

he thought was not yet quite clearly understood, and what he felt he had hitherto failed to understand himself more than in a very imperfect degree, was that we could not have technical, scientific, or artistic training to any great extent or in any valuable degree except as part of a sound general system of secondary education. We could not graft scientific or artistic education upon the stunted stem of deficient elementary education. On the other hand, he believed that the special study and development of a sound general system of education would be found to be of great and daily-increasing advantage. For this reason he had seen with great satisfaction that a good deal of attention had been paid during the last few weeks to a measure which he had laid before Parliament last year for the purpose of obtaining discussion and criticism, and which he hoped, either in its former or in an altered shape, to introduce again very shortly into Parliament with a view to its passage. The object of that measure was to commence—it did not profess to do more—the reform and reorganisation of our secondary education.

If the provisions of the Bill were of a limited character, and were confined to the creation of a central educational authority, it was because the Government were of opinion that it was best and wisest to proceed by degrees and with precaution, and to put their own house in order before they attempted to arrange the houses of other people. They admitted that a great deal of the confusion and want of co-operation which existed locally found its counterpart in the central departments in the metropolis between the Charity Commissioners, the Endowed Schools Commissioners, the Education Department, and the Science and Art Department. There had not hitherto been that unity of action and that thorough common understanding of objects and aims which would enable those Departments to give sound and practical advice to the local authorities. The Government believed that if they succeeded—and they hoped to succeed—in uniting these educational authorities at the centre into one harmonious and powerful organisation, then, without attempting to impose upon the country any cast-iron system, while leaving to localities perfect freedom to adapt their own educational methods to their own ends, they would be able to afford them through their experts and their inspectors that assistance and guidance which would enable them to carry out efficiently their important duties.

UNIVERSITY AND EDUCATIONAL INTELLIGENCE.

CAMBRIDGE.—The Vice-Chancellor publishes a further list of donations to the Benefaction Fund, established last year, which brings the total up to 8557*l.* The list includes a donation of 1000*l.* from Lord Iveagh. Prof. Ewing has also received a promise from an anonymous donor of 500*l.* to be expended on apparatus for the Engineering Laboratory.

The Agricultural Science Syndicate reports that twenty-one candidates have now received the University diploma in Agriculture. Of these fourteen have studied in Cambridge: seven are now engaged in teaching, and seven in farming or land agency.

CLIFTON COLLEGE has achieved remarkable success in the recent examination for admission to Woolwich and Sandhurst, the first place in each list having been gained by a Clifton boy direct from school. This is the first examination held under the new syllabus, which was so severely criticised in the papers about two years ago. Though materially reduced, the scheme still remains the most exacting that has yet been proposed to army candidates.

THOSE who are working in the cause of higher education among the Mahomedans have (says the *Allahabad Pioneer Mail*) been much encouraged by a letter that Mr. Justice Budruddin Tyabjee, of Bombay, has addressed to the Nawab Mohsin-ul-Mulk, in reference to the scheme for raising the College at Aligarh to the status of a Mahomedan University. The learned judge, who so worthily represents Mahomedan culture and enlightenment in his own Presidency, has expressed warm approval of the idea, and has supported his approval with an offer of a subscription of 2000 rupees towards the endowment fund.

PROF. W. A. HERDMAN, F.R.S., remarks in the twelfth annual report of the Liverpool Marine Biology Committee that there are two practices in American universities which excite

the envy of professors in this country. One is the "sabbatical year"—the one year in every seven given for purposes of travel, study, and investigation. The other is the frequent endowment of an expedition—or equipment of an exploring party—by an individual man or woman who is interested in the subject, and can give a special fund for such a purpose. The Columbia University in New York, the Johns Hopkins University in Baltimore, Yale College in Newhaven, and Harvard at Cambridge, have all benefited immensely in the past by such exploring expeditions. Nearly every year of late has seen one or more of such, due to private generosity, in the field; and the work they have done has both added to general scientific knowledge, and has also enriched with collections the laboratories and museums of the college to which the expedition belonged.

THE absurd mistakes made by school children in writing answers to examination questions are often due to imperfect teaching, and they point to the need of more rational methods of instruction. The *University Correspondent* publishes a classified collection of these mistakes annually, and from the list that has just appeared we select a few, not in a spirit of levity, but to warn teachers who instruct children in the principles of science to be sure that their pupils comprehend their lessons. In geography the following answers occur:—The North Pole is a stick put in the ground by the explorer who can go farthest north.—A delta is a burning mountain.—If you stand on the seashore on a clear day, you can watch a vessel sailing round the world. This is a proof that the world is round.—The Sunderbunds are the hot winds which blow across the desert of Sarah.—Cañons are pieces of rope the Americans catch wild horses with.—A moraine is a disease which afflicts cattle in hot countries. The following answers, classified under mathematics and science, are amusing:—A trapezium is the thing in a gymnasium.—Elements are those metals which do not combine with other things, such as earth, aluminium, water, fire, air, &c.—Latent heat is little particles of steam joined together so as you can't see them.—The solar spectrum is a group of stars so called in consequence of its being nearer the sun than any other group.—The stomach is the most diluted part of the elementary canal.—Wind is that which the dust blows along the street.

MR. JAMES STUART, M.P., delivered an address at St. Andrews University on Monday, the occasion being his installation as Rector of the University. In the course of his remarks he pointed out that much of the trade and commerce of the country was now under conditions in which the knowledge it was based on could be with advantage submitted to ordinary scientific treatment. But trade and commerce were still outside the pale of their University system, and those who followed them had to content themselves with the crumbs which fell from other tables. From the Universities' own point of view it daily became more necessary to provide new outlets for their students. There was undoubtedly an increased and increasing demand by those who wanted to learn that they should be taught subjects which bore upon their every-day life—sanitary science, physiology, anatomy, geology, chemistry of the arts, electricity, political economy, the history of trade and of their colonies, and modern languages. Many wanted those things who did not care for Latin or Greek or pure mathematics, and it would not do for the Universities to sit down and say, "We will not teach you these things because they are not academic subjects." They should not fear the curriculum being too full; students could always select for themselves what they wanted to study, and they ought to strive to give men wide chances of knowing what the state of knowledge was. There was more spent on trade and manufacture in some single towns in Germany now than in all broad Scotland put together. Their education in trade and manufacture was miserably behind, and yet this was at a moment when everything in the national race depended on such education. No one who had compared the advance of Germany in education with their own stagnation, even during the last quarter of a century, could fail to tremble at the insecurity in which this nation stood. It was his opinion, as one who had watched this for long, that it was not too much to say that commercial and trade decay lay before them unless they could pull themselves together in this matter. They pattered over night schools, and this or that piece of technical teaching. They were altogether on a wrong scale. Where their competitors were spending thousands of pounds they were spending dozens of half-pence.