

paper-setters and Moderators (we have an elaborate machinery for the manufacture of questions) to settle the proper standard in each case.

Again, the paper on Translation from English into vernacular is in very many cases examined by *Pandits* possessing little or no knowledge of English. This is certainly undesirable. We therefore propose that *both those papers should be brought together as part of the Examination in English and that both these papers (forming a half paper in the afternoon paper in English) should be examined by competent Indian examiners equally well up in English and the vernacular.* The services of veteran Headmasters rather than those of English College-Professors are likely to be of the highest value in this case.

The task of teaching this subject should also be entrusted to the teacher of English and not to the *Pundit* considering that the latter's knowledge of English is, except in exceptional cases, inadequate for the purpose.

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EXTRACTS.

(i) *The Teacher as a character-builder.*

A circumstance that handicaps the earnest teacher in his work of character-building, is to be found in the perverted educational ideal of this country. It may perhaps be a trite remark—but none-the-less true—that, in this examination-ridden land, the be-all and end-all of education is considered to be success in a series of examinations and consequently, the chief function of the teacher consists in preparing his boys for them. It is therefore only natural that the work and merit of the teacher should be tested and appreciated more in the light of the examination-results than in the light of the moral and intellectual training he has imparted to his students. In these days of educational stir and reform, matters are,

no doubt, improving, and the perverted and stereotyped ideas and ideals of educational theory and practice till now current are giving place to better, sounder, and more rational ones, which are gradually coming into vogue. Since education was held tantamount to instruction and preparation for examinations, it is but natural that a healthy moral training should have been considered as quite beyond the province of the teacher and as something that he should generally fight shy of. *The Educational Review*.

(ii) *University Education.*

Among the developments of British intellectual life which marked the Victorian age, none was more remarkable, and none is more important to-day, than the rapid extension of a demand for university education, and the great increase in the number of institutions which supply it. In the year 1832 Oxford and Cambridge were the only universities south of the Tweed, and their position then was far from satisfactory. Their range of studies was too narrow; their social operation was too limited. Then, by successive reforms, the quality of their teaching was improved, and its scope greatly enlarged; their doors were opened to classes of the community against which they had formerly been closed. But mean-while the growing desire for higher education—a result of the gradual improvement in elementary and secondary training—was creating new institutions of various kinds. The earliest of these arose while access to Oxford and Cambridge was still restricted. The University of Durham was established in 1833. In 1836 the University of London, as an examining and degree-giving body, received its first charter. A series of important colleges, giving education of a university type, arose in the greater towns of England and Wales. The next step was the formation of federal universities. The Victoria University, in which the colleges of Manchester, Liverpool and Leeds were associated, received the charter in 1880. The colleges of Aberystwith, Bangor and Cardiff were federated in the University of Wales, which dates from 1893. The latest development has been

the institution of the great urban universities. The foundation of the University of Birmingham hastened an event which other causes had already prepared. The federal Victoria University has been replaced by three independent universities, those of Manchester, Liverpool and Leeds. Lastly, a charter has recently been granted to the University of Sheffield. Then the University of London has been reconstituted; it is no longer only an examining board; it is also a teaching university, comprising a number of recognised schools in and around London. Thus in England and Wales there are now no fewer than ten teaching universities. Among the newer institutions there are some varieties of type. But, so far as the new universities in great cities are concerned, it may be said that they are predominantly scientific, and also that they devote special attention to the needs of practical life, professional, industrial and commercial; while at the same time they desire to maintain a high standard of general education. It may be observed that in some points these universities have taken hints from the four ancient universities of Scotland which themselves have lately undergone a process of temperate reform. The Scottish universities are accessible to every class of the community; and the success with which they have helped to mould the intellectual life of a people traditionally zealous for education renders their example instructive for the younger institutions. With reference to the provision made by the newer universities for studies bearing on practical life, it should be remarked that much has been done in the same direction by the two elder universities also. At Cambridge, for example, degrees can be taken in Economics and associated branches of Political Science; in Mechanism and Applied Mechanics; and in Agricultural Sciences. It certainly cannot now be said that the old universities neglect studies which are of direct utility, though they rightly insist that the basis and method of such studies shall be liberal. *The Educational Review.*
