

think that no reform is needed there. We take exception to the name of Classical Greats given to a well-known final examination at Oxford (p. 139); we do not know whether it is officially entitled to this name or not, but we think that it is time that the examination, as at present constituted, should be abolished; we regard it as one of the most serious drawbacks to educational progress. The reason for the surprising development of modern language studies at Oxford appears to us to lie to a great extent in the more practical methods employed; the same methods may prove equally efficacious in the Classical field. If the ordinary University activities are thus left without special treatment, still more is this the case with post-graduate work, with the claims of which it is desirable to familiarize the public mind at once. When we hear enthusiasts advocate—and they are doing so with increasing urgency—that a bright boy should have opportunities to pass from a board school to a grammar school and ultimately to a University, what do they propose that he should do when he arrives, full of honours, at the conclusion of his regular University course? Do they think that they can safely leave him at that point to compete with the army of respectable mediocrities in the occupation of place-hunting?

We had jotted down one or two other points to which we wished to draw attention, but we are afraid we have already exceeded the narrow limits of a review article.

S. B. S.