

already been published in the new notation, and the quantity and variety is yearly increasing. This includes all the well known Oratorios, and nearly all of the best Psalmodes that have been published in England, and which, I think I may safely add, far excel in quality any yet published on this continent.

Thus, except for some special or scientific purposes, we are under no obligation to be at the trouble of learning the more difficult notation, or of purchasing any of its music. I have watched the progress of this system from its infancy, previous to which I had also a fair knowledge of the established notation, and have taught many classes on both systems, so that I can speak with confidence, but being engaged in mercantile pursuits, have no interest beyond that of a desire for the increased welfare of my adopted country.

IV. Education in various Countries.

1. EXAMINATION OF SCHOOLMASTERS BY THE UNIVERSITY OF CAMBRIDGE.

At a Meeting of the Members of the Senate of the University of Cambridge, in the Arts School, on Friday, the 16th April, a scheme for admitting Schoolmasters to the Examinations of the University, without residence, came on for discussion. A Report was submitted to the Meeting by the Syndicate appointed to consider the subject, which was unanimously adopted.

The Syndicate appointed Dec. 10th, 1868, to consider a Memorial from the Scholastic Registration Association on the subject of instituting an Examination for Schoolmasters, beg leave to report, that in accordance with the terms of the reference they have directed their attention to two points, (I) whether the University can undertake to test the acquirements and intellectual ability of Schoolmasters, (II) whether it can provide the means of testing their professional ability and power of teaching.

1. With regard to the first point the Syndicate are of opinion that it is not desirable to institute any new Examination, as such an Examination must embrace a wide range of subjects, in order to meet the requirements of different Schoolmasters. They are further of opinion that the Local Examinations, though embracing to a certain extent such a range, are not suited to the object of the Memorialists.

But they consider that Schoolmasters may be admitted, under certain conditions, to many of the Examinations at present held within the University, with much benefit to the Scholastic profession and the public at large.

Accordingly they recommend:—

(1) That the Council of the Senate be empowered, if they think fit, to admit to any one or more of the Examinations comprised in the subjoined Schedules, any person furnishing evidence to them that he has been *bond fide* a teacher for the three years immediately preceding his application; such evidence to be sent to the Secretary for the Local Examinations three months before the commencement of the Examination to which the applicant desires to be admitted.

SCHEDULE I.

The Previous Examination.
The General Examination for Ordinary Degrees.
The Special Examination for Ordinary Degrees in Moral Science.
The Special Examination for Ordinary Degrees in Natural Science.
The Special Examination for Ordinary Degrees in Mechanism and Applied Science.

SCHEDULE II.

The Mathematical Tripos
The Classical Tripos.
The Moral Sciences Tripos.
The Natural Sciences Tripos.
The Law and History Tripos.

(2) That the Local Examinations Syndicate shall make the necessary arrangements for the superintendence of all persons admitted to Examination under the foregoing regulation.

(3) That every person admitted under the regulation (1) to any one or more of the above-named Examinations shall for each such Examination pay a Fee of 3*l*.

(4) That the names of persons passing any Examination under the foregoing regulation shall not be published in the authorized Examination Lists of Members of the University, but in separate Lists comprising the same number of classes as those Lists, the names in each class being arranged alphabetically.

(5) That every person passing any of the Examinations named in Schedule I. and II., shall receive from the University a Certificate specifying the particular Examination, the subjects in which he passed, and the class in which he was placed.

(6) That every person passing any of the Examinations named in Schedule II. shall be allowed to assume the title of Cambridge

Literate of the . . . Class in Mathematics, Classics, Moral Science, Natural Science, or Law and History, according to the particular Examination or Examinations in which he has passed.

(7) That no person who has once passed in any of the Examinations in either Schedule shall be admitted to the same Examination again.

(8) That the above scheme shall continue in force for the term of five years only, unless the University shall by grace of the Senate extend that term.

II. The Syndicate have not been able to devise any general scheme for testing the professional ability of Schoolmasters and their power of teaching.

The Syndicate have received from the Memorialists certain suggestions on the means by which they think that the University might accomplish the object in view. The Syndicate have carefully considered these suggestions. They differ in opinion as to their value, but they are agreed in thinking that it is not practicable for the University to carry them into effect.

2. BIRMINGHAM NATIONAL EDUCATION LEAGUE.

A National Education League has been started in Birmingham, with the concurrence of educational reformers in various parts of the country, which has already made considerable progress, and promises to exercise some influence upon future discussion and legislation on the question of national education. The object of the League is to establish a system which shall secure the education of every child in England and Wales. The means by which this object is to be attained are stated as follows in a circular issued by the provisional committee of the League:—

"1. Local authorities shall be compelled by law to see that sufficient school accommodation is provided for every child in their district.

"2. The cost of founding and maintaining such schools as may be required shall be provided out of local rates, supplemented by Government grants.

"3. All schools aided by local rates shall be under the management of local authorities, and subject to Government inspection.

"4. All schools aided by local rates shall be unsectarian.

"5. To all schools aided by local rates admission shall be free.

"6. School accommodation being provided, the State or the local authorities shall have power to compel the attendance of children of suitable age not otherwise receiving education."

3. INTEREST IN EDUCATION IN ENGLAND.

The increased attention bestowed lately on the schools by the European legislatures is a gratifying evidence of progress in meeting a great popular want. It was one of the very first questions to which the new English Parliament addressed itself, and there are few who have read the reports of the long discussion in that body, and especially the elaborate speeches of Messrs. Melley and Goschen, who have not been astonished at the statistical revelations of popular ignorance in Great Britain. Mr. Bright, in his recent address at Birmingham, after saying, with his usual candor, that the education of the masses is "infinitely below that of Prussia, and I think also of Switzerland, and infinitely below that of the corresponding class—if there be a corresponding class—in the Northern States of the American Union," recalling the memorial words of his lamented friend, Cobden, that the Prussians "were the Yankees of Europe, and from their education would be the most powerful nation in Europe, because they had followed to a very large extent, and, although not exactly in the same way, the system of the United States, of endeavoring to give a sound education to their whole people."

The Prussians, or, rather, all the Germans of the North, as represented by the North German Parliament, are continually legislating on their schools; so of South Germany, and especially of Austria, which is every week doing some new wonder for her schools and her Protestants. Popular education has been one of the gravest, yet one of the first problems which the new provisional government of Spain has found itself compelled to attempt to solve. The French corps legislatif, by its frequent attention to the same subject, has clearly not forgotten some of the great lessons taught by Guizot when Minister of Public Instruction.

The general tendency of this legislation seems to be the enlargement of the opportunities for popular instruction, and the reduction of the number, but the improvement of the quality, of the highest institutions of learning, and especially of the universities. The Minister of Public Instruction of the Kingdom of Italy has just issued his annual budget, in which he recounts some of the principal evils of the present system of education in that country.

The whole budget is worthy of careful study, and especially by