

The University at Sackville is fortunate in having such an accomplished scholar and fine executive officer for its President as Dr. Inch. He is ably assisted by a staff of enthusiastic professors. The Chair of Literature organized last year has been satisfactorily filled by Prof. Tweedie. It is a hopeful sign for our country when our young men who have earned distinction in the Universities of Great Britain and Germany return to assist in the development of the higher education. Prof. Smith has been the recipient of the degree of LL. D., from Victoria University, and Prof. Burwash has just received that of D. Sc., from Mt. Allison. We congratulate both of these gentlemen on their well earned honors. Dr. Burwash has long been held in high esteem for his attainments in natural science.

A great improvement has been made in Lingley Hall. The rooms at the front entrance have been thrown into the auditorium which is now capable of seating fully two hundred more than formerly. We are glad to notice these signs of improvement and progress at Sackville. These Institutions have done and are doing a noble educational work in our midst, and they are at this moment better equipped to continue that work than ever before.

The exercises just closed must have rejoiced the heart of the venerable Dr. Pickard, who was present. He was the first Principal of the Academy and the first President of the College. He spent nearly thirty years of his active, busy life in working for the cause of education and the welfare of the Sackville Institutions. It will soon be fifty years since the Academy was first started. From that beginning have grown, by a regular process of development, the Ladies' College and the University, with all their appliances and equipments; and taken altogether there is no more complete educational centre in Canada. The friends of Mt. Allison will soon, therefore, celebrate the Jubilee year of the organization of their educational work. When that celebration takes place, there could be no more graceful, no more deserving act than that of founding a chair or other endowment and associating with it the name of HUMPHREY PICKARD.

SECONDARY EDUCATION IN ENGLAND.

The friends of National Education in England have cause to be satisfied with the work of the last twenty years. Primary education has advanced by "leaps and bounds." The sections of the community that in former times were reached by the inadequate means at the command of the various organizations

which dispensed the benefits of education to the country have for years been enjoying advantages, which twenty or twenty-five years ago could only be secured by their richer neighbors. While those who were removed from all educative influences, except those which debased their nature and prepared them for a career of crime, have, by the compulsory clauses of the Education Act, and the earnest, enthusiastic and intelligent efforts of School Boards and educationists, had opened to them opportunities to lead honest, useful and industrious lives. The statistics of crime prove unquestionably that, during these years, coincident with a vast increase in the number of schools and the pupils attending them, there has been a great diminution in the number of juvenile delinquents. Reports of school boards, of committees who have inquired into the social, moral, and economical effects of recent educational operations, and of commissions appointed by Government to prosecute similar investigations, but of a wider scope, concur in recognizing the undoubted evidence of a salutary change in the condition of the people, and of brighter hopes and fairer prospects for the future.

But if we extend the region of our observation beyond that in which primary education is operative, we are not rewarded by the same gratifying results. Between the primary school and the college and the University no well organized system of intermediate schools has been interposed. There are the great public schools, the grammar schools and private and proprietary schools, but there is no inspection, no registration, and no responsibility to the public. Mr. John Morley in a recent speech on this subject said: "Every person who watches secondary education is too familiar with the confusion of wasted and misapplied endowments, distracted trustees, and bewildered parents—a very Babel of abounding conflict and misdirected criticism." The colleges and universities complain of the state of unpreparedness in which lads enter their classes. It is true that an excellent intermediate education can be had, but then it is beyond the reach of any except the wealthy. All the education that is good is intolerably expensive, while that which can be obtained at a moderate fee is excessively bad. The late Mr. Matthew Arnold says: "The English middle classes are among the worst educated in the world. Their education is vulgar and unsound. Our body of secondary schools is the most imperfect and unserviceable in civilized Europe, while our middle class is the worst schooled." And this condition of matters is not the result of apathy, or the absence of any strong desire for reform. Discussions of this question on public plat-