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I. Papers on Education in England and Scotland.

1. DEFICIENCIES OF ENGLISH EDUCATION.

Dr. Froude, the historian, was installed Rector of St. Andrew's University on the 19th ult., on which occasion he delivered a long address on education. In introducing his subject, he said :—

"I am addressing the successors of that remote generation of students whom Knox 'called round him' in the yard of this very college, 'and exhorted them,' as James Melville tells us, 'to know God and stand by the good cause, and use their time well.' It will be happy for me if I, too, can read a few words out of the same lesson book ; for to make us know our duty and do it, to make us upright in act and true in thought and word, is the aim of all instruction which deserves the name. It has become a cant now-a-days to make a parade of noble intentions ; but when we pass beyond the verbal propositions our guides fail us, and we are left to grope our way to guess it as we can."

SCOTCH MORAL AND MENTAL FURNITURE AND STOCK-IN-TRADE.

He proceeded : "We will consider the stock-in-trade the moral and mental furniture upon which you will start upon your journey. In the first place, you are Scots ; you come of a fine stock, and much will be expected of you. If we except the Athenians and the Jews, no people so few in numbers have scored so deep a mark in the world's history as you have done. No people have a juster right to be proud of their blood. It is

not for nothing that you here and we in England come, both of us of our respective races ; we inherit honourable traditions and memories ; we inherit qualities inherent in our home and blood, which have been earned for us, no thanks to ourselves, by twenty generations of ancestors ; our fortunes are now linked together for good and evil, never more to be divided. It takes many generations to breed high qualities of either mind or body ; but you have them ; they are a fine capital to commence business with, and *noblesse oblige*. Passing to the second portion of their equipment, education, there was, he said, no occasion to tell a Scotchman to value it. On this, too, they had set an example which England was beginning to imitate. In the form of their education there was little to be desired. It was fair all round to poor and rich alike. They had broken down the enormous barrier of expense, which makes the highest education in England the appendage of the wealthy. Whether the subjects to which the best years of boyhood and youth continued to be given were the best in themselves, were questions all the world was busy with."

WHAT IS MEANT BY AN EDUCATED MAN.

"I have long thought," he said, "that to educate successfully you should first ascertain clearly what you mean by an educated man. Now, our ancestors, whatever their other shortcomings, understood what they meant well. In their education they knew what they wanted to produce, and they suited their means to their ends. They set out with the principle that every child should be taught his duty to God and man. The majority of people had to live by bodily labour ; therefore, every boy was as early as convenient set to labour. Besides this, you had in Scotland, established by Knox, your parish schools, where he was taught to read, and if he showed special talent, was trained for the ministry. But neither Knox nor any one in those days thought of what we call enlarging the mind. A boy was taught reading, that he might read the Bible and learn to fear God and be ashamed to do wrong. The essential thing was that every one that was willing to work should be enabled to maintain himself and his family in independence. If you require much you must produce much. If you produce little you must require little."

STUDENTS AT THE UNIVERSITIES NOW AND IN TIMES PAST.

"Those whose studies added nothing to the material wealth of