

Arts and Crafts, Bedford Park, last week, in the course of which he referred to the subject of female education. We were living now, he said, in the reign of the most illustrious female sovereign who had ever sat upon the English throne. It was appropriate to remember that the reign of her Majesty had witnessed the greatest advance in female education ever made in this or any other country. At the commencement of the reign women possessed no university rights or privileges, and there were no schools for girls conducted upon liberal educational principles. These now existed and flourished everywhere, and many honorable and lucrative pursuits and professions were opened to women which were closed to them a few years ago. Many careers of public usefulness were offered for their choice, in connection with the administration of the poor law, with School Board work, with other branches of local government, and with the administration of charity. In these various public offices many women were engaged with the utmost honor to themselves and profit to the community. Nowadays there were more opportunities than ever before for utilizing and developing the special knowledge and peculiar qualities of women. To his mind this was one of the greatest features of the reign of Queen Victoria.

In Sir Philip Magnus's opinion, the London institutes give facilities not only for technical but also for literary and general education which are not obtainable on the same scale and on similar lines in any other capital in the world. How, then, does it happen, asks the *Journal of Education*, that our merchants' and bankers, clerks and our commercial travellers are inferior to those of Germany and

Switzerland, if not of France? Simply because so much of our primary education is inferior, and, consequently, lads are not able to profit by the evening classes and technical instruction provided for them.

In a sermon preached to the undergraduates of Balliol College, Dr. Jowett declared the relation of the teacher to be "a personal one." He said that some persons did not understand that teaching had anything to do with sympathy.

"The gifts they look for in the teacher are knowledge of the subject, clearness in the arrangement of materials, power of illustration, accuracy, diligence—nor can any one be a good teacher in whom these qualities are wanting. And yet much more than this is required. For the young have to be educated through the heart as well as through the head; the subtle influence of the teacher's character, his love of truth, his disinterestedness, his zeal for knowledge, should act imperceptibly upon them. . . . He who is capable of taking an interest in each of his pupils individually; who by a sympathetic power can reach what is working in their hearts or perplexing their understanding; who has such a feeling for them that he has acquired the right to say anything to them—has in him the elements of a great teacher."

Those qualities in a teacher are not ensured by the possession of a university degree or a training certificate. We are aware that Education Departments would regard Dr. Jowett's words as a counsel of perfection. Nevertheless in these days, when "doubts, disputes, distractions, fears" are almost synonyms for the term education, it is well to keep in view the ideal of the great Oxford teacher.

A BRITISH EXPEDITION.—[Benin is a small kingdom of Guinea, western