

Mr. Balfour has said, have "slowly grown up under the moulding influence of circumstances, acting from generation to generation"; and the surest way of disheartening a University, and "chequering" its future history, is to exacerbate the feelings of its graduates by depriving them of a cherished privilege.

The immediate question is whether some modification of the proposals of the Speaker's Conference is practicable which would not break down the compromise accepted by both political parties. Sir Philip Magnus, Sir William Collins, and Mr. M'Kinnon Wood (all of whom are London graduates), Sir James Yoxall, Mr. Fell, and Mr. George Faber, have put down an amendment to the Bill providing that the University of London shall return one member, and that the other Universities of the proposed group shall form a constituency returning three members. If accepted, this arrangement would mean an increase of one in the total number of University representatives, eleven instead of ten contemplated by the Speaker's Conference. It is expected that the amendment will be moved in the course of a few days. We hope the amendment will be adopted, thus repeating the history of fifty years ago, when a proposal to join London to another University to form a constituency was defeated against the Government, and London obtained the privilege of separate representation which it has since enjoyed.

T. LL. HUMBERSTONE.

THE EDUCATION BILL.

THE history of the measures for reform and improvement in the means and methods of education introduced into the House of Commons since the passing of the Education Act of 1902, which did so much for advanced education and to increase the public responsibility for all forms of education, has been one long tale of disaster; and Minister after Minister has succumbed to the opposition his measures have provoked.

It would seem, judging by the announcement made by Mr. Bonar Law in the House of Commons on October 19, that the same doleful fate awaits the Bill brought in by Mr. Fisher on August 13 last with such favourable omens. The personality of Mr. Fisher, his known deep interest in the subject, the sound knowledge and experience he has brought to bear upon it, together with the lucid and interesting exposition of the details of his measure, have won for it wide and favourable recognition and a strong body of support, due no doubt to those clauses of the Bill which have for their object the welfare of the child, whether in the condition of infancy or throughout the years of adolescence, so as to secure for the child the fullest opportunity of effective moral, intellectual, and physical training.

The advent and circumstances of the war have awakened amongst all classes of the people, employers and employed alike, a deeper sense of the value of education and of the responsibility of the

nation for the adequate preparation of the children for the duties that await them. It has at last been brought home to those engaged in industry and commerce that Germany's position as a formidable rival is wholly due to the splendid facilities she has provided for the due training of her people, and that successful competition with her can be assured only by the adoption of a similar policy. Grave questions of reconstruction are under consideration, but they can be assured of their desired effect only in so far as they appeal to an educated people. The increasing industrial applications of scientific discovery demand a higher range of intelligence amongst all classes, and it is no less important for the well-being of the nation that the ampler leisure now urgently sought should be wisely used and enjoyed—a condition possible only where the means and opportunity of an efficient education exist. The ravages of the war, which has taken so huge a toll of educated young life, furnish another admittedly grave reason why we should at once make provision for the adequate education of all our youth.

Let it be remembered that Mr. Fisher was called from a position of high educational distinction in order that he might bring the ripe fruit of his knowledge and experience to bear upon the problem of ensuring the means of a more efficient education for the people of this country, and that it is little short of a cruel irony to refuse him the necessary time for the full consideration of his proposals. It is true that there are grave objections to some of the administrative clauses of the Bill, especially those which tend to increase the bureaucratic power of the Board of Education, but they are not of the essence of the measure, and may with advantage be taken out of the Bill. As to the threatened opposition of the textile industry, the only answer there can be is that the interests of the child are paramount. It should be possible to arrange upon an agreed measure, so far as the educational clauses are concerned, and so satisfy the ardent desire of the great majority of the people that such a measure should pass into law. There are strong reasons why further time should not be lost, since before the educational proposals embodied in the Bill can have their desired effect there is much to be done in the provision of teachers, equipment, and suitable buildings.

PROF. EDWARD HULL, F.R.S.

PROF. EDWARD HULL, who died in London on October 18, was born at Antrim, where his father was rector, on May 21, 1829, and had thus reached his eighty-ninth year. Like many of those whose work has lain in the open air, he retained considerable vigour, and he revisited at the age of eighty some of the scenes of his early observations. His father proposed for him a career in the Church of Ireland, and his early literary and biblical studies no doubt left an impression on his life. Attracted, however, by