

### University and Educational Intelligence.

CAMBRIDGE.—The abstracts of dissertations approved for the Ph.D., M.Sc., and M.Litt. degrees in Cambridge University for the year 1926–27 are interesting, if only for the light they cast on the use that is made of these junior research degrees to encourage research among the younger graduates of Cambridge and other Universities. The comparative abstention of the literary faculties remains as marked as before. Only 14 out of 55 degrees were awarded in the literary faculties and only 2 of these went to Cambridge graduates! Of the 41 science degrees, 15 were awarded to students trained wholly at Cambridge. The difference between different faculties is shown by the following figures for the different departments:—Physics 10, Mathematics 6, Biochemistry 5, Physiology 4, Botany 4, History 4, while Fine Arts, Music, Law, Moral Science, Geography, Architecture, and Anthropology are all unrepresented in the list. The difference is reflected also in the Colleges:—Trinity with 10, Emmanuel and Caius with 9 each, and St. John's with 7, head the list, while Magdalene, Pembroke, Peterhouse, Queens', St. Catherine's, Selwyn, and Trinity Hall are absent. Of the graduates educated elsewhere who came to Cambridge only for post-graduate work, 13 came from other Universities in England, 5 each from Canada and Scotland, 4 from India, 3 each from the United States and Wales, 2 each from Australia and Ireland, and 1 from New Zealand.

THE Trustees of the Ray Lankester Fund have appointed Mr. A. D. Hobson, of the Zoological Department in the University of Edinburgh, as Ray Lankester Investigator for the year 1928–1929.

THE fourteenth annual report of the Carnegie United Kingdom Trust contains little of outstanding interest. The policy of the Trust in respect of the Central Library for Students has, it is true, been endorsed by the Departmental Committee on Public Libraries, but so far the Treasury has not accepted the liability. Hence the future of the Central Library for Students still hangs in the balance. The reluctance of the Treasury is not without justification, for it is admitted in the report (p. 31) that it is impossible to estimate what the eventual cost of its administration will be. Our own view is that the matter is one for the county education authorities, and that the State contribution should be limited to a subsidy to the railways in return for reduced rates on the carriage of books. The growth of the Central Library for Students is slow, but the expenditure upon the 'outlier' libraries in former years is now bearing fruit. They supplied during the year 1927, 1361 volumes out of 1576 demanded. This is an astonishingly good result, and it is pleasant to think that it has been rendered possible by the re-organisation of the specialist libraries subsidised by the Trust. In the report for 1926 a new borough library policy was announced, which took the form of subsidising certain municipal libraries accepting the Trust's conditions. These generally involve the imposition of a higher library rate. The stimulus of the proffered grants appears to have been effective, for the boroughs competed keenly for the grants, and good results were obtained as a result of the improved conditions.

FROM the Universities Bureau of the British Empire we have received a report of the proceedings of the annual conference of the universities of Great Britain and Ireland, held this year at Liverpool on May 12. The only subject discussed was "The contribution of

the universities to the preparation of teachers for their vocation," considered under the heads—What is the essential service which a university can render to the education of the intending teacher, and What should be the relation of universities to the specialised professional training of teachers. The discussion revealed striking diversities of opinion. Sir Charles Robertson (Birmingham) maintained that not merely should there be nothing vocational whatever in the degree courses of would-be teachers, but while studying for their degrees these aspirants should forget their intention to become teachers. Mr. Culverwell (Dublin), on the contrary, held that they should all along realise the bearing of the degree course on their future work, and Prof. Strong (Leeds) urged the institution of a degree course having a more definite relation to the work of teaching than any at present provided. Mrs. Simon (Manchester) proposed the abolition of university training departments, Prof. Nunn (London) that they should confine themselves to the field of adolescent education; whilst Mr. Boyd (Glasgow) upheld the Scottish ideal of a university degree course for every teacher, and suggested "a re-thinking of our training system along the lines of the medical analogy." There was a marked cleavage between the speakers who accepted and those who rejected this analogy between training for the medical profession and training for teaching. In answer to criticisms of the present system of training grants, Lord Eustace Percy said he would be glad to receive from any university a definite scheme for a change-over from a grant for intending teachers to something in the shape of an additional State scholarship scheme.

THE Carnegie Foundation for the Advancement of Teaching, which has recently published its twenty-second annual report, administers an endowment of more than thirty million dollars, devoted mainly to the provision of retiring allowances and pensions for members of the staffs of universities and colleges in the United States and Canada. The annual reports review not only the work of the Foundation, but also pension systems, in whatever part of the world, which throw light upon the problem of teachers' pensions. With twenty years of experience and research to guide them and give authority to their opinions, the trustees, who are wholly opposed to non-contributory systems, have been able to secure a fairly general recognition of a principle which is of great importance to the cause of academic freedom—the principle, namely, that the accumulation arising from the joint payments of the college and the teacher is not liable to forfeiture on migration to another college or on discontinuing college work altogether. During the year under review, the University of Alberta in Canada was admitted to the list of institutions associated with the Foundation—"in recognition of its remarkable development and unusual promise." The Foundation interests itself not only in questions connected with pensions, but also with fundamental educational problems, and especially questions concerning professional education. Its publications during the year included a bulletin, the result of a five-years' study in close co-operation with the professional associations concerned, on dental education in the United States and Canada. Commenting on this and on the unsatisfactory relations between the medical and dental schools, the former belittling the efforts of the latter, and the dental students receiving inadequate instruction in oral medicine, the report says that in the medical as in the dental curriculum there is need for a readjustment of medical teaching in the direction of greater simplicity and a more direct contact for the medical student with the hospital and with the patient.