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Royal Empire Society

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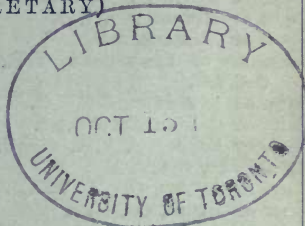
JOURNAL

OF THE

ROYAL COLONIAL INSTITUTE

(EDITED BY THE SECRETARY)

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MARCH 1905

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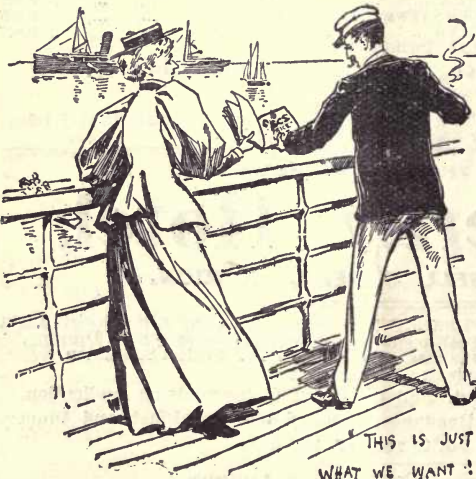
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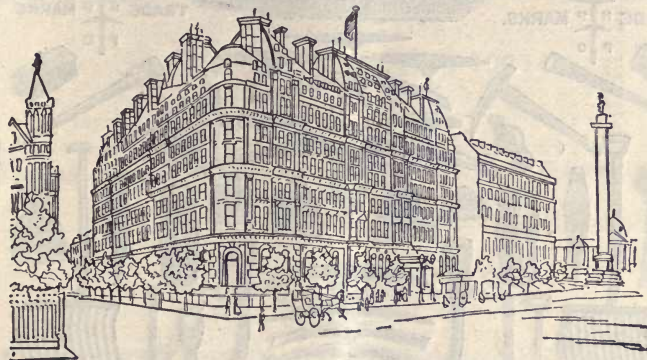
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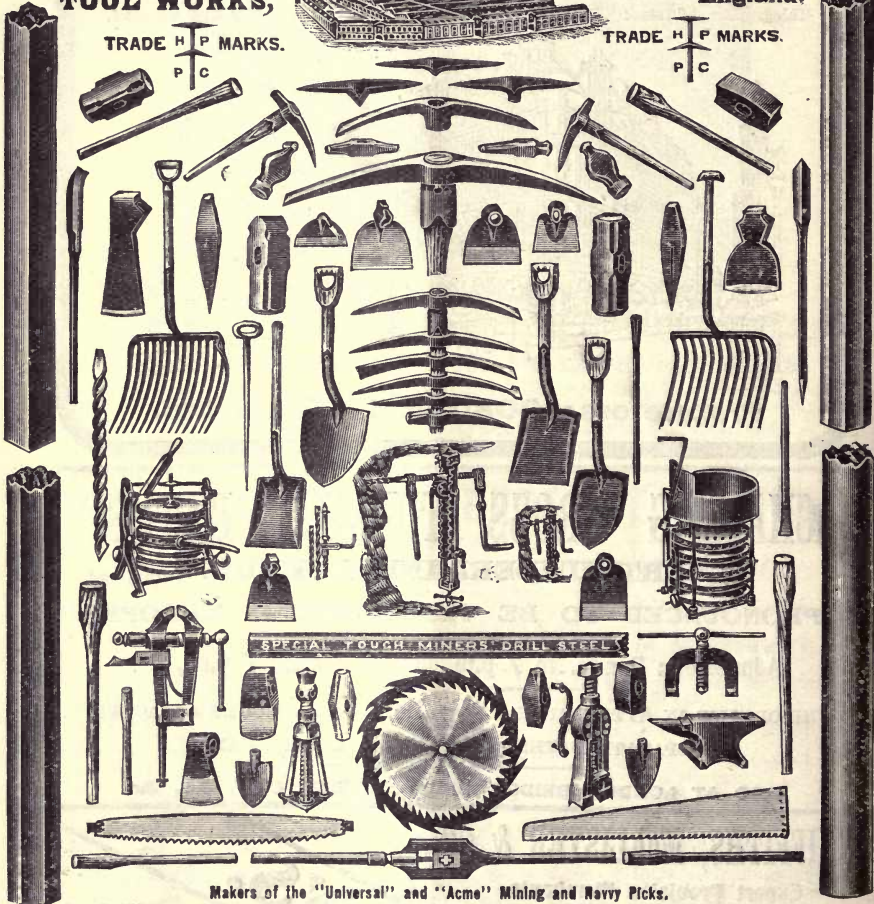
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MARCH 1905

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PROCEEDINGS

FOURTH ORDINARY GENERAL MEETING.

THE FOURTH Ordinary General Meeting of the Session was held at the Whitehall Rooms, Hôtel Métropole, on Tuesday, February 14, 1905, when a Paper on "Problems and Perils of Education in South Africa" was read by P. A. Barnett, M.A., H.M.I.

The Right Hon. Sir J. West Ridgeway, G.C.M.G., K.C.B., K.C.S.I., a member of the Council of the Institute, presided.

Amongst those present were the following :

PROFESSOR AND MRS. JOHN ADAMS, MR. C. D. ALLIN, MAJOR ANSTED, DON P. ARSECULERATNE, MRS. ASPINWALL, MR. F. M. BARKBY, MISS BARKBY, MESSRS. A. BAY, G. S. BEECHING, MISS BERROW, MISS BRACKENBURY, MR. J. E. BROCK, REV. JOHN CHAPMAN, MISS CHRISTIANI, MR. E. CLARK, MISS CLARKE, MESSRS. E. COATES, J. COATES, MISS K. CORRIN, MESSRS. W. F. COURTHOPE, W. R. COWEY, W. S. CUFF, DAVISON, MRS. DAVISON, MESSRS. A. T. DUFFIELD, C. S. EDMONDSON, MAJOR F. NELSON GEORGE, MR. C. GILBERTSON, MISS L. GOSSET, MRS. AND MISS DUNDAS GRAHAM, MESSRS. J. G. GRAHAM, H. GRANT, MISS L. GRANT, MESSRS. W. S. S. GREEN, H. M. BRANDFORD GRIFFITH, C.M.G., MRS. BRANDFORD GRIFFITH, MR. E. HAGGARD, MR. AND MRS. P. C. HIDDING, MR. J. A. L. HENDERSON, MISS HENDERSON, DR. RICHARD HENNINGS, MISS J. HERBERT, LT.-COLONEL THE RIGHT HON. SIR ALBERT H. HIME, K.C.M.G., MISS HIME, MR. AND MRS. W. W. HIND-SMITH, MRS. H. G. HUMBY, MR. J. ISAACS, REV. W. JORDAN, MISS LEESON, MESSRS. G. LEVY, W. LORING, STUART LOVE, W. McN. LOVE, DR. J. LUTEN, MISS McCULLOCH, MRS. AND MISS MAITLAND, RT. REV. THE BISHOP OF MASHONALAND, MESSRS. J. MAXWELL, S. MENDELSSOHN, E. R. P. MOON, M.P., MISS S. MURPHY, SIR E. MONTAGUE NELSON, K.C.M.G., MESSRS. A. M. NICHOLLS, G. H. NITCH, MRS. O'HALLORAN, MISS PARKIN, MISS G. PARKIN, MR. AND MRS. J. G. PATERSON, MRS. SHUTE PIERS, MESSRS. W. F. PIPER, R. RAJENDRA, A. S. REID, J. H. RENTON, A. RICHMOND, DR. AND MRS.

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The Minutes of the Last Ordinary General Meeting were read and confirmed, and it was announced that since that Meeting 16 Fellows had been elected, viz. 4 Resident and 12 Non-Resident.

Resident Fellows :—

William Baker Anderson, John E. Brock, Isaac Davidson, Robert H. Taylor, A.M.Inst.C.E., M.I.M.E.

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Alfred H. Barnes (Cape Colony), Ernest A. Belcher, B.A. (Natal), Charles G. Cecil Bell, J.P. (British Honduras), Charles V. Bellamy, M.Inst.C.E. (Lagos), Wm. Anstey Giles, M.B., C.M. (South Australia), Leonard G. Haydon, M.B., C.M. (Natal), Sidney N. Innes (South Australia), John Peyton Lambert (Lagos), Montague L. Liddard (Northern Nigeria), Maung T. Lwin (Burma), Arthur Wm. Routledge (British North Borneo), Frank Turner (Transvaal).

It was also announced that Donations to the Library of books, maps, &c., had been received from the various Governments of the Colonies and India, Societies, and public bodies both in the United Kingdom and the Colonies, and from Fellows of the Institute and others.

The CHAIRMAN called upon Mr. P. A. Barnett to read his Paper on

PROBLEMS AND PERILS OF EDUCATION IN SOUTH AFRICA.

It might perhaps appear from the title of my paper that I have fallen into an error to which untravelled folk in England are very prone. They look at the map of South Africa, forget to make allowance for difference of scale, and think of the distance from Bloemfontein to Maritzburg or from Durban to Johannesburg as about the same as from Birmingham to London. Just so you might suspect of me that although I had spent weary days enough in South African trains and carts to have mastered some primitive facts of the geography of South Africa, I had not yet realised that

different parts of the sub-continent are ruled by such varying economical and social conditions that it is hard to speak safely in general terms of South African education.

There are differences, truly, and in one South African colony a given problem may be more vexatious than in the others, as indeed I shall point out; but the main difficulties spring out of conditions common to them all, and in some cases can be shown to be merely local variations of problems facing all civilised communities alike. I must be permitted to deal in the main with Natal, of which for two years I had intimate and active experience, and what I say must be taken with this necessary qualification.

One great task with which all off-shoots of a venerable motherland are alike concerned was treated by a "sure hand" when Dr. Parkin described the operation of the Rhodes Educational Trust.¹ The greatest achievements of England are the uprightness, efficiency, and elasticity of its free institutions, sanity and dignity and equableness of the traditional English life; but in the colonies, which have their own share of these blessings, there is necessarily more ferment and instability than in the old country. Individuals have more ups and downs, social and political principles are less well-defined, institutions are more "on their trial" than with us. Nothing is finished, nothing *is*; everything is *becoming*.

Now the depositaries of future political and social force are the young people, and it is therefore of incalculable moment that able young men and women of English origin, who have been bred across the seas and whose duty it will be to lead or leaven their fellows, should in the motherland feel themselves members of those disinterested public institutions which conserve and embody the high English tradition. One does not feel less respect for the manful energy and trained ingenuity that build bridges and organise great businesses because one feels more for the profound and sympathetic study of the past that engendered us, and of the human mind and spirit. The king and the philosopher are both necessary; and every true man must in his measure be both king and philosopher, man of action and student. Plato and Mr. Rhodes both saw this, and each formulated it in his own way. Mr. Rhodes went one better than Plato, for he contrived a working scheme to make his kings into philosophers.

I heard it said once, though not in public, that the sole justification which people could give to Oxford and Cambridge "education"

¹ *Proceedings Royal Colonial Institute*, November 8, 1904.

was its "picturesqueness." Well, picturesqueness is no small part of the liveableness of life, and the disinterested picturesqueness of ancient learning and seats of learning is deeply essential to the full spiritual and practical efficiency of national life.

This is the first need of colonial education; and though the colonial father may not state his sense of it as I do, he often feels it sincerely. He sends his son to an English University, his daughter to an English school, not so much to teach them how to build bridges or practise a profession successfully, as to place them in the stream of the traditional thought and life of England.

An eminent American man of letters has just pointed out how the growth of American thought and literature was long arrested at Puritanism, at the point from which English thought and literature went on developing; and how America's more recent efforts have been directed to flow, as they should, in the one common expanding flood. If America, with its mighty political history and noble educational foundations, feels the need of communion with its English mother, how much keener must be the need of the rawer and more uncouth societies that have been established during the last hundred years.

The instinct which sends the young colonist for a spell to England is a sound one; but sounder still is the endeavour to bring the nobler institutions characteristic of England to the colonies.

South Africa is not singularly well off in such institutions; it is poor in universities, and not adequately provided with the best kind of public schools. It is true that academical life owes more than can be calculated to the University of the Cape of Good Hope, which has, in its higher work, done a great deal to establish and maintain a respectable standard of sound learning. But the Cape University is merely an examining body, and like all such bodies, like its prototype the older University of London, can concern itself with little more than what the student can "get up" for examination; can but poorly stimulate originality; can test only such things as may be set forth in an examination room against time; must maintain itself by maintaining, rather than by raising, a standard; and fails signally and inevitably to give life to studies by the personal contact of the teachers who award and the pupils who sit at their feet. Such an institution perpetuates the type of an examination to prepare for which the teacher and the pupil are confederates in a game of skill (as difficult as Bridge), against the university and the examiner. In higher education, then, the

prime need of South Africa is local teaching universities, making their own awards to their own pupils, under statutes stringent enough to safeguard awards against carelessness or malfeasance ; maintaining a high level of general education, but also generously providing for advanced work in studies of special local moment.

One very bad effect of the excessive centralisation and domineering ascendancy of the Cape University is its multiplication of externalised school examinations. The South African, the South African Dutchman especially, has a quite pathetic respect for florid diplomas. It thus comes about that over the length and breadth of South Africa thousands of little children are being coached and crammed for a "School Elementary" examination which is tested by papers simultaneously produced at every centre. Like the meaner local examinations of this country, this device was perhaps necessary for a time in order to set up something like a mark to aim at ; but anyone who knows the real continuous life of a school will know also that it cramps the better teachers, keeps the best children down to an average level, and leaves the least bright untended. The poor parent often looks on the certificate as a satisfactory final goal and a proof of completed education, while the abler teachers complain to no purpose that they are "crammers" and little more.

The Natal Education Department, long before I had anything to do with it, determinedly discountenanced this sort of thing ; and more recently it has declined to have any official responsibility for a "School Higher" examination, which is another stage of the same unholy process.

Local universities would do a great deal to remove these stones of offence. Even if centralised school examinations were devised in each state, they would be in proportion less harmful than the Cape octopus, as on a smaller scale ; and it would be strange if the teachers were unable to establish their right to have an effective voice in determining not only their curriculum, but also which of their pupils were fit for university work (that is, should matriculate), and which were not. The University of the Cape of Good Hope stands out for a high level of general education, and in the midst of ardently commercial and industrial communities and through a series of political cataclysms it has done work to this end truly beyond all praise ; but its very possession of the academic citadel, its prestige as the chief custodian of sound learning in South Africa, call for a large delegation of humbler but not less important duties to other bodies in other states.

A first great step towards the formation of local universities has been taken in the Transvaal and Orange River Colony by the establishment of a great Technical Institute in Johannesburg, with a strong Mining Faculty as the first local institution, to be developed both at Johannesburg and Bloemfontein into a brace of properly equipped teaching universities as funds are found and occasion permits. The first effective steps in this direction are largely due to the strenuous missionary and organising efforts of Professor Hele-Shaw, himself long an active partner in the great movement of the last thirty years which has given England at least eight well-equipped Universities or University Colleges. The grave danger of the process in England lies in the tendency to hurry on the University course by making "Matriculation" too easy for people too young to profit by it, and therefore to lower the general standard of education before the age proper for specialisation; a real danger this, and one that goes far to justify the caution with which the Cape University approaches the consideration of innovations. If only the Cape University would *teach* as well as *examine*, its conservatism would command a more general approval.

The highest available academical teaching and original work, both in letters and in physical science, are needs which nothing but local provision can ever adequately supply. We must hope that the enlightenment of the several legislatures and the public spirit of wealthy men will do for British South Africa what has been done by similar agencies in Canada and the United States. In the meantime, and for many long years to come, there is much to say in what is certainly implicit, though not worked out, in Mr. Rhodes's original idea. It is well to keep colonial youths in the colonies until they have become familiar with the traditions and institutions of their own states, and then to send them to the older country from which these things derive their dignity and strength, and where they may be seen and felt in operation with some of their honourable old trappings still about them.

In the next lower stage academically, but all the nearer therefore to men's business and bosoms, are the secondary schools, in respect of which, considering its population, South Africa is by no means badly off. In truth, the belief of South Africans in the efficacy of education is remarkable and even pathetic. Here are many parents who, having achieved substantial prosperity, desire their children to be better able than they are themselves to enjoy its best gifts, who want access for them to that sadly mishandled and

misunderstood thing, "culture." These many, having had little schooling themselves, are inclined to attach too much importance to school and to expect too much from it; education to them means solely school and lessons and certificates; the powerful effects of local atmosphere and institutions they hardly comprehend.

Within the reach of the people in the larger towns of South Africa there are generally secondary schools at least as good as English Grammar Schools; often better indeed than our country grammar schools, because their curricula have not been debased by grants for this or that disparate subject. Many of them are subsidised by Government. Natal, for instance, has two great public schools under the exclusive control of its Education Department, and several others nearly approaching the English type of "public school," which are self-supporting, some proprietary, some diocesan.

The inspection of non-Government secondary schools in British South Africa has the same difficulties and disadvantages as have become familiar to us in England. All organisation implies some degree of centralisation, some multiplication of machinery, and people naturally fear the constraint implied. They shrink too humanly from the compilation of returns and statistics and from official inquisition. Moreover, Government inspection of secondary schools in the colonies, as elsewhere, has been mistaken to imply the same procedure and restrictions as those through which the English primary system, all the world over, is honestly struggling from worse things to better.

On the other hand, to those who feel that the training of the youth of a country affects profoundly the national fortunes, it is certain that nothing but the criticism and approval of a responsible public authority can secure the efficiency and progress of public education, in whatever grade; and that no school, public or private, doing good work should shrink from careful inspection at the hands of experienced judges. To be sure, the difficulty of finding in the colonies these same experienced judges is no small one. It is one of our special local problems, but it is of such grave importance that there should be no hesitation in making provision for overcoming it a first charge on the education budget. The need for this is particularly pressing in the South African colonies, because on the one hand there is a real danger that all education may be demoralised by the excessive examinational activity of a non-teaching university at a great distance from many of the places affected; and on the other hand because it is imperative in a young

society that the liberal discipline should be conserved, while due allowance is made for local opportunities and needs. It is most necessary in the colonies to use every means, especially differentiation and specialisation of inspection, to stimulate the growth and improvement of schools that try to cover a wider curriculum than that which is possible in the ordinary primary area.

A very remarkable contribution was made to our materials for dealing with this question in a letter from Mr. E. B. Sargant printed in the "Times" of April 23, 1903. For the growth and organisation of education in South Africa Mr. Sargant has done more than can ever be put formally to his credit. To thousands of people in South Africa he has given a courage and hope which machinery alone, however perfect, could never inspire. This he has done by his magnanimous confidence in the missionary value of an education designed to make Greater England greater still through the spread of noble traditions of disinterested government; and in times of sore distress and difficulty he has cheerfully worked out the system on which the new colonies will develop hereafter.

Mr. Sargant looks at the history of colleges and universities in England, and reminds us that one sprang from another by successive migrations. Part of a College or Higher School left the parent house to found elsewhere another house, at first in actual organic connexion with the parent but ultimately united to it only by common bonds of similar pursuits and discipline. He asks that the great English public schools, those especially whose own history ran on these lines, should take up the missionary task again, and bring to the new colonies as much of the old organisation and traditions as can be transplanted. To effect this he would have selected members of staff and selected scholars established in South Africa, to form themselves into a centre from which others might in time detach themselves in order to carry on the same work at other places.

Of course such a plan bristles with difficulties which it is easy to point out, and which Mr. Sargant knows well. The main one arises from the lack of cohesion and definiteness of corporate aim. One great body alone, the Church of Rome, is sufficiently homogeneous, and sufficiently conscious of a clear temporal purpose, to make its educational mission attain measurable and comprehensible objects. Successive steps of school distribution were taken by great churchmen like William of Wykeham for the ends of the Church; and the Roman Catholic Church, continuing the great tradition, is

covering South Africa, as other places, with a steadily growing and highly organised educational system through the operations of the teaching Orders.

The doubter's part is always easy, and anyone may object to Mr. Sargant's plan that he has neither masters nor boys nor the school wherewith to start his great mission. I am myself sanguine enough to think that, if money could be found, the project could be carried through. We have no teaching orders, and masters must have careers and provision for their households; and we cannot expect that parents will remove their boys from public schools in England to serve even as Imperial missionaries. But liberal scholarships and first-rate salaries would go far to make a colonial school really and rightly attractive to pupils and to teachers. Will another Rhodes help England to another conquest?

It must be remembered that in the colonies it is much harder than in England to draw a sharp line between primary and secondary education. In the colonies the lines of class demarcation are generally fainter than in the mother-country. As in the East a street fig-seller of yesterday may be a Pasha to-morrow, so in the colonies it is even now easier for a poor man to become rich than in countries where Possession has secured ninety-nine points of the Law. Besides, so many men now rich were themselves poor a few years ago, that they have not had time to have their new rank patented. So you may find in a British colony a Prime Minister's son at the "elementary" school side by side with his white gardener's son even in a big town, though time is changing this also. Up country, indeed, there is probably no other school than that provided by Government or subsidised by it. What are we to do here to put schools within reach of everyone reasonably able to profit by them? If parents are not "entitled" to such provision, if as the short-sighted economist says they "ought to pay for such provision as a luxury," the statesman knows that even reckoned in money the loss involved in a lack of secondary schools is a very serious matter. This pinch is keenly felt in many up-country places where parents of fair means and good education have a right sense of their obligations to their children; and the South African country school tends towards an old Scotch type rather than anything we know familiarly in England. But this is not a type that accords easily with the modern primary curriculum, laden as it is with "subjects" unknown to the old Scotch dominie; so that we get in South Africa a very perplexing hybrid which is very hard to manipulate. The difficulty is not lessened by the use of many country schools, designed on the

primary plan, as boarding schools: a type common enough among both English and Dutch in South Africa, and the natural result of the sparseness of population.

Another device for promoting education is familiar to South Africans under the name of Farm Schools. These too suggest problems and perils all their own. A farm school may consist of three or four children taught by a tutor or governess domiciled at a farm, on a syllabus prescribed from head-quarters. They are examined periodically by a Government inspector, usually at a centre where pupils from several outlying farms can be collected for the purpose, and a substantial grant is paid towards the salary of each tutor or governess according to the progress which the children are judged to have made. The plan has obvious drawbacks. Unless the inspector is very careful, it may result in cramming and in payment for results of comparatively small value; and it is very hard to make inspection frequent enough over so wide an area to be helpful as well as judicial. Yet the system has encouraged education all over South Africa in a way often truly remarkable, and many men and women of high attainments have learnt from faithful farm tutors what has best served them in life. Natal alone has one hundred and forty-nine farm schools; fifteen years ago it had only three.

But one may easily imagine how unlikely it is that at such places the teaching available should be of the highest quality. There are indeed many truly fine teachers on up-country farms; and sometimes you feel that here, a hundred miles away from anything like a town, is being done work not less enduring nor even less admirable in a technical sense, than that which is being done elsewhere by highly "certificated" teachers armed with the most expensive appliances. I should go even farther, and say that, if we allow for the lack of the social stimulus of numbers, the finest results of education might be achieved on desolate farms in the distant veldt. But the good teacher is hard to get on the farms; and the farm-taught child is often in very indifferent hands. Not rarely the teacher is someone who for his soul's sake has to be kept as far as may be from strong waters; someone whom his family and friends have sent to the colonies as to a reformatory settlement. Not, you will say, the right kind of teacher for young children. No; but often, this failing apart, the poor wastrel is skilful and devoted, and, if the besetting temptation is avoided, acceptable and efficient.

An inspector once told me of a remarkable disciplinary measure

which he brought to bear effectually on one of these curious compounds of skill and sottishness. Riding to a farm centre on high ground one very cold day, my friend saw a pair of boot-soles looking at him from a wayside ditch. He dismounted to make sure that there was nothing behind them, and found that they were part of a very drunken man who was torpid and nearly insensible with liquor and frost. More than that, the man was a farm tutor due to present his pupils for examination six or seven miles away. His inspector roused him, fastened his wrist to the stirrup, and trotted him till he brought him to the rendezvous streaming with perspiration, but alert and in his right mind.

But of all the problems with which South African education has to deal the most serious are bound up with the race question; and the perils which threaten us from this quarter are graver than any with which my official experience has yet acquainted me.

Let us consider it in relation to Natal. In Natal there are, roughly, a million blacks, a hundred thousand whites, and the same number of Indians. There is also a very large half-breed population, some, like the Griquas, a new race with specific characteristics, some the progeny of debased whites and corrupted blacks, slowly, but very steadily, increasing. The half-breeds are technically known in Natal as "coloured," though amongst them are many St. Helenans and Mauritians as black as the Indians.

It is necessary in Natal, owing in the main to the not unfounded antipathy of the races, to provide separate schools for each race. The provision is nothing like what it should be, for, in the larger towns, first of all the Europeans demand protection from contact with the coloured, the Kaffirs, and the Indians; next the coloured must be protected from contact with the Kaffirs and Indians; and to crown the complication the Kaffirs and Indians despise one another, and can rarely be taught together with any profit, if only because of vital differences of intellectual, tribal, and general habits.

The coloured people, though only half articulate, ask for education. Some, like the St. Helenans and Mauritians, are often very intelligent and industrious, and are capable of a good deal of improvement. Their entirely reasonable prayers—for prayers they are—that they should have schools and teaching have been met inadequately. This is due to causes which Government cannot do much to control, though little has been done to guide public opinion even by sympathetic people. And when the coloured folk, unprovided for separately, demand access to the ordinary

European schools, it is a matter of daily difficulty to decide whether they shall or shall not be admitted. European parents resent the association of their children with the coloured children, often on grounds quite honestly and fairly taken; for the level of coloured morality, for which depraved Europeans are largely responsible, is too frequently deplorably and dangerously low.

We may perhaps forgive public opinion for chafing at the expense entailed by the provision of schools for coloured children if we look at the finance involved. Whereas, in Natal, the average cost to Government during the year ending June 30, 1904, in respect of teaching, stationery, and apparatus alone for each coloured child in school was £7 1s. 0d., for each European child it was £5 18s. 1 $\frac{3}{4}$ d. On the other hand, whereas the total ordinary expenditure on the European children was £66,432, on the coloured children it was only £2,006; so that there is excessive expenditure per coloured child at least partly because of the smaller number of the individuals participating. Moreover, whereas Europeans contributed in school fees the sum of £11,221, the coloured folk contributed only £134. The problem, then, involved here, is how to provide adequate and separate education for the "respectable" coloured folk who can profit by it and pay as much for it directly as the white folk; and how to satisfy unwilling public opinion—which in Natal insists on fee-paying—by providing education fit for the poorer coloured children whose parents can pay little directly into the Treasury. School fees, however, are so low that a much larger number of coloured children than are at present being educated would attend schools if there were schools for them to attend.

It is a notable fact that over this type of South African the Roman Catholic Church is acquiring an increasing influence. What the State and other religious bodies are doing for it only very sparingly the Roman Catholic Church is doing as generously and as steadily as all available means permit; and I am satisfied that this activity will produce deep and lasting effect on the future of the whole of the sub-continent, over which the coloured races will spread increasingly.

Here is an interesting illustration of the solicitude with which this question of proportionate numbers is considered in South Africa. The Superintendent-General of Education for Cape Colony in his last published report notes with satisfaction that during the last year the ratio of white children has increased by 2.21 per cent. For many years this ratio has, he points out, been

on the downward trend ; and the figures are eloquent. (It should be noted that "coloured" here includes *all* shades not European.) The actual figures are these :

—	1898	1899	1900	1901	1902	1903
Ratio per cent. of White pupils	42·00	40·58	39·77	38·11	36·88	39·09
Ratio per cent. of Coloured pupils	58·00	59·42	60·23	61·89	63·12	60·91

The excess of coloured children over white is now 33,660, but in 1902 it was 38,967.

In Cape Colony the pervasion of colour is a supremely serious social and political fact because the franchise is given to all colours on attainable terms ; and if its withdrawal is to come about, something like a political cataclysm would seem to be inevitable. In Natal the conditions conferring the franchise on non-Europeans are so rarely fulfilled that for all practical purposes it may be said that the franchise is confined to Europeans.

There are large families of half-castes in Natal, the progeny of Ogle, Fynn, Dunn, Englishmen who lived the life of the native Zulus, married many Zulu wives, and held delegated powers from Zulu kings. They were recognised as chiefs two generations ago by the British Government, and were exceedingly important people. Their folk are to be numbered by hundreds, and will soon be thousands. They sometimes, but as yet not very often, intermarry with the aborigines ; mostly they marry Ogles, Fynns, or Duns. They are a poor breed, intellectually and morally, doomed to corruption and degradation wherever they are in intimate contact with Europeans, but living and increasing in indolence so long as they are protected from the low European's exploitation and poisonous depravity. They respond poorly to the ordinary procedure of the school, being even indisposed to bestir themselves in games. In Natal they speak English at school, but drop into Zulu as soon as they are by themselves. They despise the natives, but freely find their way to native beer-drinks and other barbarous gatherings. They are loyal to British rule, willing to undertake military service, anxious to improve. But the Natal Government has, so far, done little to give them the only help likely to make them progressive and useful, a vigorous manual and agricultural training. So far as one is able to foresee, the fate of these poor

people will be a very sad one. They will multiply in increasing deterioration ; they will be kept alive by shamefaced philanthropy ; they will cover an extending area of corruption, lowering the national efficiency.

If it is hard to be sanguine about the education of the half-breeds of Natal, the state of Indian education is still more depressing. Natal is the only South African state which has any great mass of Indians to manage, because Natal has for many years imported under indenture low-caste Indians as labourers on the sugar and tea estates, and as domestic servants ; permitting also a better class of Bombay Indian, who calls himself unwarrantably an " Arab," to follow in their train and settle anywhere in the Colony where he can pick up the small trades and absorb an enormous share of the profit of store-keeping. The indentured Indian also, on the expiration of his term, almost invariably stays in the country.

Here, again, the Government has done something, but sadly little. It has a few Indian schools of its own, and it subsidises mission schools. Its last ascertained average annual expenditure per Indian child in the schools is £1 19s. 3 $\frac{3}{4}$ d. But there are only 2,782 Indian children in all Natal receiving any kind of education in any kind of school ; that is, about one child in eight. Here, too, it is hard to get on to the right lines. The education is miserably inadequate, being almost exclusively bookish, such as it is, and just enough to keep up a constant supply of quick-witted rascals for small predacious or parasitical callings.

On some of the tea and sugar plantations the conditions of life are unspeakable. The coolie barracks are often nests of foulness of all kinds. The people live in piggeries ; and the few mission schools, the sole civilising agencies at work, labour under a hopeless weight. It is certain that in spite of ineradicable race antipathy, which is indeed a natural and healthy safeguard against contamination, few European people outside the small number that directly profit by this helotry would tolerate the wickedness that is rife—if they only saw, and smelt, and touched it.

The education of the native, too, is full of portentous difficulties and dangers. Natal expended last year per child in the native schools, which are all of the " aided " type, £1 1s. 7 $\frac{3}{4}$ d. per head, that is, £7,573 14s. 3d. altogether, including the cost of inspection, which has not been reckoned in the other cases quoted.

The problems involved in the civilising of the Zulu or Kaffir are

by no means such as can be solved by the operations of the schools, either alone or mainly. In Natal, at all events, an *impasse* has been reached because of a singularly unhappy endeavour to combine native law with European law and to enforce respect for both by European sanctions which with barbarians are ineffectual. This is in some measure the result of a chaotic public opinion, illustrated by the expenditure of public money on schools which many a magistrate urges the natives *not* to use. The Natal Government has no native schools of its own, but under certain conditions subsidises the mission schools. More money is legally available for this purpose than is usually spent, but the teaching of even rough handicrafts to the natives is all but impossible by reason of the jealousy of European artisans. Thus is wasted the best, the only profitable and practicable means of haling the native out of his shiftlessness and vicious indolence ; and we are multiplying a race of dangerous creatures who might, if tended, be improved and turned to national advantage.

I have left for the last in my list the difficulty which impressed me during my two years in Natal more than any of the other anxieties that beset the path of educational reform ; but one which to a large extent is remediable if people will only be persuaded to look the thing in the face.

It is an appalling fact that in the great majority of Natal homes the place of the kindergarten teacher is occupied by a Kaffir boy or girl, who may be vicious, and who is probably stupid. Most little white Natal children, the heirs of our noble and consecrated language, speak an infantile Kaffir better than they speak English, and in preference to it. Not only are there English parents who are not ashamed to tell you that little Tommy or Polly can understand and speak only this miserable jargon, but there are English fathers and mothers who boast that they never allow their Kaffir servants to speak to themselves or to their children in English. A more deliberately wrong-headed and mischievous practice it would be hard for empirical stupidity to invent. At the beginning of school life in Natal little English children have often to be taught, not only to speak English, but to understand it when they hear it. They talk and think in Kaffir so long and at an age so delicate and susceptible that for the rest of their lives they escape the effects only with the greatest difficulty. Their development is often permanently arrested, and the mischief becomes inveterate because they must needs go on spending their adolescent and adult

lives in an atmosphere pervaded by Kaffirism. They do not, like the Anglo-Indian child, quit the lower association and have done with it. Cases have been reported to me of pupils well trained in good European schools reverting to their infantile associations with the farm Kaffirs on returning home, and losing all the cultivation and intellectual alertness which they brought from school. A corresponding moral deterioration is almost inevitable.

The use of the Kaffir boy or girl drudge as nurse or kindergartner brings other evils in its train. The things about which the Kaffir talks, innocently enough in respect of his own stage of development, are not the things which we would have our little ones habitually hear; and the traditional secular practices of the black folk are sometimes ineffably foul. These things being so, although the difficulty of securing decent white help in the up-bringing of European children in Natal is enormous, the dangers of Kaffir tutelage are so great that it should be employed by no one who by hook or crook can avoid it.

It must be confessed that the difficulties of education in British South Africa are very serious. The position, it seems to me, needs the boldest treatment. It is true that the country is young; but no allowance will therefore be extended to it by economic law, for it has to meet the competition of older nations that have grown great by systematic and unstinted sacrifices to educate their children. It is true that the country is young; but it has complicated racial dangers to face, to which it will succumb before it can mature unless it adopts remedies founded on the conviction that the best must be made of each race for its own sake. It will else certainly corrupt the rest.

DISCUSSION.

The Right Hon. Sir ALBERT HIME, K.C.M.G.: We are all greatly indebted to Mr. Barnett for his admirable Paper and for the clear insight he has given us into the problems and perils which beset education in South Africa. Natal owes a debt of gratitude to him for placing the educational system of that Colony on a sound basis, and for having done much to abolish the pernicious system of cramming which unfortunately was in existence, and had been for many years in existence, throughout South Africa. In anything which I say now concerning this Paper, I must be understood to

refer solely to the Colony of Natal, with which I was associated for about thirty years in various capacities. I am afraid you will go away feeling somewhat depressed as to the state of education in Natal and in South Africa. No doubt it is capable of great improvement, but I should have liked Mr. Barnett to explain to you the enormous strides which have been made in education during recent years. Those strides have been due first to the splendid scheme of education devised and put into effect by one whom you know very well—a former Governor of Natal, Sir Henry Bulwer, who is one of your Vice-Presidents. He inaugurated a scheme which has had far-reaching results. Secondly, the advance is due to the able manner in which the scheme was carried out by Mr. Robert Russell, who for some forty years was Superintendent of Education, and by the noble band of workers who so faithfully assisted him. Thirdly, it is due in large measure to the increase of the European population and also to the increase in what may be regarded as the moneyed classes, those who could afford to leave their children at school longer than others who had not the means at their disposal. I may claim to speak with a certain amount of authority, because I was a member of the first Council of Education appointed in Natal in 1878 with a view to carrying out the scheme devised by Sir Henry Bulwer. Mr. Barnett seems to impress on us that the great want in South Africa is local teaching universities; in fact, that that would be a panacea for all the ills to which education is heir. I quite agree that a local teaching university would be of inestimable value, but at the same time I do not concur in thinking that Natal is able to afford at the present time a teaching university on its own account. The European population is too small. When you consider that the European population—English, Dutch, German, and Norwegian—totals under 100,000—less than the population of Plymouth, of Southampton, of Brighton, of Preston, of Hull—you can readily understand that such a population, widely scattered and for the most part not in affluent circumstances, would not be able to support such an institution at the present time. What I think we must aim at in South Africa is an inter-colonial, inter-state teaching university; that is, a teaching university which would serve for the whole of the States and Colonies of South Africa, including the Transvaal, the Orange River, Natal, and Cape Colony. That is the most we could expect at the present time. The Natal Government alone cannot afford to support one; we want such men as Mr. Rhodes, who would be prepared to endow a university of that description. At the first

start, then, I think it will have to be a university for all the Colonies of South Africa. To show that the education of Natal, at least, is not so bad as you have been led to believe from Mr. Barnett's statement, I will read one paragraph from his own report, dated October, 1904, just before he left the Colony, in which he says: "Speaking generally, the condition of education in Natal is, in many respects, most satisfactory. For ordinary primary and secondary work, it has good machinery and organisation. As the means increase these also can be increased without serious dislocation of any of the component parts. Meantime" (this is the fly in the ointment) "the country has only half the number of schools that it really needs." Well, Rome was not built in a day; no more was the education of any Colony or country brought to perfection in a month or a year. What I want to impress upon you is that a great deal has been done, and on that score alone I would like Mr. Barnett to have been a little more explicit and to have given credit to the Government of Natal for what it has done. Just to show the difficulty with which the Government has to contend, I may mention that when I was first on the Council of Education the great difficulty was that the parents were unwilling to allow their children to remain long enough at school to receive anything in the shape of secondary or higher education. Those parents were living strenuous lives, they were working all day; they wanted their boys to help them, and they considered that if their boys were well grounded in primary education it was all that was necessary for them in the ordinary business of life. There was a hard-and-fast line drawn between primary and secondary schools, and as soon as the boys had finished their primary education the parents took them away to work at whatever business the parents were engaged in. These difficulties are being overcome. Time and money are required. It is only by means of a European population, which has better means at its disposal, which has higher aspirations, and which considers that a boy's education is not completed at the primary school—only by such means can we overcome the difficulties in connection with higher education in South Africa, and especially in Natal. I think Mr. Barnett will tell you that the great aim of the Natal Government has been to bring education to every boy's door; if it cannot be done by means of the regular school, either a Government or an aided school, it is done by means of farm schools. They may not be the best that could be desired; at the same time it is the wish and aim of the Government to bring education to every boy's door in the

best way it can afford. I do not say anything with regard to the education of Indians, because that is a matter of time and one which the Government has under its consideration. The Government does its best, and means to do its best. I may say I am not here in any way as a supporter of the Government, because I have severed my connection with Natal; but I do wish to give the Government credit for its endeavour in the direction of educating not only the Indian, but the native, and I believe the Government is doing its best in the matter. It is overcoming the difficulties in connection with Indian education which are very numerous, one of which is that the Indians do not care about it, and do not want it, and, unless we have compulsory education, the Indians will not be educated to the same extent as the English children are. With regard to their dwellings, Mr. Barnett said some hard things. He spoke of the helotry with which they are treated. I do not know whether he has been in India; but if he has, he would know that the dwellings of the Indians in Natal are quite as good as, if not better than, the dwellings of similar classes of Indians in India itself. I venture to say that they are more healthy. The Chairman, who has been in India, will be able to say whether Indian dwellings for the poorer classes are all that could be desired. I believe they are simply mud hovels covered with reed or thatch. In Natal they erect their own dwellings on the sugar estates as they think will be best for themselves, and when they have finished their term of indenture and may erect any dwellings they please, the huts they then put up are not as good as those they put up when working under indenture on the sugar plantations. Then Mr. Barnett spoke about native education and especially the difficulties with regard to the education of coloured people. I don't know what he includes under the head "Coloured." In the last census in Natal the population is included under the heads of Europeans, Natives, Indians, and Asiatics, coloured and others, and out of a total of about one million natives, there are only 6,686 put down under the head of "Coloured and Others." I don't know whether the half-caste tribes of Fynns, Ogles, Dunns, and others are included as natives or coloured. For these coloured people there are two schools, solely supported by Government, and seven aided schools. That, I think, is a fair commencement at any rate. I believe firmly that the wish and intention of the Government is to do everything it can for all classes and races of the community in Natal. The difficulties are being manfully faced by the Government, and I believe they will in due course be overcome. As regards the

natives I think Mr. Barnett will endorse my statement that it is now the desire, whatever may have been the jealousy of European artisans in the past, to give the natives the only education which will be of material advantage to them to start with ; that is, a good, sound industrial education ; because to train the natives industrially and make them good useful citizens, is far more important than to give them a higher education. There are no openings whatever for natives so educated. To make him a rough handicraftsman, able to do carpenter's work, to lay bricks, and the like, will do more to civilise him than any amount of other education that could possibly be given to him. As regards the Kindergarten education which children of Europeans are obtaining by means of native nurse boys, I entirely agree with Mr. Barnett ; it is a melancholy thing, but has been practically almost a necessity. The Europeans were not able to afford female domestic servants ; even when they were able to afford them, their experience was not altogether satisfactory. As a rule, the female domestic servant has been but a very short time in Natal before she wants to get married—small blame to her. But that is one of the great difficulties with which the European people have to contend in the bringing up of their children. It is not now so great as when first I went there, for now, owing to the large Indian population, which is steadily spreading over the whole Colony, there are few households which have not their Indian woman, "ayah," to look after the children of the family. Of course there are still a large number who use Kaffir nurse-boys, and a more reprehensible practice it would be impossible to conceive. I hope time will remedy this evil. My main object has been to try and remove from the minds of people here the somewhat gloomy views which I fear they would otherwise take away with regard to education in South Africa, more especially in Natal. I believe the people of South Africa have, according to their means, done everything humanly possible to improve education facilities for Europeans and the general population of South Africa.

Professor JOHN ADAMS, M.A., D.Sc. : What Mr. Barnett says about the university question is, I think, absolutely true. It would be impossible to have an independent university in each of the States, but on the other hand there is nothing whatever to hinder each State having its university. We are far too much accustomed now to consider a university, and in fact any educational institution, as a building. We are apt to forget the meaning of the word "university," which has nothing to do with buildings. It means a body of men. "*Universitas vestra*" was originally addressed to any

corporation, say a municipality, and meant no more than "all of you." The university was never stronger than in the days when it had no buildings whatever, and when the students were taught in the professors' houses. The same thing could be applied in South Africa. Why should there not be run up shanties in different parts of the country where you could have capable men, however temporary the buildings, first-rate young professors sent from the central college in Cape Town? You may call it university extension if you like; I am not afraid of the sneer. What I should like is first-rate men sent throughout the country to do the work required and to prevent this cramming system of which we in this country feel the evil at the present moment. Further, a university need not be the theoretical institution we are so apt to think it is. Colonists are supposed to be dead against the old university ideals, and that is why, I suppose, Mr. Barnett lays so much stress on the culture aspect of the question. Neither culture nor utility must be neglected in the newer universities, and there is evidence that our Colonies have confidence in university teaching. It is highly encouraging to find, for example, in Canada that theory as given in a university is regarded as of equal importance to any practical work which may be done in the workshop or elsewhere. In the McGill University one of the professors lately told me that the Canadian Pacific Railway had now arranged to have the theoretical work and practical work of the higher officers in their service carried on at the university; in other words, they felt the value of theory so much that they turned for the training of practical men to these "theoretical" universities.

THE BISHOP OF MASHONALAND: I congratulate the reader of the Paper on one rather important fact, and that is that he has not, like an intellectual spider, drawn us into a huge cobweb of awful statistics, but has brought out clearly to a terminus primary general principles. If we have a principle to work upon we shall know where we are; and though we may differ from one another we shall bring our differences to bear on the general principle and then find some workable theory on which to proceed. I was especially pleased to hear that he is extremely keen about the industrial side of education. I myself am an old schoolmaster and inspector, and I know a little about schools and examinations. I have had thirty years' experience in the Colonies, and as I have gone up and down England and visited school after school, and talked to parents, teachers, professors, and visited the old universities, I have more and more come to the conclusion that before very long you will

have to introduce into your educational system more thorough technical and industrial ideas and theories. I have great sympathy with what has fallen from the last speaker, and should be the last to discount the value of a literary and classical education; but I do say that in face of the requirements of the world (I am not speaking about getting richer), we are bound to make our education more scientific, more technical, and more industrial than it hitherto has been. I am very thankful to hear what Mr. Barnett said in reference to the education of the coloured people. I have great sympathy with any man who takes even an extravagant view on the native education question, because I do believe we ought to be ashamed of ourselves if we are not improving everybody, whether white or black, man, woman, or child, who has not attained such a high level as we claim for ourselves. I have spoken again and again on the need of giving industrial education to the natives, and I say that all our common school education, whether to white or black, in England, Australia, South Africa, or elsewhere, would be all the better if it were put upon an industrial basis. You are taxing the native more and more every year. I have no objection to making him pay for good government. I was one who years ago advocated that native taxation should be greater than it then was, but I said then, and I say now, that every person who pays taxes has a right to share in the distribution of those taxes. If you tax natives £2 a head where some time ago you were only taxing them 10s. a head, is it not a fair thing that a good proportion should be spent upon their industrial training and in making them efficient citizens? When we look at these degraded races we must look to them, not only as they are now, but think of the possibilities of the future, and we must not deny the grand principles which have made England what it is, and Englishmen and Englishwomen what they are. I may say that in Rhodesia all the education in my mission schools is on an industrial basis. There we are training girls as well as boys. I am anxious that all boys who are in domestic service shall be replaced by girls who have been properly trained in house-work, and indeed in field-work as well, for there is nothing derogatory in a native woman doing suitable work in the fields and gardens. But I do hope that before long every native house-boy will be supplanted by a native girl, who will thereby be trained in good European households to become a worthy wife.

Mr. C. GILBERTSON: The introductory remarks of the Paper, referring to the aspirations of parents in Natal, apply equally to New Zealand (where I was a resident for eighteen years), because

the sons and daughters of prosperous parents are constantly sent to Britain "so as to place them in the stream of the traditional thought and life of England." Unfortunately many who come here to follow a definite idea of improvement in professional, commercial, or technical avocations are in the same position as a visitor in our National Collections, because the opportunities of obtaining knowledge, though plentiful, are much wasted owing to the want of a guiding hand. I would remind you of the University Extension movement inaugurated thirty years ago, as it is eminently suitable for our visitors from the Colonies, who usually have energy and aptitude, and come here with a definite purpose, although sometimes an indefinite method. If, while following their avocation by day, they were to attend the evening lectures of the University Extension and test their ability at the periodical examinations, some of the young people would discover they were capable of following a more arduous course of training, and all of them would be brought into contact with responsible authorities, who could guide them in the acquisition of knowledge. I hope some method may be found for making more widely known the University Extension movement, or any other scheme which will provide an answer to the question, "How can we carry English traditions to the Colonies?" Let our young visitors from the Colonies be the bearers; they will return to their native country more fully equipped, with greater power to become useful members of their community, and stronger supporters of the Empire.

THE CHAIRMAN (The Right Hon. Sir J. West Ridgeway, G.C.M.G., K.C.B., K.C.S.I.): I am not surprised that this interesting, suggestive, and admirable Paper should have originated a most useful discussion, but the satisfaction with which I listened to Sir Albert Hime and the Bishop of Mashonaland was considerably tinged with regret when I remembered that Natal had lost, I am afraid for ever, the debating ability of Sir Albert Hime, and that the up-to-date constitution which is likely to be given to the Transvaal and the Orange River Colony will probably not permit the Bishop to sit in the legislature. Mr. Barnett has chosen a most important subject. Education in South Africa is indeed a momentous question. We all hope and expect to see South Africa develop into a prosperous, homogeneous white population living in peace and treating with justice the surrounding races. Whether this be so or not depends on many things, and one of the principal of these is the spread of education. The boys of to-day will to-morrow be the masters of South Africa, and surely their education, even at

great expense to the State, is only a wise insurance. The first essential is prosperity. Make a people prosperous and they will be contented, and if they are contented they will be loyal and united. Education and mixed marriages will then do the rest. Let English and Dutch boys be educated side by side and they will grow up friends, and traces of the late war will be thus effaced and racial jealousies and antipathies eradicated. It is fortunate for us that we have at this time so able, wise, and conciliatory a Director of Public Instruction in the person of Mr. Sargant. Mr. Barnett has referred to one of his schemes, according to which our leading public schools are to send forth leading scholars and teachers as missionaries of education. It is a very fine, but I fear a utopian idea, and I am myself more inclined to the practical plan of Mr. Rhodes whereby boys born and educated in South Africa should be sent to Oxford and Cambridge, and there inhale the ozone of culture and grand traditions with which the atmosphere of those ancient seats of learning is impregnated. I believe these men, returning to their country, are more likely to be useful missionaries of education among their kith and kin if only they will lend themselves to the great work. So far as I could understand, the schemes for primary and secondary education as regards the white population are in the way of being met in South Africa, but the great want is a teaching university. And here I must express my concurrence with Sir Albert Hime in thinking it will be better to have one great central university for the whole of South Africa—better to extend and develop the existing University of Cape Town than to have several minor universities whose degrees and examination tests would command little weight and confer but scanty dignity. I am told money is the want, and I almost rubbed my eyes when I heard that moneyed men in South Africa were few. I thought there were many millionaires in South Africa. Well, I have been confusing South Africa perhaps with Park Lane and Piccadilly. But there are millionaires, if not in South Africa, at least of South Africa. We hear of them, some of us have met them and have the privilege to know them. There may possibly be one in this room, and if so I hope he will show his gratitude to the country where he won his wealth by following the example of Mr. Rhodes. But the really difficult question is the education of the native population, and here I am inclined to think, judging from the experience of India and Ceylon, it would be best to leave the education of the native races in the hands of the mission societies, subsidised by Government, especially in view to industrial education. That is principally how education is carried on in

Ceylon with the happiest effects, and the manner in which natives of all religions send their children to these schools is something remarkable. There is no religious question, for although there is no conscience clause, attendance is compulsory only during the hours of secular education. But in South Africa also the religious question has been met in a way which might well—if in saying so I am not treading on controversial ground—be adopted in the United Kingdom. The growing native population is the crux; for, however rapidly the prosperous homogeneous white population may grow, the native population will always be immeasurably larger; and if it remains steeped in ignorance and barbarism it must be a constant menace and danger to the white population. Holding these views it was with great satisfaction that I read in the "Times" the other day a synopsis of the report of the Commission on Native Affairs which dealt with this point.

Under the heading "Christianity and morals," the Commission expresses the conviction that one great element for the civilisation of natives should be found in Christianity. It further considers that regular moral and religious instruction should be given in native schools. Education, the report states, has been beneficial to the natives of South Africa. Its effect upon them has been to increase their capacity for usefulness and their earning power. It is therefore recommended that the Government grants in aid to native elementary education be continued, that special encouragement and support by way of grants in aid be given to schools and institutions providing efficient industrial training, that a central native college be established, aided by the various States, for the training of native teachers in order to afford opportunities of higher education to native students.

I think if all the vexed questions of South Africa were treated in the same judicial and enlightened spirit the prospects of the country would be very bright indeed. I have now to move a vote of thanks to Mr. Barnett for his able, interesting, and suggestive Paper.

Mr. BARNETT: I thank you very much for your goodness in passing this vote of thanks for my Paper, which has roused I will not say angry passions but a certain amount of controversy. I think it was a little ungrateful of Sir Albert Hime, if I may say so, to grumble at me because I did not come before you bearing the precious Blue Book with which he had provided himself. I came to tell you, not about the education of Natal, but about the problems and perils of South African education. I am sure you cannot think I am not aware of the immense amount of good work that has been done, nor could he, if he had read my address,

have accused me of not being fully grateful and not admitting quite frankly the amount of good already effected, and the number of organisations in which that good is materialised. He could not have expected me to give an account of all the admirable work and of all the excellent men whose names are associated with South African education. I have always felt, whether Sir Albert Hime read my Blue Books or not (I am now convinced he never did), that I could count upon his sincere sympathy so far as it would go, though it did not always come to providing the exact amount of money I demanded. The advance in South African education is undoubted, but it is an advance common to all British peoples. What I am concerned about now is to point out, not the advance made and the good work you can see, but the particular dangers which threaten to submerge that good work unless it is properly safeguarded. In relation to the question of the teaching university I think I said that what was required was a large delegation of the humbler duties to a less august institution than the Cape University. Of course a university is assuredly not a series of buildings, nor even necessarily a full provision of many faculties; and the way to begin will be by founding small institutions, properly equipped with limited faculties, to be developed as time goes on into properly organised universities. Such a beginning has already been made in the Transvaal. The pre-occupation which I think the Chairman seems to have felt in favour of a university which should maintain a standard and keep examinations going is surely an instance of what is so common in this country and elsewhere—a desire to maintain a standard rather than to promote education. It is the rock on which we are continually splitting in England itself. It is the principle which kept London University what it was for so long a time, and prevented the formation of a teaching university; and precisely the same series of considerations are at work in defence of the Cape organisation, which is entirely an examining body, the solicitude for the education of distant States must be measured by the amount of fees paid into its coffers. There is no doubt, as Sir Albert Hime said, that the Government of Natal has done its best, so far as funds permitted, to bring education to the door of every boy, and I may add every girl. There is nothing in the Paper which went to conceal that, and I think in detailing to you the many stages in which education expressed itself in South Africa and Natal particularly I left nothing out of the credit due to those who had done so much to establish this very satisfactory state of things. In one point I beg leave to differ from Sir Albert Hime, as regards Indian education.

He said the Indians don't care about education and don't want it. But they do want it. What they want, I admit, is very often what is not fitted for them. They are particularly attracted by a literary training, and have an extraordinary predilection for arithmetic. Their real need is such training as will make them useful artificers and not force them into petty and predacious and parasitical trades. In respect of the dwellings of the Indians on the estates it is no argument to use against me that in their own country they live in places as bad. I have not been to India and I do not wish to go—certainly not if I am to see such things there. If the state of things described is bad in Natal the only inference I ask you to draw is that it is bad also in India. In Natal, however, these people are directly imported and exploited by a limited number of Europeans for their selfish purposes. Their importation and use is profitable in Natal, and the people who profit by it are doing much less than their duty, and the State which permits such things is conniving at its own deterioration and destruction. I cannot admit further that the difficulties that I have detailed in respect to native education are being faced, as Sir Albert Hime claims, manfully. I think they are being faced very unwillingly. Troublesome people will continually be at the Government in order to get the Government to do something for these hordes of people who are perishing for want of some systematic training in the coarser crafts. I entirely agree that it is an error to endeavour to create what is called the educated native. I have known no case in which that effort has been successful. What should be done is to train natives in such coarse trades as wagon making, wall building, rough house building, horticulture, and so forth. Yet at this moment, or certainly three months ago, the Natal Government, although it expended a considerable amount in grants, did not provide a single hoe or hammer for the native population. I beg now to move a cordial vote of thanks to the Chairman for his kind conduct of this meeting.

The CHAIRMAN: In thanking you for this vote I wish to remove a possible misapprehension. Sir Albert Hime appealed to me as to whether the natives in India did not generally live in the same condition as those in Natal. I am not acquainted with Natal, but if the natives of Natal live in piggeries then the condition of the natives of India is quite different. It is true their buildings are flimsy and their clothing scanty, but that is as much a matter of convenience as anything else.

THIRTY-SEVENTH ANNUAL GENERAL MEETING.

THE Thirty-seventh Annual General Meeting of Fellows was held in the Library of the Institute on Tuesday, February 21, 1905. Sir Frederick Young, K.C.M.G., a Vice-President, presided.

Amongst those present were the following :—

MESSRS. H. H. BEAUCHAMP, WILLIAM BELL, C. V. BELLAMY, H. F. BILLINGHURST, J. E. BROCK, SIR HENRY E. G. BULWER, G.C.M.G., MESSRS. T. R. CLOUGHER, C. KINLOCH COOKE, C. COWEN, CAPT. A. J. CROSBY, MESSRS. W. S. CUFF, F. H. DANGAR, J. E. DAWSON, FRED DUTTON, H. F. EATON, F. W. GIBSON, J. GOODLIFFE, MAJOR-GENERAL SIR HENRY GREEN, K.C.S.I., C.B., MESSRS. R. COTTLE GREEN, W. SEBRIGHT GREEN, COMMANDER G. P. HEATH, R.N., MESSRS. C. A. HEUSSLER, C. A. HIRTZEL, SIR FRANCIS LOVELL, C.M.G., MESSRS. S. VAUGHAN MORGAN, R. D'OYLY NOBLE, SIR MONTAGU F. OMMANNEY, G.C.M.G., K.C.B., I.S.O., MR. JOHN H. PARKER, COLONEL SIR J. ROPER PARKINGTON, MR. A. R. PEIRSON, MAJOR-GENERAL C. W. ROBINSON, C.B., MR. W. V. ROBINSON, C.M.G., CAPT. W. P. ROCHE, MESSRS. T. PURVIS RUSSELL, HENRY SAMUEL, CAPT. G. C. SCONCE, MESSRS. CHARLES SIDEX, W. A. STOUGHTON, SIR E. NOEL WALKER, K.C.M.G., MESSRS. H. DE R. WALKER, W. S. WETHERELL, PETER WOOD, J. S. O'HALLORAN, C.M.G. (SECRETARY).

The Secretary read the notice convening the Meeting.

The Minutes of the last Annual Meeting were read and confirmed.

The Chairman nominated Mr. S. Vaughan Morgan on behalf of the Council, and Mr. John Goodliffe on behalf of the Fellows, as scrutineers for the ballot for the election of the Council under Rule 62, and the ballot was declared open for half an hour.

The CHAIRMAN read the following letter :

12 De Vere Gardens, Kensington, W. :

February 15, 1905.

“Dear Mr. O'Halloran,—As I am leaving for Australia next month I beg to tender my resignation as a Councillor of the Royal Colonial Institute. I appreciate the honour which has been conferred upon me during my term of office as Agent-General for Western Australia, and should I be able to advance the interests of the Institute in Australia I shall look upon it as a pleasure to do so. Kindly present my compliments to the members of the Council,

and express my regrets at not being able to attend any of the recent meetings owing to absence from London.

“ Believe me,

“ Yours very truly,

“ H. B. LEFROY.”

J. S. O'Halloran, Esq., C.M.G.,
Secretary, Royal Colonial Institute.

Under these circumstances the Council recommend that in the place of Mr. Lefroy the Fellows should elect Mr. Walter H. James, K.C., who succeeds him in the position of Agent-General for Western Australia, and who, besides being a Fellow of the Institute, is in every way well qualified for the position to which we recommend he should be elected.

The Hon. Treasurer, SIR MONTAGU F. OMMANNEY, G.C.M.G., K.C.B., I.S.O. : The report of the Council and the accounts attached to it place the financial position of the Institute so fully and clearly before you that it leaves me really very little to say. At all events it relieves me of the necessity of any prolonged trespass on your patience, or any attempt at elaborate analysis of the figures, and I will confine myself to inviting attention in the briefest possible terms to a few of the more salient and prominent features of the accounts. The statement of receipts and payments really calls for very little comment. It presents you with the usual information as regards our sources of income, which are of course mainly the life subscriptions, the entrance fees, and the subscriptions of our Fellows, and in addition there is also a not inconsiderable sum we derive from the rent of that part of our premises we do not ourselves require. On the payment side you will find the details of the working expenses, so to speak, of the Institute, the cost of running our Journal, the two yearly dissipations—the annual dinner and the conversazione, and the other usual details. The outcome of all this is that our income this year amounts to £7,628, which is a little below the income of last year. The difference is entirely due to the rather smaller amount of life subscriptions received this year, and these life subscriptions are, of course, and always must be, a fluctuating and uncertain quantity. The number of our Fellows is, this year, 4,472—that is to say, that in spite of the very regrettable list of losses by death, our numbers show some small increase on those of last year. But I think perhaps the statement of assets and liabilities is even a more interesting document for the Fellows. Our total assets amount to £62,198, and

the whole of our liabilities to only £5,296, showing the very satisfactory balance of assets over liabilities of no less than £56,902. The Fellows may regard that balance with the greatest satisfaction because, while our liabilities are of course completely stated, our assets are estimated upon what I think I may call a most moderate and conservative basis. I do not say anything about over-due subscriptions, which have been written down at a very moderate figure, but the main items of our assets—namely, our property in this Institute and the value of our library—are certainly not, in any sense, overstated. The building and freehold are both taken at their absolute cost price, no allowance having been made for the increase in value which has taken place of recent years. The increase in the value of our library, which, under the excellent administration of our librarian, is becoming every year more fully appreciated as a means of providing information for all interested in Colonial questions, is estimated simply on the basis of books paid for, and no account is taken of the large number of donations which we receive during the year and the value of which is considerable. Therefore I think I am justified in saying our assets are certainly not overstated. But there is one figure in this statement which appeals to me, and I think will also appeal to you in a striking manner, and that is the figure relating to our debt. I would remind you that the debt was incurred for the purpose of acquiring the freehold of this admirable site and for erecting this handsome and commodious building. The total cost of the two was something like £50,000, of which £15,000 was provided either by donations or from the accumulated surpluses of past years, and £35,020 was borrowed in the year 1886 to make up the amount. It seems to me to have been a somewhat bold policy on the part of the then Council to saddle the Institute with the comparatively large burden of debt at a time when our income was some 20 per cent. less than now and the number of our Fellows barely one half. But that policy has, I think, been most abundantly justified by the event; for to-day there remains unpaid out of that debt only the trifling sum of £4,780, and your Council hope that in the course of 1906 the whole of the remaining sum will have been paid off, and that we shall find ourselves the unencumbered possessors of our own freehold. I think you will agree that to have extinguished this debt in twenty years is an achievement of which your Council have every right to be proud. The Institute owes its present satisfactory position in this and other respects very largely to the courage, the intelligent foresight, and the business capacity of the Council which

watched over the first twenty years of its existence. Very many of the Council, I am sorry to say, are no longer with us, but our esteemed Chairman to-day, Sir Frederick Young, has been associated with this Institute from the first. He has most ungrudgingly devoted himself to its best interests; he has never spared himself in his efforts to promote its well being and progress, and it must be, I am sure, a source of immense gratification to him to-day to realise the very large measure of success that has attended the efforts of himself and his colleagues towards attaining that high standard of imperial usefulness which they set themselves as their aim and object when they founded this Institute. For myself, I think I am fully justified in repeating to-day those congratulations to the Fellows which it has been my good fortune to be able to offer them on many previous occasions. I congratulate you very sincerely not only upon the satisfactory accounts for the year 1904, which I am able to place before you, but also upon the secure and permanent position which the Institute has succeeded in securing to itself in the public estimation, not only in this country, but everywhere throughout His Majesty's dominions beyond the seas.

The CHAIRMAN: It is a matter of great pleasure and gratification to me that I am able on this occasion to preside over the meeting of this Institute. It is pretty well known that I was one of its original members and that since its foundation, thirty-six years ago, I have devoted no little time and energy to its development. I am, of course, very proud to think that the Institute occupies such a powerful position at the present day. I would like also to thank my friend, Sir Montagu Ommanney, for his kind allusion to myself personally. Before alluding to the report I have the pleasant duty of informing you of a gracious act on the part of our Patron, His Majesty the King, in signing, with his own hand, the Coronation portrait of himself which occupies a conspicuous place in the council room and the value of which is of course very much enhanced by His Majesty having so kindly consented to place his signature to it. This is an honour done to the Institute which will be much appreciated by every one of the Fellows throughout His Majesty's dominions. In this connection I have to announce that during last week the Council received two gifts of more than usual interest, one a fine medallion portrait by Woolner of W. C. Wentworth, the Australian Statesman, which has been presented by Mr. F. H. Dangar; and the other, for which we are indebted to Sir Hubert Jerningham and Mr. S. Vaughan Morgan, a medallion by the same artist representing Mr. Joseph Chamberlain, late Secretary

of State for the Colonies, as he was in 1879—the latter a most admirable likeness. A bust in bronze of the late Mr. Cecil Rhodes has also been generously promised by Sir James Blyth. I am glad to be able to congratulate you on the fact that the number of Fellows and the annual income of the Institute are well maintained, and in fact perusal of the table in the Report will show you how steady and satisfactory in these respects has been the progress of the Institute since its foundation. We have also to congratulate ourselves on the fact, as mentioned by our Honorary Treasurer, that the debt has been reduced to so comparatively small an amount, which we sincerely hope, in the course of next year, will be wholly liquidated. You are aware that for some years we have let a part of the Institute building to the Admiralty ; its lease of twenty-one years expires in the middle of next year and the Council are already considering what can best be done in that matter. It is mentioned in the Report that on the occasion of the annual Dinner the Chair was taken by the Secretary of State for the Colonies, Mr. Lyttelton, a circumstance which shows, as previous gatherings of the kind have shown, that the Institute enjoys the confidence of those who are directly engaged in the administration of the affairs of the Empire, and this of course is a matter of no small importance to us. The character of the papers read at the ordinary meetings has been well maintained. Those of us who attend these meetings pretty regularly have occasion to remark time after time that they are sufficiently attractive to bring together a large roomful of people interested in various part of the Empire, and that these are not necessarily always the same people. One of the chief functions of the Institute is to afford information to enquirers on subjects relating to the Colonies and to India. It is indeed a great satisfaction to us to see that the Institute is increasingly made use of in this direction year by year. It is one of those features of the Institute of which I feel especially proud. From my excellent friend Mr. O'Halloran, downwards, we have a staff that is always able and willing to give every information that comes within our province, not only to Fellows, but even to others who are not so connected with the Institute. I always feel considerable pride in drawing attention to the Library, which contains an invaluable collection of works on all questions connected with the Colonies. In this respect we claim it to be the best Library in all the King's dominions. We have here information that is not always accessible at some of the best Libraries in the whole Kingdom, and certainly not in the Provinces. The Report next alludes to the proposed Colonial Con-

ference, and the Council cordially believe that the free interchange of opinion at such conferences must be of great value. The Council have repeatedly drawn attention to the hardship of the levy of double income-tax within the Empire, and they will not fail to persist in their representations in this matter until some relaxation has been obtained. We note with satisfaction that the Death Duties Reciprocity Bill¹ has passed the Legislature of New South Wales, and that thus a long-standing obstacle to the investment of capital in the State will be removed as soon as the necessary order in Council has been obtained. The Report also alludes to the question of diffusing a more general and intelligent knowledge of the Empire. This is a matter which has for many years engaged the attention of the Council. In this connection I would draw attention to an interesting development which has recently been brought about through the preparation by a Committee under the authority of the Secretary of State of a syllabus of a course of lectures on the United Kingdom primarily for delivery in the schools of the Eastern Colonies. About the value of this method of visual instruction I think there cannot be two opinions, for the eye is the great educator. The Council rejoice to hear that recent years have witnessed a great development of the resources of Canada and that there has been a marked improvement in the seasons throughout Australia, and they have offered their congratulations to the Government on the satisfactory arrangements concluded as regards the Newfoundland fisheries question. The latter is a matter of special gratification to them, because so far back as thirty years ago they drew up a Report expressing the opinion that the time had even then arrived when the existing state of things should be put an end to. Reference is also made in the Report to the state of affairs in South and West Africa, and also to Tibet, and I may mention that the distinguished head of the Mission, Sir Frank Younghusband, is a Fellow of this Institute. In conclusion I would say that a perusal of the Report will show how varied and important are the matters which have engaged the attention of the Council during the past year and I trust that what they have done will meet with the approval of the Fellows. I now move the adoption of the Report and Accounts.

Mr. P. F. Wood: I have great pleasure in seconding the Motion. At the same time I desire to take the opportunity of testifying to the up-to-date manner in which this Institute is managed. It reflects, I think, credit on all concerned. I come into

¹ *The Stamp Duties (Deductions) Act, 1904, N.S.W.*

the Institute from time to time, and always find the officials themselves most ready to help in every possible way they can. In spite of the fact that there are over 4,000 Members, I could wish that there was an even larger number, and I think that there ought to be. Since I joined the Institute I have been extremely pleased, and I can certainly assure those who are not already Members that the Council give a very good return for what we give them. I believe there is a song that the Cambridge undergrads often sing, a line of which says: "We have not got the whole world yet, but we are getting them one by one," and so I may say that I do trust that many more gentlemen will join and avail themselves of this magnificent Library and of all the other advantages which are so liberally put at the disposal of the Fellows. I congratulate the Council on the work they have done, and hope the Institute will be more and more successful as time goes on.

Captain G. P. HEATH, R.N. : I am glad to see that the question of the double income-tax is still engaging the attention of the Council. On many of us the present arrangement bears very hardly. During the Boer War I was paying 2s. 4d. income-tax on the same money. You are perhaps aware that I had some correspondence with the Chancellor of the Exchequer on the matter some two years ago, but I did not get much sympathy. It was probably a bad time to bring forward anything of the kind; anyhow all the satisfaction I got was a copy of the reply sent to the Royal Colonial Institute some eight years ago. I would remind you that the position of things now is very different. Moreover, the Income-Tax Act under which the money is collected is some sixty years old and entirely out of keeping with the conditions that exist now between the Mother Country and the Colonies. If you once pay a tax on your income in any part of the Empire I contend that that ought to be sufficient, and I hope that now we have a more sympathetic Chancellor of the Exchequer something may be done to give us relief.

Mr. CHARLES COWEN : I am one of the very few gentlemen in this room who can look back to the days when this Institute used to meet in the little room of the Society of Arts, in fact in any place where could be found shelter for the time being. It was a little peripatetic thing, not much recognised by the public, and not, as to-day, an Institution exercising an influence, not simply in our Colonies, but on the Imperial Government itself. My old friend at the table, Mr. Goodliffe, can look back with me to the days when the Royal Colonial Institute was little thought of in South Africa, and now we look forward to

the action of the Institute as a body of light and leading in the Councils of this country for the benefit of every part of the Empire. It is an Institution recognised throughout all the Colonies, as well as in South Africa, as one which comes to the front and does its best in the interests of any Colony which requires assistance for the time being. The fact that the Institute has been established for so many years, and has done so much, marks a period in the history of our Colonies. Sometimes when I want information at the British Museum, I find I cannot get exactly what I require, but I come here and find concentrated under this roof the most valuable collection of works I believe in the United Kingdom; for here you get the history of every Colony, and can touch every point, whether of history or of law. This is a very important thing for anyone belonging to the Colonies who comes to this country and who has work to do for the benefit of his Colony. I certainly think that every Colonist who comes to this country should take a pride in this Institute, and to do his best to sustain the hands of the Council in making it what the Council wish it to be. I trust the next development will be the provision of a hall for the Institute large enough to hold all its various meetings, instead of our having to go to another place, as we now do. I feel sure I echo the sentiments of every member when I express the hope that, when the lease is about to run out of the portion of the premises now occupied by the Admiralty, the Council may be able to tell us something of its intentions concerning the provision of a hall for our gatherings.

Mr. F. DUTTON: I am very glad the subject of the double income-tax has again been raised, because as you know that is a question in which the Council has always taken a great interest. It is a grievance which we hope we may one day be able to remove, but I am afraid we can only effect our object by persistent effort. We must all recognise that the Treasury occupies, in military parlance, a strongly fortified position, so that one can hardly hope to capture even an outlying work except by very persistent attack. The only point to which I would draw your attention now is what I gather to be perhaps the most practical argument the Treasury has brought forward in refusing so far to remedy this grievance, and that is that the concession would involve a loss to the Imperial Revenue of some £500,000. I think a good many Fellows would agree with me that that, after all, is not such a serious loss for the Treasury to face; for undoubtedly this is a serious grievance which is deeply felt and resented by a large number of people. Ah of us who have been brought into business contact with various parts of

the Empire must be aware that this is a question seriously affecting the investment of capital, for people do not care to invest capital where they have to submit to taxation in this double form, especially when it becomes a matter for consideration whether they should invest capital there or somewhere else where they have not this burden to bear. Moreover, this is an important matter even from the Treasury point of view. We hear a great deal nowadays about developing the trade relations between the Mother Country and the Colonies. Now the investment of capital and the development of our large Colonies must tend to increase the opportunities of trading, and of course in that sense would indirectly bring a considerable return to the Imperial Exchequer, and not only so, but promote the employment of labour in this country. It is therefore of some importance that we should take what opportunities present themselves of keeping this question alive. I hope that the officials of the Treasury will indeed look a little more sympathetically at the question, instead of always trying to find excuses for refusing the boon. Another point of considerable importance, although not mentioned in the Report, is the seriously disorganised condition into which the mail services to Australia have been thrown. Everybody who is engaged in business in Australia must have experienced within the last few days the great inconvenience of having the services thrown out of gear. Hitherto there has been a regular weekly service, and everybody has grown accustomed to it, but now that one of the branches has been stopped, for reasons with which personally I feel absolutely no sympathy, we experience the great inconvenience of being thrown back either upon an irregular service or upon the service that is only fortnightly. It is only right, I think, without wishing in any way to impute blame to any particular body, that attention should be drawn to this matter at the gathering of this Institute, engaged as so many of us are in business relations with the Colonies, and that we should express a hope that some common sense may be imported into this matter, and at an early day the regular service be resumed.

Mr. H. F. BILLINGHURST: It is no doubt known to you all that relief from income tax has for long been granted in respect of Life Insurance Premiums, on insurances effected with Companies established in this country. Of late years some of the Colonial Companies, notably Canadian and Australian, have established agencies in this City, and they found that a similar concession was not extended in the case of premiums effected with them. The matter was agitated by the Colonial Companies for a long time. It

was difficult to get the Chancellor of the Exchequer or the Treasury to move, but I am happy now to be able to draw your attention to the fact, as mentioned in the Report, that by the Finance Act of last Session the concession has now been extended to companies established in any British possession. This, I think, will be a matter of satisfaction to all interested in this subject.

The Report and statements of accounts were then adopted.

THE CHAIRMAN: I have to announce that the Council are re-elected as proposed on the ballot papers as reported by the scrutineers.

President.

H.R.H. THE PRINCE OF WALES, K.G., G.C.M.G.

Vice-Presidents.

H.R.H. PRINCE CHRISTIAN, K.G.,
G.C.V.O.

DUKE OF ARGYLL, K.T., G.C.M.G.,
G.C.V.O.

DUKE OF DEVONSHIRE, K.G.

DUKE OF MARLBOROUGH, K.G.

MARQUESS OF LINLITHGOW, K.T.,
G.C.M.G., G.C.V.O.

EARL OF ABERDEEN, G.C.M.G.

EARL OF CRANBROOK, G.C.S.I.

EARL OF DUNRAVEN, K.P., C.M.G.

EARL GREY, G.C.M.G.

EARL OF JERSEY, G.C.B., G.C.M.G.

EARL OF MINTO, G.C.M.G.

EARL OF ONSLOW, G.C.M.G.

EARL OF ROSEBERY, K.G., K.T.

LORD BRASSEY, K.C.B.

LORD STRATHCONA AND MOUNT ROYAL,
G.C.M.G.

RIGHT HON. SIR GEORGE TAUBMAN
GOLDIE, K.C.M.G.

SIR HENRY E. G. BULWER, G.C.M.G.

HON. SIR ROBERT G. W. HERBERT,
G.C.B.

SIR CECIL CLEMENTI SMITH, G.C.M.G.

SIR FREDERICK YOUNG, K.C.M.G.

Councillors.

ADMIRAL SIR NATHANIEL BOWDEN-
SMITH, K.C.B.

THE HON. T. A. BRASSEY.

ALLAN CAMPBELL, Esq.

F. H. DANGAR, Esq.

FREDERICK DUTTON, Esq.

LIEUT.-GENERAL SIR J. BEVAN EDWARDS,
K.C.M.G., C.B.

SIR THOMAS E. FULLER, K.C.M.G.

SIR JAMES F. GARRICK, K.C.M.G.

MAJOR-GENERAL SIR HENRY GREEN,
K.C.S.I., C.B.

ALFRED P. HILLIER, Esq., B.A., M.D.

WALTER H. JAMES, Esq. K.C.

SIR HUBERT E. H. JERNINGHAM,
K.C.M.G.

WILLIAM KESWICK, Esq., M.P.

LIEUT.-GENERAL R. W. LOWRY, C.B.

SIR NEVILLE LUBBOCK, K.C.M.G.

SIR GEORGE S. MACKENZIE, K.C.M.G.,
C.B.

S. VAUGHAN MORGAN, Esq.

SIR E. MONTAGUE NELSON, K.C.M.G.

G. R. PARKIN, Esq., C.M.G., M.A., LL.D.

SIR WESTBY B. PERCEVAL, K.C.M.G.

LIONEL PHILIPS, Esq.

RIGHT HON. SIR J. WEST RIDGEWAY,
G.C.M.G., K.C.B., K.C.S.I.

MAJOR-GENERAL C. W. ROBINSON,
C.B.

SIR CHARLES E. F. STIRLING, BART.

Honorary Treasurer.

SIR MONTAGU F. OMMANNEY, G.C.M.G., K.C.B., I.S.O.

THE CHAIRMAN: It is now my duty to move "That the thanks of the meeting be given to the Honorary Treasurer, Sir Montagu F. Ommanney, G.C.M.G., K.C.B., I.S.O.; the Honorary

Corresponding Secretaries in the various Colonies ; and the Honorary Auditors, Mr. F. H. Dangar and Mr. H. F. Billinghurst, for their services during the past year."

As to our Honorary Treasurer, I need not tell you how admirably he has discharged his duties. It is not a case of merely perfunctory performance of duty. He signs every cheque and attends to every matter connected with the duties of his office, and I think that is a great deal to be able to say of a man occupying his high position in the public service. I trust we shall be able long to retain his services as Treasurer of this Institute. We have no fewer than fifty-three Honorary Corresponding Secretaries representing this Institute in various parts of the Empire. They are in constant communication with head-quarters, and they have rendered to this Institute most excellent service in a variety of ways. I think also we owe our hearty thanks to the Honorary Auditors for the way they have discharged their duties.

The Motion, seconded by Captain A. J. Crosby, was agreed to.

Mr. F. H. DANGAR: On behalf of Mr. Billinghurst and myself I wish to thank you for the resolution. You have heard from our able Treasurer such a full statement of our position that I need not detain you. You have heard that during the year we paid off nearly £3,000 and that we hope, in the course of 1906, to liquidate the whole of the debt on the Institute. The amount estimated from outstanding subscriptions will no doubt be realised ; indeed, Mr. Chamberlain informs me that amongst our 1,800 resident Fellows there are only twenty-one at this moment who have not paid for the past year. In this building we have a splendid asset, worth more than £50,000—an asset which of course we never expect to have to realise.

Mr. H. DE R. WALKER moved : " That the thanks of the Fellows be accorded to the Council for their services to the Institute during the past year, and to the Chairman of this Meeting for presiding." We have heard of the trying time the Council had in the old days when they undertook their responsible duties. Though perhaps their duties may not be so trying at the present moment, we must all feel grateful to them for the work they do, and we have to thank them now in particular for their very interesting report. The Resolution also thanks Sir Frederick Young for his services in the chair this afternoon, and on behalf of the Fellows I think we should like to associate ourselves with every word that Sir Montagu Ommaney has spoken with regard to him. We congratulate Sir Frederick on the many years of strenuous work which he has devoted to

Imperial service, and hope that he may be spared for many years to render further services to King and country.

Mr. R. COTTLE GREEN seconded the Motion, which was carried.

Mr. JOHN GOODLIFFE : Before we separate I wish to propose a vote of thanks to those to whom many thanks are due—I mean the Secretary and Staff of this Institute. We are all greatly indebted to them for their unvarying attention and courtesy, and the proposal is one to which I am sure you will give your warm assent.

The motion was seconded by Mr. W. Sebright Green and adopted. The Secretary responded.

The CHAIRMAN : On behalf of the Council I wish to thank you for the resolution you have just passed, and personally I have to thank Mr. Walker for his kind words in regard to myself. As I have already reminded you, I have devoted many years of my life to the advancement of the cause of this Institute—a body which I have always felt was doing a work for the national good, and as long as health and strength remain I shall continue to give it my best support. May I say I am just as earnest now as I was twenty or thirty years ago, when the Institute was in a very different position? Attention has already been called to the numbers of Fellows whom we have lost by death, but there are two (Vice-Presidents) whom we especially mourn. There is my old friend Sir James Youl, who lived to a great age, and who was one of the founders of the Institute. The other is Field-Marshal Sir Henry Norman, who for many years was a Vice-President and active member of the Council. As long as health and strength permitted he attended the meetings of the Council, and we deplore the loss of that distinguished man as much as does every part of the Empire.

REVIEWS OF NEW BOOKS RELATING TO THE COLONIES AND INDIA.

(By JAMES R. BOOSÉ, Librarian R.C.I.)

Bull, Paul B.—*God and our Soldiers.* 12mo. Pp. xv-267.
London: Methuen & Co. 1904. (Price 6s.)

The Author of this work was Chaplain to the Cavalry Brigade commanded by General French in South Africa, and gives his impressions of and his experiences among our soldiers in both peace and war. He claims, and very rightly claims, for the army that respect which is due to it, and shows the strong virtues which burn so brightly in our soldiers' lives. As Chaplain of the force he had opportunities of judging with what valour our men behaved throughout the war, and how well they upheld the credit of the army and the honour of their country. A striking instance of this appears in Mr. Bull's well-written pages, for he states on the authority of Lord Roberts that not one single instance of serious crime against the people with whom we were fighting was brought to the notice of the Commander-in-Chief during the campaign. In addition to describing the life of the soldier, Mr. Bull gives an account of several of the principal engagements of the war, and his comments upon many of the incidents of the battlefield are not only interesting but also amusing. In spite of the fact that books innumerable have already appeared dealing with the South African war from almost every imaginable point of view, that under review to some extent stands by itself as it touches a question which has not engaged the attention of previous writers to any great extent. It is a tribute to the good discipline, the patient endurance, and the chivalrous conduct of our troops towards the enemy.

Compton, Herbert.—*Indian Life in Town and Country.* 12mo.
Pp. vi-204. London: George Newnes, Ltd. 1904. (Price 3s. 6d.)

Mr. Herbert Compton gives us his views and impressions of Indian life after a careful study of all sides of the question on the spot. He is equally at home in dealing with the natives of the larger cities as he is in describing the daily life of those who inhabit the less known districts of India. In speaking of India we are too often inclined to imagine that we are referring to a single people residing in a country the conditions of which are similar in every instance. But Mr. Compton early in his work dispels this idea when he states that India is a conglomeration of

distinct kingdoms and peoples differing as widely in conditions and characteristics as Russia and Portugal, or the Norwegian and the Turk. Further, it consists of absolutely distinct countries differing one from another in aspect and attitude, in flora and fauna, and in soil and climate, as completely as do the peoples who inhabit them in race, religion, and language. And yet as the stranger surveys this kaleidoscopic whole his wonder will be increased to find these various countries under a single rule. Mr. Compton, however, points out that our law runs current through all these kingdoms and peoples; one brain directs them. The edict issued at Simla or Calcutta can control with equal force this cosmopolitan land, this prosperous and peaceful empire, which a hundred and fifty years ago was a vast cockpit for warring nations, a seething hotbed of opposing nationalities, and a veritable scene of unceasing tumult and battle. It is difficult perhaps to say what causes have principally operated to bring about this result; how much should be attributed to the genius of the conquering race for governing; how much to the adaptability of the conquered race for being governed; but Mr. Compton sums up the whole question when he states that the natives of India, with the exception of a few turbulent Mahomedans, are law-abiding to the point of servility; they are no strangers to submission. For centuries they lived in a subject state, subject to ruthless conquerors and to pestilence and famine, as well as to the exactions of their own rulers. Coming under the yoke of Great Britain, instead of oppressing them we ameliorated their condition; and, although their prejudices are monumental, they had the wit to see their circumstances were improved, and the common sense to adapt themselves to them. Mr. Compton divides his work into two parts in which he gives an account of native Indian life as distinct from Anglo-Indian life. Regarding the first he devotes special attention to such subjects as caste, child-marriage, enforced widowhood, the Indian at home, and other equally important matters affecting the manners and customs of the people. Turning to the daily life of the Anglo-Indian Mr. Compton has a good deal to say regarding the different stages of Indian society, bungalow life, and the attractions of tent life, combined with the seductions of excellent sport, which is one of the pleasantest phases of Anglo-Indian life. In spite of all the charms of life in India, however, it is a well-known fact—and a fact which is emphasised by Mr. Compton—that those who go to India either officially or professionally do not go there as settlers, and have no idea, as a man has when going to many of the Colonies, of making the new country his home. Mr. Compton very rightly submits the advantages as well as the drawbacks attending life in India, and his views are those of one who knows the country and has studied life there in its various aspects. Although there are statements with which some will not agree, and with which others will find fault, the general reader as well as those comparatively well informed upon Indian affairs will find much in these closely printed pages to interest and to amuse.

Gregory, Professor J. W. (D.Sc., F.R.S.).—*Climate of Australasia in reference to its control by the Southern Ocean.* 12mo. Pp. 96. Melbourne and London: Whitcombe & Tombs, Ltd. 1904. (Price 1s.)

The views set forth by Professor Gregory in this little work, which is an expanded report of his Presidential Address to the Geographical Section of the Australasian Association for the Advancement of Science, should exercise an influence upon the study of the meteorological conditions of Australasia as they are affected by ocean currents, a subject which the writer points out has been much neglected, but which is of paramount importance to the residents of all parts of the Australian Continent. Professor Gregory shows that the study of meteorology in Australia is far behind that of other countries, and advocates a united meteorological service, working on a uniform plan and publishing uniform records, and possessing a sufficient staff and sufficient money to undertake experiments outside the ordinary routine of observatory work.

Stone, Herbert (F.L.S., F.R.C.I.).—*The Timbers of Commerce and their Identification.* 8vo. Pp. xxxviii-311. London: William Rider & Son. 1904. (Price 7s. 6d.)

The information contained in this work was gathered together more for private use in a business capacity than for publication in the form of a book. The Author in his preface states that coming into possession of a business in which very many different kinds of wood were used, and finding great difficulty in distinguishing one from another, he fell back, for lack of any practical experience, upon his knowledge of botany and collected a mass of information, not only concerning the woods used in ordinary workshops, but also concerning a constantly increasing range of species. With the assistance of the various Colonial Governments and of experts in Great and Greater Britain, the Author has been enabled to give a description not only of the woods met with upon the British market, but also of some which, though at present unknown upon the British market, commend themselves to him as timbers of good quality that are likely to be heard of in the future. In introducing his subject Mr. Stone gives a scholarly account of the growth and development of timber trees, in which is embodied a great deal of valuable information both for the more advanced as well as the elementary student. Under the heading "Practical Hints" Mr. Stone explains the various methods of distinguishing one wood from another by weight, hardness, compactness of grain, and by smell and taste. In each instance he gives examples to illustrate his explanations. The woods dealt with have been selected from all parts of the world and to a large extent are indigenous to some part of the British Empire. In referring to any distinct species he supplies full information as to its natural order, source of supply, alternative names, physical

characters, grain, bark, uses, colour, pores, rings, &c. A large number of illustrations, a copious index, and a bibliography relating to the subject complete a work which is of value both from the commercial and the scientific point of view.

Who's Who, 1905. 12mo. Pp. 1796. London: A. & C. Black.
(Price 7s. 6d.)

Who's Who Year-Book for 1905. 12mo. Pp. ix-128. London:
A. & C. Black. (Price 1s.)

These two works may be classed under one heading, the first being entirely biographical, and the second made up of tables which were formerly contained in the original work, which has developed into a distinctly biographical annual. Thus, as the Editor explains, though the two books are entirely distinct, "there is an underlying connection" between them. As regards the biographical work, it continues to increase in bulk and to become more and more representative of all parts of the Empire. The selection of names appears to have been admirably performed, the leading men of science, politics, and the various professions being included in the closely printed pages. The Year-Book is in every way excellent, the information being of a most useful and miscellaneous kind. The two works form a valuable addition to any library, either public or private, and for reference purposes are indispensable.

Wetton, Thomas Charles.—*With Rundle's Eighth Division in South Africa, being a Volunteer's Experience with the Division, 1900-1902*. 12mo. Pp. vii-580. London: Henry J. Drane. 1904
(Price 6s.)

This is a brightly written and interesting record of the work of the Eighth Division of the British Army in South Africa during the recent war. The Author, who served first as a member of the Royal Army Medical Corps and afterwards as a trooper in the 34th Battalion of the Imperial Yeomanry, relates his experiences of the hospital work and the hardships, privations, and life in camp and on trek. The division was commanded by General Sir Leslie Rundle, and owing to the hardships it endured, and its general outward appearance after some months of service, became known as the "Ragged Eighth." Its work was mainly devoted to the eastern portion of the then Orange Free State, where it took part in the various fights, treks, drives, and operations generally in conjunction with other forces in that part of the country. The revision of the work appears to have been carelessly performed, there being numerous verbal and typographical errors.

McAuliffe, R. Paton (M.A.).—*The Nizam: the Origin and Future of the Hyderabad State.* 12mo. Pp. xii-86. Cambridge: University Press. London: C. J. Clay & Sons. 1904. (Price 2s. 6d.)

This work is the Le Bas Prize Essay in the University of Cambridge for the year 1904, and ably fulfils the intentions of the founders of the prize as a contribution to the study of the history, institutions, and probable destinies and prospects of the Anglo-Indian Empire. The writer is to be congratulated on the excellence of the treatment of the subject selected and the ability with which he has dealt with the origin and future of the Hyderabad State, and the rise and history of the Nizams and their Government. To discuss these points of Indian history and to place them before the reader in an intelligent manner in the space of about eighty pages is a most praiseworthy effort, more especially as Mr. McAuliffe possesses no personal knowledge of India, and has gathered his main facts from the works of the leading authorities. The formation of the Hyderabad contingent, a subject which has been discussed again and again in connection with the history of India, and the subsequent establishment of the Assigned Districts are dealt with in a clear and well-reasoned style, whilst the numerous intrigues which for many years have given considerable prominence to the dominions of the Nizam are set before the reader in a most judicious manner. Regarding the future of Hyderabad Mr. McAuliffe's remarks are well worthy of careful study and attention. In his opinion the sovereignty of Hyderabad and its existence as a State, and as the premier Native State, may be well expected to continue with ever-growing amenities and facilities extended to and reciprocated by the Supreme Government, whose duty it will remain to enervise the native rule and assist its development of administrative functions. In an appendix the Author gives in alphabetical order a list of the authorities, irrespective of Parliamentary Papers, which have been consulted, and from which facts and details have been gathered.

Hazzledine, George Douglas.—*The White Man in Nigeria.* 8vo. Pp. xiv-228. London: Edward Arnold. 1904. (Price 10s. 6d.)

Mr. Hazzledine writes in a most optimistic way regarding the future of Northern Nigeria. He has, it is true, had exceptional opportunities of becoming acquainted with many questions affecting the administration of the country, its commercial development, and its people owing to his official position as Private Secretary to Sir Frederick Lugard, the present High Commissioner. During his residence in the Protectorate he formed very decided opinions as to the value of its capabilities, and is satisfied that the control of the country is well worth retaining, if only as a buffer State, even at an apparent financial loss, for a few years. As regards this financial loss Mr. Hazzledine opens his work with a plea

for more money in order that we may secure one of the most promising openings the world has to offer for our inevitable expansion in the future. The opening up of the country is the first and most important duty of its present rulers, and the Author points out that the native produce which was formerly sent to England by way of the Desert, Tripoli, and Marseilles, will shortly be shipped down the Niger direct to Manchester, and that Manchester and other goods will go the same way in return. The question of the trade of Northern Nigeria is dealt with at greater length in a chapter showing the immense possibilities of the country, the opening for capital, and the necessity for studying the tastes of customers; a subject which has been too often neglected by the British manufacturer so far as regards Colonial trade. The market is described as a rich one, and has plenty to offer in exchange; whilst the natives may be taught to produce more for the future. The natural resources are numerous and capable of vast development, including, as they do, rubber; copra, fibre, tin, antimony, gum, and cotton, which is the hope of the British Empire in the Protectorate, and has been grown for home consumption for centuries. Mr. Hazzledine devotes a whole chapter to the subject of cotton, in which he points out that the soil, the climate, and the labour are just those required for its growth. The British Cotton-growing Association has already undertaken experiments in the country which have proved highly satisfactory. A considerable amount of information is supplied regarding the native inhabitants of the country, whose numbers may be anything between ten and twenty-five millions, all of whom now enjoy the benefits of British rule combined with a measure of freedom, justice, and prosperity never known in the land before. As regards climate and health Mr. Hazzledine tells us that the fever in Northern Nigeria is much overrated and that much has been done, and more will be done, to improve the general conditions of service. Upon the subject of England and the black races the Author holds very decided opinions, more especially as regards those writers who in the columns of leading magazines attack indiscriminately those who have been entrusted with the interests of the nation in distant lands. The whole narrative is generally so free from errors, either historical or otherwise, that it is surprising to come across the statement that "the French nation had an ambition for the founding of a vast territorial African empire which should be bounded on the north by the Mediterranean, on the south by the Pacific, the Congo, and the Great Lakes." The work is an interesting addition to the literature regarding one portion of our West African possessions, and the information contained in it is both useful and well arranged. Numerous photographic illustrations appear throughout the text.

Hazell's Annual for 1905: a Cyclopædic Record of Men and Topics of the Day. 12mo. Pp. 756. London: Hazell, Watson & Viney. (Price 3s. 6d.)

This valuable book of reference continues to occupy a high place among the numerous works of a similar character which appear annually. Its special aim is to embrace, so far as is practicable within one volume, all the information that most readers will need during the current year, with regard "to men and topics of the day." It is admirably arranged and the various articles are well written and selected. As regards Colonial and Indian affairs the references are numerous and embrace all the chief events of the past year. Reference to all subjects is facilitated both by the arrangement of the matter in alphabetical order and by the aid of a copious index. The subjects of chief interest include a review of the Fiscal Question, together with the opinions of leading authorities in the Colonies and India; a descriptive account of the Colonial possessions of various European nations; a review of the present state of the British Empire as a whole; the progress of Antarctic exploration, and other equally important questions affecting Colonial history and development.

Edwards, G. Dundas.—*Notes on Assouan.* 12mo. Pp. 36. London: John Bale, Sons & Danielsson. 1904. (Price 1s.)

These notes upon Assouan, which is situated on the east bank of the Nile, at the foot of the First Cataract, deal mainly with the meteorology and climatology of the district. The importance of Assouan as a health resort is dealt with at some length, together with the attractions that portion of Egypt offers to those in search of health and pleasure combined. It is stated that although visitors will not find there the gaieties of Cairo there is no lack of distractions, and no excuse for being dull. A chapter upon food, dress, and exercise contains many useful hints for the visitor.

Hedin, Sven.—*Adventures in Tibet.* 8vo. Pp. xvi-487. London: Hurst & Blackett. 1904. (Price 10s. 6d.)

The Author of this work has selected an opportune time for the reissue in a cheaper and more popular form of his book on Central Asia and Tibet. It will be noticed that the title differs from the original edition, and it will also be found that, although based upon the larger work, the text has been rewritten and altogether revised. The Author was the last traveller trusting to his own resources alone who penetrated into that mysterious land of snow; and, as he points out, when the future traveller enters the country, and especially if he is an Englishman, it will be under the protecting ægis of the cannon and the stern safeguard of treaty. The halo of romance has departed from the last hermit kingdom of the world, the revered holy land of Lamaism and the sacred books. Mr.

Sven Hedin is an experienced traveller, and possesses a natural fondness for geographical discovery and a fascination for the endless desert, combined with a facile pen and admirable descriptive powers. The result is that he carries the reader with him through his wanderings in unknown lands, lands full of interest and of new experiences for the traveller, and of difficulties and dangers, which all pioneers are called upon to undergo. The Author, however, under most trying circumstances never appears to have relinquished hope of reaching the goal of his ambition, the sacred city of Lassa. Advancing boldly with that object in view he was again and again turned back, only to renew with greater determination his endeavour to penetrate into the city. In this, however, he failed owing to the precautions taken to guard against the entry of foreigners. The account of the Author's journey, his interviews with the Tibetan envoys, the various discussions that took place, and his subsequent return to India from the silence of the deserts and the solitude of the Tibetan wilderness, are all graphically described, and assist in completing a work which will ever remain one of the leading authorities upon that mysterious land through which the Author travelled. A large number of illustrations add to the value of the book and supply an excellent idea of the difficulties attending travel throughout the Tibetan country.

The "Daily Mail" Year-Book for 1905. Edited by Percy L. Parker.
12mo. Pp. xxv-396. London: Amalgamated Press, Ltd.
(Price 1s. 6d.)

In the mass of information contained in this annual Colonial affairs occupy a somewhat prominent place. The various references are scattered throughout the work, but are easily traceable by means of a copious index. Under the heading "Unity of the Empire" we find set forth in full the proposals of Sir Frederick Pollock for an Imperial Committee of the Privy Council, a subject which in the near future will claim more attention than it has yet received. Under the heading "British Cotton" we obtain a brief glimpse of the work of the British Cotton-Growing Association in various parts of the British Empire, whilst in the biographical section will be found short notices of many prominent statesmen and others who are identified with the progress and development of the Colonies and India. It is, of course, impossible to include all the notable men in this list, but the selection which has been made is far from representative, and requires revision. The various sections, however, dealing with Trade, Food Supply, the Naval and Military Forces, the Fiscal Controversy, and many other useful subjects, are brought well up to date, and contain summaries of all the prominent political and social questions of the day. The low price at which the work is issued places it within reach of all who desire an up-to-date guide to the history of the country during the past year.

Fremantle, Admiral Hon. Sir Edmund R. (G.C.B., C.M.G.).—*The Navy as I have known it, 1849–1899.* Royal 8vo. Pp. xvi–472. London: Cassell & Co. 1904. (Price 16s.)

Not since the appearance of Admiral Sir William Kennedy's reminiscences entitled "Hurrah for the Life of a Sailor" has there been published so interesting and entertaining an account of life in the Royal Navy as that written by Sir Edmund Fremantle, whose active service covers some fifty years, during which he served in many parts of the world and in various capacities, from the lowest commissioned rank to the highest. In reading these reminiscences one cannot fail to become impressed with the sweeping changes which have taken place in the administration of the Navy, and the part it has played during recent years in many of the expeditions entirely confined to the land. Sir Edmund Fremantle's experiences include two such expeditions—viz. those of New Zealand and of Ashanti—in both of which he took a prominent part and rendered valuable services to his country. The chief value, however, of his book lies in the plain-spoken manner in which he deals with various questions affecting the efficiency of the Navy and its administration by the authorities at Whitehall. He is a strong opponent of the half-pay system, which he describes as the plague-spot of the Navy and the parent of inefficiency. It is impossible to deal adequately with the various experiences of the gallant Admiral during his long and honourable career, except to draw attention to the true Imperial ring which runs through the work, from beginning to end, and to refer the reader to the book itself, which contains so much entertaining reading combined with sound practical views upon those questions of Naval administration which should appeal to representatives of the British Empire in all parts of the world.

Aspinall, Algernon E.—*Sun-Pictures of the Antilles and British Guiana.* 4to. Pp. 40. London: West India Committee. 1905. (Price 2s. 6d.)

For those about to visit the West Indies, or for those who desire a memento of a visit to those charming islands, this collection of views will prove equally interesting and attractive. The work, which has been compiled by Mr. Algernon E. Aspinall, Secretary to the West India Committee, is dedicated to the Right Hon. Joseph Chamberlain, "during whose term of office as Secretary of State for the Colonies, equality of opportunity and free trade for sugar in British Markets, which had been denied them for so many years, was first granted to the British West Indies." The work does not profess to be a history of that part of the Empire, but merely an up-to-date guide for the tourist, in which necessary information will be found as to the general aspect of the countries and islands described, means of conveyance, the chief objects of interest, and their trade, principal industries, and latest statistics. Armed with

this excellent guide, the tourist is enabled to spend a limited amount of time in the most profitable manner and to gain many useful hints. For instance, the advice given under the heading of Clothing and Equipment, that he will be well advised not to make himself too conspicuous with puggarees and similar eccentricities, will enable him to some extent to disguise his identity as a "new comer," which will be found a most profitable precaution. The letterpress is well selected and sufficient for the purpose intended. Those desiring further information will find on page 15 a list of books which Mr. Aspinall recommends regarding the history, resources, &c., of the West Indies and British Guiana. The illustrations, of which there are forty, are representative of life in the various islands and give an excellent idea of the beautiful scenery which abounds throughout this historical portion of the British Empire.

Watts, W. H.—*Commission of H.M.S. "Retribution," North American and West Indies Station, 1902-1904.* 12mo. Pp. viii-193. London: The Westminster Press. (Price 4s.)

Wheeler, W. A.—*The Commission of H.M.S. "Pandora," Mediterranean Station, 1901-1904.* 12mo. Pp. vi-180. London: The Westminster Press. 1904. (Price 4s.)

Nobbs, F. E., and Berger, W. T.—*Commission of H.M.S. "Fox," East Indies Station, 1901-1904.* 12mo. Pp. 295. London: The Westminster Press. 1904. (Price 4s.)

These three volumes are interesting additions to the "Log Series" in course of issue by the Westminster Press. The first gives an account of the Commission of the "Retribution" on the North American and West Indian Station, and includes particulars of the Venezuelan difficulty which came prominently to the front during the year 1902 in consequence of acts of oppression committed by that country on British shipping and against British interests, but which ended in the President coming to terms before any serious trouble arose. The commission of the "Pandora" in the Mediterranean deals with the movements of the vessel on that important station, whilst the third volume describes the commission of the "Fox" during the years 1901-1904 on the East Indies Section. In this narrative we get an excellent account of the operations in Somaliland against "the Mullah," the "Fox" having contributed a land contingent to the expedition, which took part in the storming and capture of Illig, an important port which had been used by the Mullah for landing stores and munitions of war. The various volumes of the "Log series" are of considerable interest, as they bring before us the daily life of the British sailor in various parts of the world and under various conditions, and show how appropriate is the designation bestowed upon him of "the handyman." The series has now reached its twentieth volume and has amply realised the object the publishers had in view when the first volume appeared.

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Government of Ceylon.—Legislative Enactments, 1903-4.

Government of Cyprus.—Laws, 1904; Blue Book, 1903-4.

Government of Egypt.—Report upon the Administration of the Public Works Department in Egypt for 1903, by Sir William Garstin.

Government of Grenada.—Annual Administration Reports, 1903; Grenada Handbook, Directory and Almanac for 1905.

Government of India.—Annual Report of the Archæological Survey, Punjab and United Provinces Circle, 1903-4; Review of Forest Administration in British India for 1902-3, by S. Eardley-Wilmot; Progress Report of the Archæological Survey of Western India, 1903-4; Statistics compiled from the Finance and Revenue Accounts of the Government of India, 1895-1903; Report on the Administration of the Mint at Bombay and Calcutta, 1903-4.

Government of the Leeward Islands.—Acts of the Leeward Islands, 1903.

Government of Newfoundland.—Acts of the General Assembly, 1904.

Government of New South Wales.—Journals of the Legislative Council, 1903-4; Votes and Proceedings of the Legislative Assembly, 1903-4.

Government of Nova Scotia.—Journal and Proceedings of the House of Assembly, 1903-4.

Government of Quebec.—Catalogue of the Library of the Legislature of Quebec, 1903; Journals of the Legislative Assembly, 1904; Journals of the Legislative Council, 1904; Sessional Papers, 1904.

Agent-General for Natal.—Natal Civil Service List, 1904.

Agent-General for New South Wales.—Year Book of New South Wales, 1905.

Crown Agents for the Colonies.—British Central Africa Protectorate (Nyasaland): Hints on Outfit for Officials appointed to the British Central Africa Protectorate Administration, 1904.

- Director of Public Gardens and Plantations, Jamaica.*—Annual Report, 1903-4; Bulletin of the Department of Agriculture, November, 1904.
- Emigrants' Information Office.*—Notes on the West African Colonies, 1904.
- Geological Survey of Canada.*—Catalogue of Canadian Birds, by John Macoun, pt. iii. 1904.
- Geological Survey of Western Australia.*—Annual Progress Report for 1903; Geological Features and Mineral Resources of the Pilbara Goldfield, by A. Gibb Maitland, 1904.
- Government Geologist, Natal.*—Second Report of the Geological Survey of Natal and Zululand, by W. Anderson, 1904.
- Government Statist, Victoria.*—Victorian Year Book, 1903.
- High Commissioner for Canada.*—Canadian Customs Regulations: Minute of the Minister of Customs of Canada, 1905.
- India Office.*—Report on the Administration of Coorg, 1903-4.
- Library of Parliament, Canada.*—Statutes of Canada, 1904.
- Lords Commissioners of the Admiralty.*—Admiralty Charts (J. D. Potter, Agent), 3462. North America, West Coast, British Columbia: Anchorages in Queen Charlotte Sound. 3443. North America, West Coast, West End of Vancouver Island: Nahwhitti Bar, with the Passages leading into Queen Charlotte Sound. 3430. North America, West Coast, Vancouver Island and British Columbia: Galetas and New Channels. 3448. North America, West Coast, Queen Charlotte Sound: Blunden Harbour. 3447. North America, West Coast—Vancouver Island, West Coast: Moresby Passage, with its approaches, 3383. North America, Nova Scotia: The Gut of Canso. 3429. China, Hong Kong Island: East Lamma Channel. 3439. Solomon Islands, Ysabel (Bugotu) Island: Austria Sound.
- Railway Commissioners, New South Wales.*—Annual Report, 1903-4.
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- Kew Guild.*—Journal, 1904.
- Musée du Congo, Bruxelles.*—Notices sur des Plantes utiles ou intéressantes de la Flore du Congo, par Emile de Wildeman, ii. 1904.

- Oriental Institute, Woking.*—Imperial and Asiatic Quarterly Review, January, 1905.
- Public Library of New South Wales.*—Annual Report for 1903.
- Society of Comparative Legislation.*—Journal, Vol. vi., Part i., 1904.
- Station Agronomique, Mauritius.*—Rapport Annuel pour 1903.
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- 'Cape Times,' Limited, Cape Colony.*—'Cape Times' Law Reports of all Cases decided in the Supreme Court of the Cape of Good Hope, January to December, 1903, reported by S. H. Rowson.
- Dr. H. Jacob de Cardemoy.*—Étude sur l'Île de la Réunion: Géographie physique, Richesses naturelles, Cultures et Industries, par le Donateur, 1904.
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- J. Murray Clark, Esq., K.C., Canada.*—Empire Club Speeches, being Addresses delivered before the Empire Club of Canada during 1903–4, edited by Rev. Professor William Clark, 1904.
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- Messrs. Hazell, Watson & Viney.*—Hazell's Annual for 1905.
- D. K. Jardine, Esq., British Guiana.*—Trinidad to Manitoba and back, by C. W. Meaden and W. C. Jardine, 1904.
- W. A. Kingon, Esq., Cape Colony.*—Under the Huguenot's Cross : a Tale of Old Sea Point, by Telkin Kerr, 1904.
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- The McAlpine Publishing Co., Nova Scotia.*—Belcher's Farmers' Almanac for the Maritime Provinces of Canada for 1905.
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- Rev. A. J. Wookey, British Bechuanaland.*—*Secwana and English Phrases*, with short introduction to Grammar, and a Vocabulary, by the Donor, 1904.
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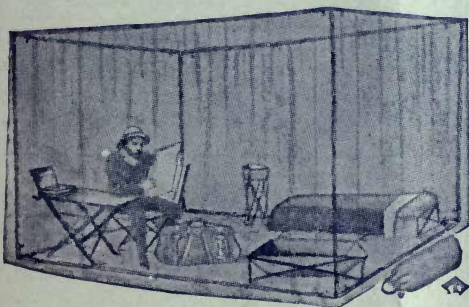
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