

preferment in the Church and public schools, and from them select all your public examiners. What must be the result? The immediate abandonment of three fourths of the sciences now taught, while those retained will belong of necessity to the less progressive branches of human knowledge. Under conditions so singular as those now imposed on Oxford and Cambridge, I am ready to join their warmest eulogists, and to contend that their plan of education is the best.

In the treatise on the universities, before alluded to, there are hints thrown out on the "ignoble influence of compulsory examinations, which act on the fears rather than on the hopes of young men," and which have "drawn off many students from professorial lectures;" on "examiners not habitually pursuing particular studies, and whose knowledge, therefore, has no fulness, richness, depth, or variety;" also on private tutors having no ostensible and responsible situation in the university, and the tendency of modern changes to throw the whole academical education into their hands and those of the public examiners (*ibid.* ch. ii.); which may lead us to infer that the optimism of the Master of Trinity is not of that uncompromising kind which should make us despair of his co-operation in all future academical reforms.

In considering the present state of feeling towards