

nate enough to be mainly occupied in the advancement of their subject. No reading, however assiduous, could possibly replace the influence of personal intercourse. As regarded geography and education, he was delighted to tell them that real progress was being made. The lead originally given by the University of Oxford, acting in conjunction with the Royal Geographical Society, was being followed in other universities. The University of Cambridge was at this moment taking very active steps, which he trusted would meet with great success. The Universities of Liverpool and Manchester were placing economic geography under specialist teachers, in a favored position in the *curricula* of their new commercial degrees, and the University of Birmingham was following the lead of the University of London and of the London School of Economics. One thing, however, he regretted, that in the *curriculum* recently adopted by the British universities for the preparation of army candidates military topography, in the narrower sense, but not geography in the larger, had found a place. In this respect they were behind continental education. Surely, after the lessons in the Boer war, it was obvious that officers should above all things learn to think in terms of space, and in his experience this power came by the light of nature only to a very small percentage even of educated men. The whole basis of geography—and it was a thing which at this moment required saying in the light of certain tendencies in their universities—the whole basis of geography was physical. Historical and economic geography were merely empirical and unworthy of university study unless they regarded them as applications of physical geography. In fact, he claimed it as perhaps the happiest function of the subject that it should act as a link between the faculties of arts and natural science, which, owing to vested interests, were too much separated. A hybrid degree in arts and science mixed would in this twentieth century be one of the finest preparations for practical life in the world. It was grotesque that men should be regarded as educated who did not

know even the modes of scientific thought. It was equally absurd that scientific students should be regarded as educated if they had not availed themselves of the teaching of the humanities, which was a legacy of the past.

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#### UNIVERSITY AND EDUCATIONAL NEWS.

Soon after the opening of the fall term the corner stone of the new library at Stanford University will be laid. It will cost \$750,000, and have a capacity of 1,000,000 books.

It is reported that Mr. Henry Phipps has given \$20,000 to the Johns Hopkins University for the study of tuberculosis.

THE Drapers Company of London will give £30,000 toward paying the debt on the land and buildings of University College, London, to enable the College to be incorporated in the University of London.

THE St. Andrews diploma of L.L.A.—which means ‘lady literate in arts’!—has been given this year on examination to 101 candidates. It appears that 1,400 papers were written and passes were obtained in 766 instances. The distribution of subjects is rather curious. Nine passed in Latin, two in Greek, two in zoology, two in natural philosophy, seventy in geography, twenty-eight in botany, seventy in physiology, etc.

DR. W. H. NEWBOLD, professor of philosophy in the University of Pennsylvania, has resigned the deanship of the graduate school.

DR. FRANK ALLEN, senior instructor in physics in Cornell University, has been appointed to a lately established professorship in physics in the University of Manitoba, Winnipeg, Canada.

IN the University of London, Dr. Edward Westermarck, formerly lecturer on sociology in the University of Finland, has been appointed lecturer in sociology (in connection with the Martin White benefaction); Mr. W. Legge Symes, M.R.C.S., university demonstrator in physiology; and Miss Beatrice Edgell, M.A., Ph.D., demonstrator in experimental psychology.