

taught, while those retained will belong of necessity to the less progressive branches of human knowledge. Under conditions so singular as those now imposed on Oxford and Cambridge, I am ready to join their warmest eulogists, and to contend that their plan of education is the best.

In the treatise on the universities, before alluded to, there are hints thrown out on the "ignoble influence of compulsory examinations, which act on the fears rather than on the hopes of young men," and which have "drawn off many students from professorial lectures;" on "examiners not habitually pursuing particular studies, and whose knowledge, therefore, has no fulness, richness, depth, or variety;" also on private tutors having no ostensible and responsible situation in the university, and the tendency of modern changes to throw the whole academical education into their hands and those of the public examiners (*ibid.* ch. ii.); which may lead us to infer that the optimism of the Master of Trinity is not of that uncompromising kind which should make us despair of his co-operation in all future academical reforms.

In considering the present state of feeling towards science and its cultivators in England, I cannot refrain from citing a passage (with the leave of both the correspondents) from a letter dated February, 1845, addressed by Professor Liebig to Mr. Faraday:—

"What struck me most in England was the perception that only those works that have a practical tendency awake attention, and command respect, while the purely scientific, which possess far greater merit, are almost unknown. And yet the latter are the proper and true source from which the others flow. Practice