BROADMINTED EDUCATION.

To the Editor:

Sir—I have observed the correspondence on the subject of "Broadminded Education." appearing in your columns last week. There is an assumption on the part of some writers that education means "a distinct mental training." This, I think, is a fallacy. Education is a process of development, and it should be directed by the individual's needs and interests. The idea of "a distinct mental training" is too rigid and inflexible. It is better to foster a "broadminded" attitude, which allows for development and adaptation to changing circumstances. Education should be a continuous process, not a set of rules and regulations. I am, Sir, yours faithfully.

R.G. FULLER,
Local Secretary Trinity College.
Adelaide, January 9, 1905.

MUSIC EXAMINATIONS.

To the Editor:

Sir—The recent letter by Mr. Fuller has appeared in the Adelaide Advertiser and raised the question of the present system of music examinations. I agree with him entirely. Every music student should have the opportunity to demonstrate his progress in a public examination. This would be an incentive to study and improve. Moreover, it would provide a means of obtaining recognition for one's efforts. I propose to bring this matter to the attention of the relevant authorities as soon as possible.

H.A.D.

A SCHOOL OF COLONIAL HISTORY.

The foundation of the Rhodes scholarships at Oxford has been followed by the establishment of a School of Colonial History at that University. The endowment, which is made by Mr. Beit, the South African millionaire, amounts to £1,000 a year, which will, it is hoped, be sufficient for the support of students who will be able to study the history and development of the colonies in Africa and other parts of the world. Mr. Beit has expressed the wish that the scholars should be selected on the basis of merit, and that they should be prepared to undertake the study of colonial history in a thorough and scientific manner.

In his letter to the Vice-Chancellor of the University Mr. Beit makes it clear that the need for such a school is acutely felt by English students. The study of colonial history is not only an academic pursuit, but it is also of vital importance to the future of these colonies. The work of the scholars will be directed by the experts in the field, who will be appointed by the University. The students will be expected to conduct their own research and to write their own works.

The school will be situated in a suitable building, and will be equipped with all the necessary facilities. The first class of students will be selected in the spring of 1906, and the school will be opened for the admittance of students in the following year.

The university will undertake to provide a grant of £1,000 a year to each student, and will also provide adequate accommodation and facilities for their study and research. The students will be required to submit a proposal for their research work, and will be expected to complete their studies within a period of three years.

The school will be open to students of all nationalities, and will be conducted in accordance with the principles of academic freedom. The aim of the school is to provide a comprehensive and thorough course of study in the history and development of the colonies in Africa and other parts of the world, and to prepare students to become effective leaders in the field of colonial politics and administration.

In conclusion, I would like to express my gratitude to Mr. Beit for his generous gift and for his vision in establishing this school. The establishment of this school is a significant step forward in the development of colonial history, and I am confident that it will prove to be a valuable asset to the study of the colonies in the future.