

The existing provision for agricultural education in England and Wales is adequately summarized in the Report of the Board of Agriculture for 1896-7, rendering an account of the stewardship of the Parliamentary grant of some £8,000, which has been entrusted to that Department for educational purpose. Of £6,950, distributed among various institutions, £6,000 was allocated to eight collegiate centres. It appears from a return that twenty County Councils are acting "in more or less close association" with these centres. It is estimated that in 1896-7, out of £513,000 allotted to all forms of technical education in fifty English counties, £78,000 was devoted to instruction of a character "which could be separately distinguished as agricultural." Instruction in dairy-work was given in all but six of the counties, and experimental work undertaken by twenty-eight out of fifty in England, and by seven out of twelve Welsh counties.

Professor Mahaffy is after the utilitarians with these words, and these are not very original either, though emphatic: "The first function, then at least, in order of time, is to afford a complete and thorough training especially in those great subjects called useless by the vulgar, but which are the real salt of any higher culture. And next, these Universities should provide the most suitable home for the prosecution of Research, where men who have completed their training can live in the midst of books and laboratories and observatories, prosecuting those studies which enlarge the boundaries of knowledge."

Speaking at a prize-giving function in Yorkshire, Sir John Lubbock drew the attention of his audience to Mr. Hamerton's statement that in the University of France it was much

more easy to get a degree by imperfectly learning a dozen things than by thoroughly learning two things, and remarked as follows: "There were, of course, exceptions. Even a slight knowledge of Latin and Greek was useful from the light they threw upon English. But, with some exceptions, it was better to know one or two languages well than several slightly. The case of natural science was different. Every one should be well grounded in arithmetic, geography, geology, physics, chemistry, and biology, before attempting to proceed further. He said well grounded, which was a very different thing from having a smattering. What was a smattering? The knowledge of a few isolated facts. That was of little use; but to be well grounded was another matter."

A banquet was lately given in Trinity College, Dublin, in honor of the centenary of the death of Edmund Burke. About 108 distinguished guests were present, including the Lord Lieutenant, and Irishmen holding important posts or notable in the world of letters. The dining-hall was brilliant with colored lights, flowers, plants, and the College plate; and Burke's portrait was wreathed in laurel. The table was in the shape of a St. Andrew's cross, which appeared to give such a position to the speakers that they were very badly heard—a great drawback to the success of the evening. The speeches of Mr. Lecky and Professor Dowden were the most remarkable, especially that of Dr. Dowden, which is perhaps the most beautiful and just criticism of Burke he has yet put forth.

The "Speer method" of teaching arithmetic which is in use in many of the public schools of Chicago is based on educational principles derived from