

Camberwell, where the parents are summoned for the non-attendance of their children, "the Act has worked satisfactorily," and this is also the case in Mile End Old Town, where the fees of 280 children out of 1,136 are paid, and where attendance is enforced. On the other hand, in Wandsworth and Clapham, although the Act is in force, there are "no regulations for securing attendance," and, as might be expected, "the Act is not much profit to the children." Special attention was drawn to the return from the Strand Union, in which the words "nothing known about such an Act," occurred.

The Influence of the Compulsory Clauses.—"Although the Blackburn School Board," says the *Blackburn Times*, "have not yet begun to exercise their power of compelling attendance, we think they may now very speedily do so, and, in the meantime, it is satisfactory to learn that the mere rumour of approaching compulsion has had the effect of sending great numbers of children to school who have hitherto been suffering total neglect in respect to their education. It is certain that within the last six months a very significant augmentation has taken place in the numbers of children going to school."

The Universities and the Public Schools.—On the proposition of a Committee of Masters of Public Schools, a Syndicate of the Cambridge Senate recommends—1, that the University undertake to examine the highest grade schools, and that the examination be in the school work, and be such as to enable the examiners to report on the general character and efficiency of the teaching in each school; 2, that the University also undertake to examine individually all boys who offer themselves for that purpose on leaving school, and to certify, if the case be so, that the candidates have reached a standard suitable for boys (1) under 19, (2) under 16. It is proposed that an agreement should be established with the other English Universities as to the standard for certificates. In reference to the subjects of examination, the Committee of Public Schoolmasters propose that they should be classified on some such system as the following:—Group A.—1, Latin; 2, Greek; 3, English, with French or German. Group B.—1, Arithmetic; 2, Algebra; 3, Geometry; 4, Chemistry; 5, Experimental Mechanics; 6, any other two scientific subjects from a list to be specified. That every candidate be required to pass in five of these subjects, two from group A, two from group B, and the fifth left to the candidate's discretion. The details of the scheme, however, are not yet settled.

Religious Tests at the Universities.—It may be mentioned that at length the controversy on this subject has reached its close. On Tuesday last, the House of Lords agreed not to insist on its amendments, and the Bill awaits the Royal assent in the form in which it went up the second time from the Commons.

The Teaching of Geography.—Mr. Francis Galton draws special attention to the want of systematic instruction in this subject at our great public schools, where, although it "may be taught in some of the lower forms, it is not there learnt as it ought to be learnt by every young English gentleman, whatever is to be his future career in life." This view is confirmed by the Public Schools Commissioners, and Mr. Galton believes that the principal blame should be thrown on the universities. "What these demand the older and more famous public schools will teach; and, conversely, those public schools will not teach what the universities do not demand. It is not only a case of supplying what is asked for, but it is also that the public school teachers, being all of them university men, adhere to university traditions. Hence it is that even the Civil Service examinations (which include geography) have so little influence on those schools." In a leader upon the subject, the *Times* urges that "unless a rudimentary knowledge of physical and political geography be made part and parcel of the academical system, the mass of students will remain content" to be ignorant of it, and that "a very favour-

able opening is now presented for the consideration of the question. For years past the institution of a compulsory entrance examination has been under discussion at both universities; this idea has recently been revived in a new form, and a committee of head masters has laid before the universities of Oxford and Cambridge a scheme for examinations, to be conducted under their joint authority, but in which geography has, as yet, no place assigned to it." The *Times* thinks "it is hardly possible that its omission could have been deliberate, or that any objection could be made to its recognition, if the scheme should ultimately take effect."

Technical Education for Farmers.—Mr. Little, of Heckington, Lincolnshire, has addressed a letter to the Lincolnshire Farmers' Association, on the above subject, in which he points out how undesirable it is that men destined to the pursuit of agriculture should be entirely ignorant of such of the simple elements of chemistry as would give them a complete knowledge of the application and properties of the various materials used in the manufacture of artificial manures, when such knowledge may be acquired with little trouble, in a short time, and at small expense. "Why should the business and pursuit of agriculture be an exception in the rules of guidance for the successful pursuit of any other business or profession. For the practice of medicine, law, engineering, architecture, &c., a special course of study is required, and is really necessary. Agriculture, as a business pursuit, offers abundant occupation for the highest order of intelligence, and stands second to none in its claim to scientific skill and sound practical sense, and has, therefore, an equal claim with other professions, that those engaged in it should be properly qualified by a special form of education."

Education in the Colonies.—Mr. Edwin Pears writes:—"In all the Australian colonies, good workable systems of primary education have been established. In all, good schools for secondary education have been provided. Two universities are already at work. Melbourne and Sydney have each an efficient staff of professors, good university buildings, good libraries, museums, and other appliances. I believe that in all the colonies there are abundance of scholarships between the primary and secondary schools, and between the latter and the universities. In none of the colonies is public money grudged for education. Wherever popular instinct has had play, it has always been found that its estimate of the value of education is high. As an example of the spirit in which these democratic little States legislate for education, take the fact that the island of Tasmania, with a population under 100,000, has two scholarships a-year of £200 per annum to any British university, in addition to a number of smaller exhibitions."

School Boards and the Ballot.—In reply to an inquiry recently addressed to him by some Welsh educationists, asking whether the present Ballot Bill will, if carried, enable the School Boards to be thus elected, Mr. Forster stated that, "when the Ballot Bill becomes law, the same provisions will be extended to School Boards by a supplementary measure." At the same time, in reply to the question, "When are we to expect the announcement of the formation of school districts in the country? There are many neighbourhoods, where the parish, as such, cannot form a district, that are anxiously waiting for that, that they may know how to proceed in applying for Boards," Mr. Forster said, "Inspectors will go round very shortly to arrange districts."

GENERAL NOTES.

The Gobelines.—The following extract from the *Journal Officiel*, respecting the Gobelines manufactories, has been received, through the Foreign-office, from her Majesty's Ambassador at Paris:—"The destruction of the Gobelines