

aminers' work is to value and report to the Minister of Education.

Let the results appear and be governed by them. If you begin to meddle you will land in a muddle of injustice.

Why examiners are not more careful is more to us than a surprise. Every year we have urged more pains and care; every summer the same unhappy and irritating state of affairs appears at our examinations.

Are those who set the papers hurried, or underpaid, or both? In face of all the circumstances we are perplexed. Our remark of last year is still true, "We do not take first rank in preparing examination papers."

The annual report of President Eliot of Harvard, which has been issued recently gives renewed proof of the fact that at least one American college and university is administered on scientific principles and in accordance with perfectly definite educational ideals. This proof is afforded not only by the report of Mr. Eliot himself, but also by the extremely interesting reports that accompany his, particularly those by the deans of the Faculty of Arts and Sciences of Harvard College and of the Graduate School.

Mr. Eliot takes occasion, for the hundredth time, to put to confusion those theorists who are eternally repeating the long since discredited objections to the elective system. He shows clearly from the statistics of a decade, that the subjects usually and most largely studied are just those that were to be found in the old college course, and yet that these constitute but one-eighth of the total amount of instruction offered at Harvard College. "This eighth," says Mr. Eliot, "meets the chief wants of a majority of the students, and the other seven-eighths, although indispensable for an institution with the resources and aims of Harvard College, are really provided at great cost, first to meet

the intellectual wants of a comparatively small but precious minority, and secondly to meet the higher part of the needs of the great majority." Incidentally, too, Mr. Eliot points out that, as the elective principle finds its way more and more into the secondary schools, courses now given in college in English, French, German, history, and natural science should fall to the schools.

Some of the most generally interesting facts contained in the report are these:

In 1895, 142 schools and colleges and a few private tutors contributed the 511 persons who entered all the classes of Harvard College. Only 11 schools sent more than 6 pupils each, and from these 187 persons entered the college, or four-elevenths of the whole number that entered.

In the ten years from 1886 to 1895 no fewer than 132 public schools sent pupils to Harvard College. In 1895 there were 55 of these represented, and from them there came $32\frac{1}{4}$ per cent of the incomers.

The average age of the incoming Freshmen is now diminishing. In 1895 it was 18 years and 9 months, and it is hoped to reduce it still more.

The whole subject of college athletic sports; and the problems arising in connection with them, are discussed by Mr. Eliot in a masterly way. His data and conclusions are of the utmost importance to every college in the land at which athletic sports are much developed.

The problem of Special Students is capably dealt with by the dean of Harvard College, Professor Briggs, as are the questions arising with advanced students by Professor Peirce, retiring dean of the Graduate School.

The hard times have seriously interfered with the gifts to Harvard. While the gifts and bequests amounted to over \$550,000 in 1892-93, they fell to \$183,000 in 1893-94, and to \$171,000 in 1894-95.