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Wm. H. Goold

ART. I.—*The works of John Owen, D. D.* Edited by the Rev. William H. Goold, Edinburgh. New York: Carter and Brothers, 1850, 1851, 1852. 8vo.

THAT this is the best edition of Owen's works, we do not doubt for a moment. It is identical as to every letter and point with the Edinburgh edition of Messrs. Johnstone and Hunter, everywhere known for the beautiful impressions which they have produced, under the auspices of the Free Church. The series of volumes is rapidly coming out, and five have already appeared. For such a book, the price is surprisingly low. What is of more importance, the edition is a critical one, under the eye and hand of a clergyman of Edinburgh, Mr. Goold, who unites for his task several admirable qualities; extensive reading, accurate scholarship, a turn for minute collation, indefatigable labour, and a thorough acquiescence in the theology of the seventeenth century.

It was fit that the great Puritan champion should be introduced to our generation by a Calvinist and a Presbyterian, rather than by any laxer descendant of the nonconformists, who, if they should revisit their old haunts, would scarcely recognize their ancient Independency among the Congregationalists of England.

all true inductions in science, viz., the power to predict future phenomena. The very last paper ever contributed to the science, by Dr. Prichard, distinguished by his achievements in comparative philology, as well as by his unrivaled scholarship in the anatomy, physiology and anthropology of the science, concludes with a remark made in the modesty so characteristic of a truly great mind—"I may venture to say, that with the increase of knowledge in every direction, we find continually less and less reason for believing that the diversified races of men are separated from each other by insurmountable barriers: and it is with much gratification that I find this to be the ultimate conviction of the great author of *Kosmos*." Testimony equally decisive might be added to any extent from the able and laboured argument of Bunsen, than whom there is no higher authority living upon all questions of general ethnology; and more especially upon such as hinge upon comprehensive and minute research, coupled with the most careful and scrupulous induction. After the fullest sifting of his materials, he enunciates as his conclusion, "the original unity of mankind, and a common origin of all languages of the globe."

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*John Prichard.*

ART. VII.—*Five Years in an English University*, by Charles Astor Bristed, late Foundation Scholar of Trinity College, Cambridge. 2 vols. G. P. Putnam, New York, 1852.

WHEN we first heard that these volumes of Mr. Bristed were in the press, we confidently expected that they would supply a want which many in this country have felt, of a work giving a clear and intelligible account of English University life. We took up Mr. Bristed's book, certain that we should find in it ample details respecting the English collegiate system, and the methods of education pursued in one of the most distinguished seats of learning in Britain. From the few productions of Mr.

Bristed that had fallen in our way, we had no doubt that his volumes would be on the whole quite readable—certainly amusing, if not very instructive. Nor have we been in this respect disappointed. He has an ample *copia fandi*, he is not wanting in satirical power, his style is fluent and lively, he tells a story very well, and now and then he has a telling stroke of humour. But we regret to say that we have not found in the work those other and higher qualities for which we had looked. The author indeed apologizes to Cambridge men into whose hands the book may come, for the minuteness of his details, and commends to their attention an apologue, in which an Arab traveller in England is represented as writing home to his friends, “the frivolity of these English is intense. Yesterday I saw a large concourse of people staring at an ordinary camel, which one of our boys would not have turned his head to look at.” We cannot however help thinking that the apology is needless, and that the work, for American readers at least, would have gained greatly both in interest and value, if the author had kept the story of the Arab traveller more constantly in mind.

Mr. Bristed says that his original intention was merely to present a series of sketches of Cambridge life. “Two different Magazines,” he adds, “at different times began to publish them, *but were very soon afraid to go on*, because I did not pretend to conceal our inferiority to the English in certain branches of liberal education.” He then resolved to abstain from writing as well as publishing, until as many years had been spent at home as he spent in England. Whether this resolution arose from a sudden remembrance of the well known Horatian advice, “*nonumque prematur in annum*,” or from a sudden conviction that it would be proper to wait and make himself better acquainted with the state of education in this country, than he could be supposed to be after so long an absence, he does not tell us. All we know is the fact that he determined to wait—and that his opinions on the subjects of which he treats have undergone no change; at the same time we strongly suspect that his knowledge of these topics has received no material addition; so that for all his readers have

gained by the delay, his work might as well have been written at the beginning as at the end of the quinquennium. During these five years he certainly should have learned the particular points in English University life, which are most interesting to Americans who have not enjoyed the same advantages with himself, and in regard to which they would look to him for information. Yet, as we have already hinted, the work is for the most part written as if intended for circulation in Cambridge rather than New York. Occasional explanations indeed occur, but they are not always as lucid as they might be, and are never well arranged. Indeed Mr. Bristed himself confesses that there is an entire absence of the "*lucidus ordo*," which one of his favourite authors says will never be wanting in the writings of those who have wisely chosen and thoroughly studied their subject: and he endeavours to disarm criticism by the statement that he never had any taste for mathematics. But admitting the plea to be a good one, Mr. Bristed should have considered that the whole tone of his book is such as to invite his American readers to look upon himself as a sort of exponent of the system of education which he so loudly praises, and to measure its value by what it has done for him. In the strictly narrative parts these volumes are very readable, but when Mr. Bristed undertakes to discuss the topics involved in the comparison of the English and American methods of education, while he still amuses us, he makes it very obvious that he has never studied mathematics, and that he has but partially gained the great end of classical training. He cannot reason. Before we are aware, he is away from the subject in hand, arguing (in his own way) with Mr. Horace Greely the question whether a man can be considered educated who knows not how to plant potatoes, or else showing up the follies of the Cambridge Camden Society, or those of Puseyism in general.

Many of our readers will perhaps be disposed to ask, Who is Mr. Bristed? In reply to the inquiry we may state that he is a grandson of the late well known millionaire Mr. John Jacob Astor. He was educated, as he himself informs us, with a view to entering Columbia College, New York, but for some reason was sent to Yale, where he resided four years. After graduat-

ing at New Haven he went to England, and entered Trinity College, Cambridge, at first with the intention of remaining there only a twelve month, and then of proceeding to some German university, but ultimately the latter part of his plan was abandoned, and his residence at Cambridge extended over five years. While a member of the University he seems to have been on the whole a close student, especially of classical learning; he gained in the course of his second year a Foundation scholarship in the college of which he was a member, and took two or three minor prizes for essays and declamations during the period of his residence. Mr. Bristed's University career came to a close about the time of the memorable contest between Mr. Clay and Mr. Polk for the Presidential chair. He was not only a warm admirer of Mr. Clay, but had somehow persuaded himself that the perpetuity of our institutions depended upon his election. So great was his dismay, therefore, when the news reached him of Mr. Clay's defeat, and so strong his fears that every thing would go wrong, in consequence of the democratic triumph in the election of Mr. Polk, that he seriously entertained the question of becoming a loyal subject of her Majesty, and was only diverted from it by the good sense of his English friends, who, strange to say, took a much more rational view of the perils and prospects of our country.

This latter circumstance may possibly serve to account for the temper of mind with which Mr. Bristed came back to his home, and which gives tone to many parts of his volumes. He intimates with sufficient distinctness that in his judgment society is pervaded by a spirit of rampant democracy, and that Americans generally are so inflated with the notion of their own superiority to all others, as to feel that no other nation can teach them any thing that is worth learning, and at the same time so intensely jealous of all who rise above the common level, especially in respect of riches or learning, as to render it virtually impossible for men of large wealth or of exquisite mental culture to enter into public life. This is one of the grounds on which the author expressly puts the publication of his work. "As I am to say a great deal that is unusual, unpopular, and pretty sure to give offence, it may be as well to

anticipate a summary way of disposing of all my remarks. It is a stock argument against any man possessing an independent property, and having ever travelled or resided abroad, when he makes any assertion not flattering to the popular vanity—*This man cannot give any valuable information to American citizens because from his position and associations, he does not know what the duties of an American citizen are.* In short, a man who has nothing to expect or fear from the public, who never intends to depend on their suffrages for any thing—such a man is almost the only one who can afford to speak the truth boldly.”\* Such a man, happily, is Mr. Bristed, rich enough to be perfectly independent of the public, and thus in a position to say what he thinks, careless of all personal results.

We should require much more space than we have at command if we noticed all the observations on the state of society in general, and of our colleges in particular, with which Mr. Bristed, with such heroic disinterestedness shall we say, favours the public. Some of his remarks are undoubtedly just, in regard to certain foibles, which, if not peculiar to Americans, are at least much more prominent features of their character than we could wish; nor are we disposed to call in question all the hard sayings of our author respecting our collegiate system. But we cannot resist the conclusion that most of those into whose hands these volumes of Mr. Bristed are likely to come, will be much more inclined to smile at the reasons which he assigns for assuming the unpleasant office of censor, than to take offence at the severity of his criticisms. It may be owing to our limited sphere of observation, or the narrow range of our reading, that we have never met with what Mr. Bristed calls “the stock argument” against the animadversions of gentlemen of fortune who have travelled or resided abroad, until we found it in the work before us. As Mr. Bristed is a man of fortune, and has been a resident abroad, and has had, no doubt, frequent occasion, in various circles to express the same views of men and things which are embodied in these volumes, his authority as to the kind of replies they are accustomed to call forth, should perhaps have a good deal of weight. The chief

\* Vol. II. p. 79. The italics are Mr. Bristed's.

thing that induces hesitation, is the closely connected statement, that men of large wealth, refined culture, and independent character are regarded by the masses with such intense jealousy, as to render it next to impossible for them to enter public life; and that thus as they are in a measure excluded from all share in the offices and dignities of the State, the only thing that remains for them to do, is to administer to the public, as Mr. Bristed has done, those wholesome but offensive lessons, which statesmen cannot teach with safety to themselves. We must own that this is somewhat stumbling to us; for with all the democratic tendencies of American society, we can still point to some men in high stations who are neither poor nor unlettered, some who are not rich, yet not afraid to utter unpalatable truths; and therefore if Mr. Bristed should never become one of the ornaments of the senate, or the occupant of the chair of state, we must ascribe it to some other cause than his wealth or his learning. We should be the last to decry those classical studies in which Mr. Bristed affects to have made uncommon attainments, and to find extreme delight; we put a very high estimate upon them as an instrument of intellectual training, to say nothing of their tendency to refine the taste; but Mr. Bristed has gained little from his residence abroad if he has not discovered that a man may be intimately acquainted with the nicest points of criticism, may be able to compose faultless Greek Iambics, and yet be sadly ignorant in other branches of knowledge, and incompetent for the practical business of life.

The opinions of Mr. Bristed as to the comparative merits of the English and American collegiate systems are not indistinctly brought out in the historical portion of his work, but in the second volume he discusses *ex professo* their relative merits. For Cambridge his admiration is intense, the constitutions of the University, its relations to the Established Church and to Dissenters, its methods of instruction—every thing in short, is warmly lauded, except the *morals* of the place, which are admitted to be most deplorably bad. With this exception, things as they are, are just as they ought to be. Of the collegiate system of our own country, Mr. Bristed's estimate is of course correspondingly low. His own favourite branch of

literature is the classical, and he does not disguise the fact, that in his judgment, classical scholarship of the highest order, such as Cambridge produces, is hardly to be looked for in any other quarter, and certainly cannot be found in our country unless among the fortunate few who, like Mr. Bristed have had the privilege of residing on the banks of the Cam. He seizes every occasion that offers in the course of his book, and sometimes goes a good deal out of his way to have a stroke at the ridiculous pretensions to scholarship of "Yankee Professors," to use a phrase which he several times employs, who, he says "would stare" with astonishment if they could witness the performances of Cambridge under-graduates. It would be strange indeed if Cambridge, with her overflowing abundance of all the appliances of learning, did not produce scholars of the first order. No one will deny that there are many such within her venerable halls; but we feel very confident that those whom she herself regards as among her brightest ornaments would be among the first to own, that even in New England scholars can be found not unworthy of their fellowship, and that neither the achievements of Mr. Bristed during his five years sojourn abroad, nor any evidences of superior scholarship which he has given the public during his five years' residence at home, entitle him to sneer at the attainments of "Yankee Professors."

In comparing the two systems, our author takes Yale (where he was educated,) as it was some fifteen years ago, as the standard and representative of American colleges. During the period just named, all our older and many of our more recent colleges have certainly made some improvement, but to what extent there has been a change for the better, it does not appear from the work before us that Mr. Bristed knows, or even has been at any special pains to inquire. Indeed the only institutions with which he claims to have any personal acquaintance, are Columbia for which he prepared, and Yale at which he studied, yet he speaks about the amount of classical and mathematical attainment demanded for entrance and for degrees in all the Colleges of the United States, with as much positiveness, as if he had visited each of them. Then again he entirely overlooks the immense difference between the structure of our American colleges, and that of an English University.



If all the colleges of New England, instead of being scattered over a vast extent of territory, each perfectly independent of the other, each exercising the highest academic powers, were gathered into a single town, and while still forming distinct societies, each with its own endowments for the support of tutors and students, and governed by its own laws, but collectively constituting the University, there would then be some fairness in the kind of comparison which Mr. Bristed institutes. That our American colleges labour under great defects, no intelligent person will deny; at the same time, nothing can be more unfair and unjust than to decry them as worthless because they do not yield the same fruit as an English university. Viewing them from Mr. Bristed's stand-point, the inquiry as to the relative value of the American and English colleges, if properly conducted, would involve the question, are the latter as much superior to the former in their actual educational facilities as they are in wealth and other external advantages? Is Trinity College, with its princely income, its numerous fellowships and scholarships, doing proportionately as much in the work of training youth to cultivate literature, to enlarge the domain of science, to enter public or professional life, as Yale or Princeton in their comparative poverty, with their limited resources? We fancy that all who are competent to form a judgment upon the subject, and are sufficiently free from prejudice, will give to these questions one and the same answer.

The great defect, according to Mr. Bristed, of the method of education prevalent in our American Colleges, is the want of thoroughness, while the presence of this quality in the English system gives it its peculiar character and value. We are free to confess that there is too much ground for this charge against our educational institutions generally. Our students are too often hurried through the elementary studies preparatory to a collegiate course, and the momentum thus acquired in the grammar-school or the academy is rarely lost after they have entered college. Considering the imperfect preparation of many students at their entrance into college, the immaturity of others whose previous training may have been thorough enough, and especially the brief period during which they reside in college, the question deserves at least to be pondered, whether the

curriculum of study is not too extended, in the sense of embracing too many distinct branches of science. Be this as it may, there can be no doubt that too many of our youth leave college with a mere smattering of knowledge in several of the departments of science strictly so called, which they profess to have studied. This tendency to hasten the process of education arises in part from the peculiar circumstances of our country, in which the avenues to public and professional life are so numerous and accessible; then again, the many utilitarian theorists in the midst of us, who claim to have discovered, if not a "royal road to mathematics," at least a smoother path to knowledge than the one hitherto travelled, are all helping to confirm this fondness for expedition in the work of education. With this class of speculates to mental training, the development of the intellectual powers, the teaching a youth how to investigate truth, should not be made the primary aim of the school and the college; on the contrary the great problem of education is, how can the greatest quantity of facts be gathered in the shortest time? The youth who quits college, a kind of moving encyclopedia of practical science and art, can alone be regarded as, in the proper sense, liberally educated.

According to Mr. Bristed the distinctive and crowning excellence of the Cambridge method of education is its thoroughness. The range embraced in the course there, is limited indeed, but what the Cantab learns, he learns well. In proof of this he relates a case that occurred just before he entered the University. "A high Wrangler, then a Trinity Bachelor, went to see a relative who was largely engaged in the manufacture of plate glass; he learned that the chief difficulty and expense lay in the polishing. Forthwith our Trinity man sets himself to work to calculate the formula of a law according to which two plates of glass rubbing together will polish each other. The result was an improvement which realized a handsome fortune for the manufacturer." No one doubts that Cambridge possesses very accomplished mathematicians, but we suppose that Mr. Bristed himself will not claim that all or even many of the bachelors of Trinity of any one year are so thoroughly conversant with the higher mathematics, as to be able to solve problems like the one above mentioned. Still we know enough

of Cambridge, independently of the information given in these volumes, to be aware that her "reading men" are very hard and very laborious students, and we heartily wish that the mass of our American collegians were imbued with their zeal.

But the question arises, to what cause is this thoroughness to be ascribed? Mr. Bristed represents it to be the natural result of the Cambridge system, which is based upon the theory that the primary object of a liberal education is not so much to impart information as to train and discipline the mind. For ourselves, while we cordially agree with Mr. Bristed in the opinion that the theory of education just mentioned is the true one, we are not prepared to admit that it is not recognized by our own colleges, nor do we believe that its influence in Cambridge is so potential as he imagines. There is another cause, amply sufficient, irrespective of any theory, to account for the intense zeal with which her "reading men" devote themselves to study, and for the high attainments of her wranglers and optimes, namely, the magnificent prizes which she holds forth to excite the emulation of her sons. "What is your *system* of instruction?" said an American gentleman a few years ago to Mr. Carus, Fellow of Queen's College, Cambridge. "We have no *system* in the proper sense of the word," he replied; "the University exercises no supervision over the instruction of the students, and even the particular colleges of which they are more immediately members, leave them very much to themselves; there is indeed a certain amount of attainment necessary to get a degree, but the rich prizes proposed in the shape of scholarships, fellowships, &c., awaken the most earnest competition, and do more for us than could be effected by any mere system." Even a partial enumeration of these prizes will, we think, convince our readers that if it cannot be said of the little world of Cambridge as of the wider one of ordinary life, "money answereth all things," it at least exercises a very powerful influence in the production of its scholarship. But before we enter into details on this point, we deem it in place to give a brief account of the University and of its methods of instruction.

The University of Cambridge contains seventeen colleges and halls; Oxford has twenty-four, but the number of students

“on the books” at the former, has for some years past exceeded that at the latter. In 1844 Cambridge had 5974, Oxford, 5657. The relation in which the University and the Colleges stand to each other, is somewhat analogous to that between our general and state governments. Each college is an incorporated society consisting of its President, or master, Fellows, and Scholars; having its own buildings, chapel, library, and other property, entirely under its own control. The University, again, constitutes a distinct corporation, which besides various official personages and professors, includes all graduates of a certain standing, whether resident in Cambridge or not. The last named are in virtue of their degrees, life-members of the Senate, or as the name indicates, the great collective legislature of the University, which assembles annually, and without whose consent no statute can be enacted, and no honorary degree can be conferred. Cambridge has twenty-five professors; but they have nothing to do with the work of teaching beyond the delivery of lectures which the student is under no obligation to attend. Some of these professorships have large endowments connected with them, *e. g.* Lady Margaret’s Divinity has about £2000, Lucasian Mathematics, about £1500, Modern History £400, Lowndean Astronomy £300, Plumian Astronomy £250, yet notwithstanding these ample salaries the incumbents demand two or three guineas per term from all who wish to avail themselves of their instructions.

A young man going up to Cambridge to complete his education, enters some one of these seventeen colleges, and during his under-graduateship, while bound to observe all the academic laws and usages, he is properly speaking a member of the college in which he resides, rather than of the University. At Oxford the applicant for admission is examined, and about the same amount of knowledge is demanded, as we require from those who enter the lower classes in our larger colleges. At Cambridge no examination is necessary before being admitted to residence by any of the colleges, with the exception of Trinity—at least such was the case a few years ago; and even the Trinity examination is by no means one which our students would reckon rigid. The studies of the freshmen, or the students of the first year, are under the immediate supervision

of the mathematical and classical tutors of their respective colleges; two hours a day, one of which is devoted to classics, the other to mathematics, are spent by this class in the lecture-room, the order of exercises there, being essentially the same as in our college recitations, except that there is more lecturing on the part of the tutor than is common with us. Beyond these preliminary exercises and lectures of the first year, the student is left by the college authorities almost entirely at his own disposal. He is bound under penalty to attend morning and evening chapel, but he may spend the day as he pleases in utter idleness or in hard labour; whether he is a "reading man" or a "rowing man," is a point about which the officers of his college give themselves no concern. The goal is before the student, he knows perfectly well the means by which alone it can be reached, and these he uses at his own discretion. He must spend a certain number of terms in residence,\* and there are certain subjects on which he must submit to a very rigid examination, before he can hope to gain the higher honours and prizes of the university and of his college. If wanting in literary ambition, or if his previous training has been very defective, and numbers are received at Cambridge who could not enter the Freshmen class at Yale, Columbia or Princeton, the student marks out a course of study for himself. On the other hand if he is bent upon winning academic distinction and the golden rewards of scholarship, instead of looking for help from the authorized instructors whether collegiate or university, he must put himself at a very heavy expense into the hands of a private tutor. Without his aid success would be perfectly hopeless, so that in point of fact the work of training is performed not by those to whom the student has a right to look for it, but by a class of teachers wholly unrecognized by the University. Some attempts have been made of late years to do away with the system of private tutors on the ground that it gives one class of men an undue advantage over others, but they have thus far proved fruitless, and unless the constitution of the University is radically changed, this class of instructors must retain the position they have so long held.

\* The Cambridge curriculum extends over three years. The academic year contains about twenty-three weeks, and is divided into three terms.

One of the evils growing out of the system of private tutors, according to the testimony of an alumnus of Cambridge, published in the Westminster Review for 1841, "is the habit of *cramming*."—"From long habit, he adds, the private tutor knows the books which are most likely to *tell*, or the questions which are most likely to be asked at the examinations, and they fill their pupil's head with these without much reference to his real improvement: in mathematics too, their tendency is to teach the pupil the shortest method of getting through the problems without much troubling themselves whether this way is the most elegant or the most fitted to make him a good mathematician. There is moreover a tact which they possess of making an inferior man to excel his superiors who have not enjoyed the benefit of this instruction. The power of 'cramming'—of filling the mind with knowledge hastily acquired for a particular occasion, and to be forgotten when that occasion is past, is a power not to be despised. Still, it is not necessary to 'cram' so outrageously, as at some of the college examinations, where hundreds of minute questions are asked about the management of Greek theatres, the history of Greek plays, and the lives of Greek authors. These are things unimportant to know, which every body can get up, as it is well known what will be asked, and of which no one a week after remembers a single word. We should be puzzled to find any questions more absurd and unreasonable than those in the cram papers in the college examinations. By the way, the most tiresome labour in the whole university course is at these same college examinations. For eight mortal hours, for six successive days, is the undergraduate obliged to *write against time*. At Trinity and at St. John's, we believe, it is still worse. It is true, only the candidates for high classes remain all the time at work; but these have not a minute to spare, for there is more to be done than the quickest can accomplish in the time. It is curious to observe the bustle at first in the hall, with four hundred men writing and joking at once, and which gradually decreases as one gives up after another, till a few scattered faces only are left, anxious, jaded, disappointed (for no one succeeds as he expected) and with their pens moving at the utmost speed of nervous excitement." We have quoted this passage to show

that all who have had experience of the Cambridge system are by no means agreed in their estimate of its excellence.

Let us now take a cursory survey of the numerous and rich prizes which Cambridge holds forth to stimulate the diligence of her sons, and with which she rewards the toils of those who do honour to themselves and to her. Mr. Bristed states that the amount of money annually distributed in the shape of college and university prizes, exclusive of the more valuable emoluments, exceeds £1500. There are prizes to be competed for by the under graduates, and which may be gained at an early period of their college residence; then there are prizes open to Bachelors; and finally there are the Fellowships, which besides securing to their holders a handsome income, open the way to the higher offices of the University.

*Trinity College* has 66 Fellowships, so richly endowed as to yield upon an average upwards of £300 per annum to their possessors, besides the privileges of elegant apartments in the college, and the most luxurious living almost for nothing. These are perfectly unrestricted; and in each of the three succeeding Septembers after the Senate-house examination, the student may offer himself a candidate. *St. Johns* has 53 Fellowships, of which there are 32 open to all natives of England and Wales, the remainder being appropriated to natives of particular counties or towns. There are at this college 114 Scholarships, of which only 16 are appropriated to particular schools, besides 66 Exhibitions varying from £10 to £100 in value. *Queen's* has 20 Fellowships, most of them slightly restricted, and 26 Scholarships, varying in value from £9 to £25. *Emmanuel* has 13 Fellowships and about 50 Scholarships. *Christ's* has 15 Fellowships and 70 Scholarships, more or less restricted. *Jesus* has 17 Fellowships, very slightly restricted, and 49 Scholarships, two of which are of the value of £70 per annum, one of £60, and eleven others of £45 each. *Caius* (pronounced *Keys*) has 29 Fellowships and 77 Scholarships. *St. Peter's* has 14 Foundation, 8 Bye Fellowships and 48 Scholarships. *Clare Hall* has 21 Fellowships and 46 Scholarships. *Trinity Hall*, 12 Fellowships and 14 Scholarships. *Corpus*, 12 Fellowships and 63 Scholarships and Exhibitions. *King's* is very richly endowed for the support of

a Provost and 70 Fellows and Scholars. It stands on a different position from that of the other colleges, being a mere appanage of Eton, as New College, Oxford, is of Winchester. The statistics of the few remaining colleges it will not be necessary to give. We have made them on the authority of an English work entitled "Seven Years at the University of Cambridge, by a Trinity Man." His estimate of the revenue of the University, independent of the fees paid by undergraduates for tuition, and by those who simply keep their names upon the college boards without residence, is as follows:

University Chest,	- - - -	£16,000
17 Masterships of Colleges, averaging at least		
£1200 per annum,	- - -	20,400
26 Professorships and Lectureships,	-	7,200
416 Fellowships, averaging £200 per annum,		83,200
993 Scholarships, &c.	- - - -	22,800
101 Prizes, &c.	- - - -	2,327

To which he adds 294 Benefices in the church, each on an average worth £300 per annum, the patronage of which is distributed among the various colleges. This vast wealth consecrated to the cause of learning and science has been accumulating during several centuries, but what is very remarkable, nearly the whole of it consists of private benefactions, and a large part of it came from benefactors who lived in times which some are accustomed to regard as almost semi-barbarous. St. Peter's, the oldest college at Cambridge, was founded in 1257; between that date and 1351, or in less than a century, Clare Hall, Pembroke, Caius, Trinity Hall, and Corpus Christi, were erected; in the next century only one was added to the number, King's in 1441, but the ensuing century and a half, *i. e.* from 1448 to 1598, was very prolific in colleges, giving birth to Queen's, Catherine Hall, Jesus, Christ's, St. John's, Magdalen, Trinity, Emmanuel, and Sidney Sussex, while the last two centuries and a half have produced only one, *viz.* Downing, founded in 1800. Little as we sympathize with the mediæval tendencies which of late years have manifested themselves in certain quarters, we should greatly rejoice if our merchant princes, and other men of large wealth, would catch the spirit and imitate the example of those large hearted men of former



ages who erected and endowed the magnificent establishments of Cambridge and Oxford.

The collegiate system that obtains in this country embodies elements, some of which were derived from the Universities of England; others seem rather to have been taken from her great collegiate schools, as Eton and Harrow; while others again are wholly of indigenous growth. Of these last perhaps the most prominent is the form of collegiate incorporation, the body in which the collegiate property is vested, and by which all academic degrees are conferred. The erection of a University similar in its constitution to that of Cambridge or Oxford, even if we had ample means, would be, to say the least, of doubtful propriety; some there are unquestionably, who would oppose it as unsuited alike to the circumstances of our country, and to the genius of our institutions. Be this as it may, our system has already become firmly rooted, it has a structure and character, so to speak, of its own; and we believe that any attempt to overthrow it with a view to the introduction of another system would endanger the cause of liberal education. That it admits of improvement, and in certain respects very greatly needs it, will be generally conceded; but this may be accomplished without involving a radical change in the system itself, or the necessity of bringing it into conformity with a foreign model, English or German. Widely as the university systems last named differ, they may each of them, if rightly studied, furnish many useful hints for the perfecting of our own. Some of the suggestions of our author well deserve to be considered by all who are interested in the elevation of our colleges.

Perhaps it would be going too far to say that Cambridge owes every thing to her wealth, but it must certainly be admitted that this is one chief source of her educational power. Whether or not she makes the wisest use of it, we need not now inquire; the main point to which we would direct the attention of our readers, is the fact that a large share of her ample resources is so employed as to attain the two-fold result of ministering stimulus to the diligent and aid to the needy. The student there meets along the whole course of his academic life prizes in the shape of books, medals, and money, and scholar-

ships, many of which yield him a competency during the remainder of his undergraduateship. For all these, as well as for the fellowships at the close of his college career, there is a very sharp, but at the same time a generous competition. The best man wins. But alas! "the destruction of" our colleges "is their poverty." At least this is the case with the great majority of them; if we except Harvard, with one or two state institutions—and we are not sure that they are exceptions—even the best endowed are compelled to depend for their support mainly upon the fees of students. Hence every means must be taken to increase their number, and though these means are perfectly honourable and fair, yet just as the number of students grows, do the difficulties increase of giving them a thorough education. Our collegiate system is so constructed that it may serve the double purpose of *training* and *teaching*, of disciplining the intellect, and imparting information; but it must be perfectly manifest that the first of these ends cannot be effectually attained, unless the classes be small, or else subdivided into sections; and it is just as obvious that without previous and thorough training the student can derive little benefit from the ablest course of lectures on any branch of science. Then again, if a professor devotes himself to the work of training a class of fifty or sixty, and does it properly, he will have little time and strength left for any other part of academic service. In the English colleges, this laborious yet necessary work is chiefly done by the large body of private tutors. And what we especially need in our colleges, is the means of sustaining a body of teachers adequate in numbers as well as ability, for the work they are expected to perform.

Even in our wealthiest colleges the prizes offered with a view to stimulate the exertions and reward the diligence of the student, are few in number and trifling in value. In most of our institutions there is nothing of the kind. The utmost that the superior scholar can hope to win is an honorary speech. But why may we not avail ourselves of the power of money, with a view to raise the standard of scholarship in our seats of learning? Societies strictly religious do not scruple to employ this potent agency in order to enlist in their service our most intellectual men. Many admirable tracts are at this moment in

circulation, which their authors would never so much as have thought of writing, if the principle to which we refer had not been brought to bear upon them. One of the ablest and best known volumes in our language on the subject of "Mammon," was produced by a prize of one hundred guineas, which its author won. Why not use the same instrumentality in our colleges? Though in doing so we would seem to make an appeal simply to the selfish principles of youth, yet the experience of both the English and Scottish universities abundantly shows that the actual effect of such prizes is to excite among the competitors for them a generous ambition. We cannot help thinking that the importance of this kind of stimulant to intellectual exertion has not been sufficiently appreciated by the friends of liberal education among us, nor even by those who are more immediately connected with academic life. Some of our colleges are in possession of funds contributed for the purpose of aiding indigent young men who have the ministry in view. It would be a gross violation of a sacred trust to divert these funds from the object for which they were given; but the question certainly deserves to be looked at, whether other considerations besides those of poverty and hopeful piety should not control their distribution. May not a scheme be devised for administering these funds, which shall have the effect of arousing the intellectual activity and of greatly improving the scholarship of the recipients, without in the least doing injury to their Christian principles, or cooling the fervour of their devotional feelings?

There are some other points, particularly the connection between valuable prizes and rigid examinations as seen in the English colleges, and the life-long relation which subsists between the latter and their graduates, on which we should like to enlarge, but the limits within which we must confine our article warn us to bring our observations to a close. We shall conclude with saying, that while the volumes which have given rise to our remarks have, in certain respects, greatly disappointed us, we should be doing them and their author injustice if we did not state that they present a very graphic picture of English University life. We would only add that the various papers forming the last half of the second volume well deserve to be pondered by our American students.