

Conference and exhibition on the evening of March 29 and it also received considerable attention from the Press. On Friday evening, March 29, Mr. R. A. Watson Watt delivered a public lecture, which was attended by about 350 people, on "Cathode Ray Tubes in Industry". The lecture was given in the Great Hall of the College of Technology. It is hoped, in these ways, to bring to the notice of all, the great possibilities of existing inventions and scientific knowledge of a physical character, and the important part which these play in everyday life.

The social events included a Conference dinner in the College of Technology, at which Sir Henry G. Lyons, the president of the Institute, presided, and the guests included the Lord Mayor and the Lady Mayoress of Manchester, and a number of other distinguished persons.

The great success of this Conference renders it likely that similar conferences will be held from time to time in the future. Apart from the value of the information gained from the various lectures and discussions, as well as from the exhibition and the visits, the contacts made between physicists and those concerned with the technical developments of industry cannot but prove a fruitful source of lasting mutual benefit.

HERBERT R. LANG.

University Education

THE inaugural address of the president of the Royal Statistical Society, Prof. M. Greenwood, delivered on November 20, 1934, contained many points of interest concerning the past history and probable future of the universities of Great Britain (*J. Roy. Statistical Soc.*, 98, 1-37, 1935).

By consideration of birth-rates, there should be a decline in numbers at the universities in 1935-36, a recovery in 1938-9, and then, unless there is a change of policy, a steady decline. The present entrance requirements are not unduly severe; in fact, if we adopt the view of some university teachers, that failure to obtain first or second class honours shows unsuitability for university training, more than fifty per cent of the unassisted students should have been excluded, and also 10-25 per cent of those assisted by scholarships and similar benefactions. Dr. A. Flexner, who considers that a university suitable for the present and future of the world should be concerned with the conservation and interpretation of knowledge and ideas, the search for truth, and the training of students, concedes that Oxford and Cambridge have touched the fringe of these ideals, but he finds it impossible to give even this faint praise to any other English university, least of all to London. Mr. H. G. Wells doubts whether the universities and the conceptions of education they embody are destined to any very prolonged predominance over the intellectual processes of mankind, and considers the ordinary arts course in our older universities to be "merely a wasteful prolongation of puerility". Even Dr. H. Rashdall, who cannot be accused of prejudice against the ancient universities, observes that "Universities have often had the effect of prolonging and stereotyping ideas and modes of thought for a century or more after the rest of the world has given them up".

However, Prof. Greenwood considers that Dr. Flexner's ideals are too narrow, and are capable of realisation only in small and cloistered communities

like Oxford and Cambridge. For large cities such as London, he considers that the loss of intimacy may be compensated by a gain in continuity, and that requirements should be made less rigid, so as to have no chasms between matriculated and non-matriculated students, or between graduates and non-graduates. In the past, one supported education largely on the ground that an educated nation would be better fitted to secure advantages in the international struggle for markets. But there has been a fundamental change in economic conditions. Now that productive man-power is in excess of demand, and millions of man-hours are running to waste, higher education should be considered, not for the material or social advantage it confers, but as a path to happiness.

In the discussion that followed the address, Mr. Udny Yule deprecated some of the sterner judgments on the University of London, and suggested that it differs from the older universities in degree rather than in kind. The research worker is the evolutionary successor of the hunter and is not a being apart, stripped of emotion, an intellectual machine. On this view we can understand his psychology, his blunders, his emotions. In fact, it is impossible to draw a sharp line between the investigations of a detective and those of the best type of fellow of the Royal Society. Even a poor piece of investigation may have taught much to the investigator himself, and have given him many happy hours.

University and Educational Intelligence

LONDON.—Dr. John Gray, since 1934 director of pathology and Lyle research scholar at Queen Mary's Hospital for the East End, has been appointed reader in morbid anatomy at the British Postgraduate Medical School, as from April 1.

On his retirement from the professorship of surgery at St. Bartholomew's Hospital Medical College at the end of the present session, the title of emeritus professor in surgery in the University will be conferred on Prof. G. E. Gask.

The Senate has approved a proposal to hold the School Examinations (General School and Higher School) overseas in and after 1936.

ST. ANDREWS.—The Senatus Academicus has resolved to confer honorary degrees on the following, among others: *LL.D.*, the Right Hon. Lord Alness; Andrew Bennett, secretary of the University since 1903, and secretary of the Scottish Universities Entrance Board; Prof. C. H. Browning, Gardiner professor of bacteriology in the University of Glasgow; Prof. A. H. Gibson, Beyer professor of engineering and director of the Whitworth Laboratories in the Victoria University of Manchester; Sir John Boyd Orr, director of the Rowett Institute, Aberdeen.

THE Fifth Quinquennial Congress of Universities of the Empire, organised by the Universities Bureau of the British Empire, will be held at Cambridge on July 13-17, 1936.

UNIVERSITY education in the United States is breaking free from the traditional system of semester-hour credits with compulsory class attendance and teaching by textbooks. More than a hundred universities and colleges have, says Dr. McNeely of