modern languages for the additionals, and has actually founded a modern and mediaeval languages tripos, — the younger universities and colleges will surely follow. To make Latin compulsory, therefore, is, from this point of view, distinctly inimical to educational progress, and is therefore unworthy of an institution which, like the College of preceptors, has in past years done so much to further the modern reforms in middle-class education.

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A SURVIVAL OF THE UNFITTEST.

IN his inaugural address before the sanitary congress recently held at York, Sir T. Spencer Wells, the president of the congress, touched upon a subject of great interest to educators. He said, speaking as a sanitarian, that so far as concerns the mental and physical training of children, and giving women the option of other occupations than those of domestic life, he saw no great cause for alarm. It is an age in which education — at any rate, for the middle classes — must be pushed far beyond the limits which our fathers thought wide enough for us. Mere rule-of-thumb work is almost out of date; and there are so many industries in which scientific knowledge and exactness are requisite, that the want of early education cuts off a young man's chances of advancement. A workman must now be something more than a mere machine. He must have head as well as hands, brain as well as muscle; and, as uneducated brains are not worth more in the labor-market than untrained muscle, we must be content to make some sacrifice in their culture. As for the outcry about the dangers of women taking up men's work, it is breath wasted. A great many failures will outweigh the few successes, and bring the balance right.

"For my own part," continued the speaker, "I think women capable of a great deal more than they have been accustomed to do in times past. If overwork sometimes leads to disease, it is morally more wholesome to work into it than to lounge into it. And if some medical practitioners have observed cases where mental overstrain has led to disease of mind or body, I cannot deny that I also have at long intervals seen some such cases. But for every such example I feel quite sure that I have seen at least twenty where evils equally to be deplored are caused in young women by want of mental occupation, by deficient exercise, too luxurious living, and too much amusement or excitement.

"Again: we have heard much of late about overpressure from work in schools. This is one of the novelties of our time. No doubt it exists, and I think it may in part be traced to some of our sanitary success. We have reduced the mortality of early infancy. Many children who would formerly have died off-hand, are now saved, and find their way into the schools. They are survivals of the least fitted. They live, but they are not strong. They have to submit to the same routine, and be forced up, if possible, to the same standard as the rest. But the effort is too much for them. Their frames are not hardy enough to resist the mental strain. They show all sorts of nervous symptoms, disappoint the teachers, and are the types brought forward as victims of the system.

"The vice of the system is that it is indiscriminate. There is no revision of the recruits, and the tasks are not apportioned to the feeble powers of sanitary survivors. This is an evil which will remedy itself in time by the growing-up of a larger proportion of strong children; and the present difficulty may be got over by a little patience and moderation, — a little more regard to sanitary logic. The children must have training before education, and must be put upon something even less than a half-time system."

THE POSITION OF SCIENCE IN COLONIAL EDUCATION.

AT the recent colonial and Indian exhibition, held in London, considerable attention was given to the condition of education in the colonies. At a conference held on this subject, William Lant Carpenter, B.A., B.Sc., whose scientific work is as well known in this country as it is in England, read a most interesting and valuable paper on the position of science in colonial education. Mr. Carpenter's paper is of such value that we reprint the major part of it from the London *Journal of education*. Mr. Carpenter said: —

The colonies to which your secretary desired me to confine my attention were, Canada generally; South Africa (the Cape of Good Hope and Natal); West and South Australia, Victoria, New South Wales, and Queensland; New Zealand and Tasmania, the last of which is unfortunately not represented at this exhibition.

If the term 'education' be used to include, not merely scholastic and collegiate training, but also any organizations and methods for drawing out the minds and faculties of the people, then a review of the position of science in colonial education should include all provisions for teaching it in any degree or form, Science in primary, secondary, and high schools of whatever kind, in technological schools with a view to its applica-