

relating to these branches of education. It may be said that all the old educational establishments were found woefully unequal to the necessities of the age, and both public schools and universities have had to modify their plans very considerably. Not so very recently an important step was taken in the foundation of the London University. Many here present can no doubt remember when this was scoffed at by Cambridge and Oxford and their admirers. Thirty years ago the candidates for admission were 23, last year they were 1136. A very respectable knowledge of chemistry and natural philosophy, and the payment of a fee of £2 are required for the Entrance or Matriculation Examination. The degrees, among others, of bachelor and doctor of science may subsequently be obtained, the latter after passing three more examinations and the payment of £20 in fees. These details need no comment. London University is no longer to be despised, it is a power in the land. The pleasant name of Stinkomalee used to be applied to it in derision. I have not observed that that epithet is inscribed among the statues of Plato, Aristotle, Bacon, Newton, Galileo, Locke, Laplace, Davy and others which adorn so fittingly that superb structure recently opened by the Queen, when, among other things, she heard from the Chancellor of the University: "We venture to interpret your Majesty's consent to open this building, presented to us by Parliament, as a personal recognition on the part of your Majesty of the progress which the University has made in numbers and in reputation, and of its success in developing an enlarged system of education among all classes, races and creeds of your Majesty's subjects in every quarter of the globe." Complaints of the want of instruction in Science and of encouragement given to its study in Colleges and Universities in Britain have called forth definite statements from many authorities all most anxious that the world should know their institutions not to be guilty of the deficiencies laid to their charge. It is put forth that at all the large Colleges and Universities in England, Ireland and Scotland, ample provision is made for the study of science, and in most perhaps practical as well as theoretical instruction is given, while in many cases scientific scholarships are awarded as well as prizes and certificates. Edinburgh alone, however, has followed the example of London in giving the degrees of bachelor and doctor of science, and the question is naturally asked—why should Oxford and Cambridge and the other old Universities withhold honour where there is no profit, offer facilities in instruction and yet deny the student the highest reward of merit they can afford. Why not grant degrees purely for science. From their great privileges they should lead rather than follow in every intellectual movement of the times. They must look to this: their day of simply lettered ease has passed away, their "learning" is not enough to offer now; more is wanted than the old routine by which men got *their* stamp of merit. They must awake from their dream of security and superiority or they will be left behind; when they do so, to each we may say—

Not poppy, nor mandragora,  
Nor all the drowsy syrups of the world  
Shall ever medicine thee to that sweet sleep  
Which thou owed'st yesterday."

In a new country like this no institution should servilely copy any model, the circumstances we live in are new and we should take the best of all we