying. Boys have been known to commit to memory two or three books of Euclid without knowing the meaning of a single proposition. The antidote to this sort of thing is the insertion in the examination questions of a considerable proportion of riders or deductions. These are found particularly difficult not only by those who have shirked their work, but also by a large class of pupils whose reasoning faculties may perhaps be rather late in developing. Old Thomas Fuller used to say that "many boys are muddy-headed till they be clarified with age, and such afterwards prove the best." Among girls, too, there are numbers who when twelve or fourteen years old seem to have no more reasoning powers than they had when they were half that age, and who yet grow up to have more than the usual amount of intellect and intelligence. Such a schoolgirl is aptly described by a writer in the last number of the *Cornhill Magazine*, who says, "Before an examination she may be seen endeavouring with astonishing hopefulness and a blithe smile to learn propositions of Euclid by heart. Her fingers are always covered with ink, and the ridiculous curls fall over her French exercises and blot them."

In a few days the school year will be virtually over and the annual demonstrations and breaking-up ceremonies will take place. Pleasant things will be said to the boys and girls who have taken prizes, and they will be told, in the usual stereotyped phraseology of the prize-distributor, that such rewards are to be regarded as an incentive to them to do even better in the future; while those who have not been successful will be enjoined to look forward to succeeding next year—a piece of advice which generally seems like adding insult to injury, inasmuch as the genuine school-boy or schoolgirl looks upon the end of next year as being just about as distant as the other end of eternity. It has sometimes been seriously questioned whether, in such a climate as that of Australia, it is wise to force pupils and teachers to concentrate so much of their examination work into the warm months of the year. The candidates who sat for the junior and senior examinations last month, for instance, were called upon to write their papers at a time when the thermometer stood nearer to 100°

than it did to 90°. Yet it seems very doubtful whether the school pupils themselves or their parents and teachers would be willing to transfer the end of the school year to midwinter. The year is appropriately concluded in Australia with the beginning of the long summer vacation, just as it is in the old country. In such a matter the University is to a large extent dependant on the custom of the schools. It has been found in one or two of the Australian colonies where examinations have been held in June or July as well as at the close of the year that the great majority of candidates have chosen the latter time for presenting themselves. So far as the unsuccessful students are concerned the burst of hot weather during which some of the papers had to be written may possibly be not altogether without its compensating advantages. When they find they have not done so well as they themselves and their teachers expected they can at least blame it on the weather.

Register—Wednesday 6/3/75
"Anglo-Colonial Gossip"

Edna von Blomberg

Professor Lamb, the adjudicator upon the rival merits of the candidates for the Professorship of Literature at the Adelaide University, has had a rare wigging from the Council, I understand, for giving information to the Press on this side upon the subject. These things cannot be kept quiet in some way. There has been twenty candidates for the vacant Professorship of Classics, and the testimonials of the three best men go by to-day's mail. Their names are Messrs. Edward Benby, W. C. Summers, and George Middleton. Mr. Benby is the favourite both on account of his teaching qualifications, his physique, and his travels, for he has not only been in Chicago, but also visited Melbourne and Sydney. Mr. Benby was educated at Halesbury, and afterwards proceeded to Trinity College, Cambridge, where he was elected to an open foundation Classical Scholarship in 1881. During his career he took prizes in classics and one for declamation. In 1883 he took a first class in the first division of the Classical Tripos; in 1885 he also took a first in the First Class Tripos for Pure Classics and Comparative Philology. During the years 1885-1887 he studied at Leipzig and Tübingen for the study of philology. He then returned to Cambridge, where he became a private tutor in classics and a lecturer in literature for the Cambridge University Local Lecturer Syndicate. He was also instructor in English literature at Chicago University in 1892-1893, altogether a good all-round man. Mr. W. C. Summers is also a good man. He took a first class in the Classical Tripos in 1890, and was the Craven University Scholar and Chancellor's Gold Medalist. He also took a first in the History School, and became a Fellow of St. John's College, Cambridge. He has also written a book, called "A Study of Valerius Flaccus." His testimonials are unimpeachable. Mr. George Middleton is another good man with splendid testimonials. He was at Aberdeen University from 1881 to 1885. He then went to Edinburgh University, where he made a special study of Sanskrit. He then proceeded to Emmanuel College, Cambridge, with a scholarship, having just obtained one at Pembroke College, Oxford, which he relinquished. He graduated at Cambridge with a first in classics, and in 1892 was appointed Assistant to the Professor of Humanity at Aberdeen. This post he still holds. He has written an essay on "Analogy in Syntax." It is noticeable that all the best applications for the post came from Cambridge, the main national University.