The total wealth of these institutions and the universities in the United States was about $40,000,000, about three-fifths of which was derived from the state governments and the other two-fifths from lands and buildings. This income is now about $2,000,000. Of this about 56 per cent comes from tuition fees, 25 per cent from endowments, 10 per cent from private gifts, and 9 per cent from the state, 10 per cent from Federal grants. The remaining 5 per cent comes from minor sources. The State universities, which belonged to and were managed and controlled by the people of the state, were given through a variety of causes, the first being the generosity of the people of Wisconsin. For example, there was a farmer who did not realize that the inventor of the Babcock milk test was vented, and grasses, fruits, and live stock were improved by selection. Who had not come the increase in material wealth due to having the industries by the State derailed by trained men, and the belief that the university training gave each young man's occupation. Rich men saw the value of training, and some gave in recognition of what they had missed. Students were usually permitted to the universities on certificates of proficiency from lower schools, and not by the American ideal of education. Professors, with American universities ideals, Professor Jordan observed that the American university, being a new and small institution, was much less affected by tradition. Personal control, the growth of the college, the freedom of the German universities had been that of tradition. The ideal American individual efficiency. If this was based on tradition, was itself a great stimulus to culture and study. The culture was not perfect in the American universities, but it was better than that of the German universities.

PRESSOR JORDAN'S HUMOUR.
One great gift which some lecturers possess is the faculty of engaging their audiences, carrying them metaphorically to any portion of the globe, and relieving the tension of the journey with an illustration of racial or humorous reference. On Thursday evening Professor J. H. Jordan (President of the Leland Stanford University, California) addressed a large gathering at the University, and entertained the unit of which it was composed with a delightful talk concerning the methods and ideals of American universities. Not many minutes had elapsed from the opening when the audience realized that Dr. Jordan had been blessed with the qualifications mentioned in the first sentence of this paragraph, and they did not fail to note the introduction of quaint allusions and delicate satire. They laughingly arrived with him that he added style in avoiding a college with a good anatomical department, whose President was a clergyman, who wore a long coat and was strong on funerals. In describing the duties of the President of a university, the professor turned the caper on himself. In an impassioned way he said the public was at the hand of such an institution had to be omniscient and incontinent. With a knowledge of everything. As a teacher he was rewarded as pre-eminent on all subjects which were taught, and as a lecturer on all subjects. When he added—with a twinkle in his eye—that the professors covered every class of learning which was anywhere near the truth the sides of his listeners shook with a bit of ultimate laughter. The lecturer also had a sly dig at some of the methods in vogue in the English universities, and said the American universities held no such ones. They did not waste their strength in pavin men for work which was unnecessary.

STUDENTS WHO WORK THEIR WAY.
Lecturing on American universities at the University of Oxford, Professor J. H. Jordan asserted that the best students turned out in America came from the homes of professional men and the worst from the homes of rich men. The small fees charged by American universities were not the reason. The main reason was the students they turned out so many strong men, for priming youths from any social classes to the unwise and get self-education. No student was locked down upon when he came to his living while attending at the university. It was a common practice for students who mean, to wait at table, or do house or garden work. One young man paid his way by catching animals and selling them to the London Zoological Gardens. Out of 1,200 students at Stanford University 200 had nothing but what they earned.

AN AMERICAN EDUCATIONIST.
INTERVIEW WITH PROFESSOR JORDAN.
INTERESTING OBSERVATIONS.

Regent 14th Jan.

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First Visit to Australia.
"This is my first visit to Australia, and so far I have enjoyed myself immensely. I was anxious to see my country, and it was not until the intersection of the two countries that I realized what a pleasure I was experiencing. The Professor University to come over and give a course of lectures. I landed at Sydney on May 20, proceeded to the harbour city by rail, lectured there, returned to Brisbane, gave a second course of lectures, and then hurried straight through Queensland. I arrived in the city of Melbourne May 29, and proceeded to Sydney to give a second course of lectures. I had a pleasant time, and the people were very kind to me. I was invited to dinner several times, and I was offered a second course of lectures.

Free Education.
"What impression have you formed of Australia?"—"It appears to me that Australia is a country of great variety and there are many different kinds of people. There are the poor and the rich, the strong and the weak, the white and the black, and the educated and the illiterate. I have visited a great many places, and I have been struck by the fact that the people are very kind to me. I have been invited to dinner several times, and I have been offered a second course of lectures.

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