

as many assistants all simultaneously teaching various subjects to some two hundred pupils, with such noise and confusion as baffle description! One wonders how such an institution passes government inspection, but it does; and what is equally surprising is the dogged confidence with which it is believed to be all right, and vastly better than anything that exists in the Colonies.

It is a hopeful omen that just now leading men are discussing this state of things. They begin to see the need of reform, which may be slowly accomplished, unless defeated by bitter contentions among religious and political parties. It is a great step in advance to be able to acknowledge imperfections. Not long ago Earl Spencer declared publicly that he had seen better schools in Japan and Canada than those of England. Sir John Lubbock in a recent speech said that he did not see why England should not be on a par with Scotland in regard to class subjects. Education for good or evil went on through life, nor should it be limited to mental training. In most of the schools, science and modern languages, he said, were sadly neglected; the result of a mere classical education being that boys left school with no love of the classics and little knowledge of anything else. The London University was the only one in Great Britain which required some knowledge of science; while at the other universities it was actually discouraged, only forty out of five hundred scholarships being given at Oxford for science.

The struggle now in progress over educational matters in England is likely to last for some time, and is full of significance in many respects. Its true inwardness is very manifest. High Church-