

The organization of man in human society is of great importance, and the knowledge of the way in which societies have grown up into their present state of organization is an indispensable preparation for successful teaching. No man must be left to act on his own judgment of that of which he knows only a portion. The man who handles matter must know its whole nature; the man who handles mind must know its hidden working. The man of the future must have *two* qualifications; education to *know*, and skill to *do*."

EDUCATIONAL MATTERS ABROAD.

THE opening of London University to women, last summer, is likely to produce very satisfactory results. At the recent Matriculation Examination, five hundred and seventy candidates presented themselves of whom eleven were women. Only two hundred and fifty-nine satisfied the examiners, but nine of these were women. It will be thus seen that while forty-five per cent. of candidates passed among the males, nearly double this percentage, or eighty-two per cent. of women passed, and passed with distinction, the first six occupying the second, ninth, eighteenth, twenty-first, thirtieth and forty-seventh places respectively, in the Honour List, and the remaining three being in the first division.

AT the great Exhibition of 1851, the eyes of English manufacturers were thoroughly opened to their inferiority to the French in matters of design in textile and other fabrics. Benefiting by the lesson they then learnt, they set about opening Schools of Art and Design in various parts of the country in which they were aided and encouraged by the Government. Now what is the result? Sir P. Cunliffe Owen, C.B., Director of South Kensington Museum says, that while acting as secretary of the English Commission at the Paris Exhibition he had had opportunities of witnessing the practical results of the Schools of Art. As an Englishman, he continued, he had reason to be proud of the position this country had taken during that Exhibition. He had been pleased to hear the French acknowledge that we

had obtained, through the agency of Art Schools, a style of our own, and that they were willing to come to this country for designs for their manufactures. Previous to his going to Paris, and while at South Kensington Museum, foreigners had come to him and spoken of the excellence of the designs obtained from this country, and he knew that French manufacturers had spent hours in the Paris Exhibition admiring, and, as they confessed, copying English designs, because they felt that unless they followed in the wake of this country they would not be able to hold their own in the race.

SIR HENRY COLE, C. B., in presenting prizes at the Portsmouth Schools of Science and Art, advocated the system of beginning science and art in the shape of cooking in elementary schools, which, he contended, would add to the great good and comfort of the people. He urged that the rudimentary principles of science should be taught in Board schools, and advocated the establishment of county associations for schools of needlework. He also advocated the development of music, which he argued was one of the most divine things God ever created.

BRIEFS ON NEW BOOKS.

The Educational Year Book for 1879. London: Cassell, Petter & Galpin. In a volume of about 350 closely printed pages, the Editor gives the result of a minute survey of the whole field of public education in England and Scotland, with such details of the various institutions which afford opportunity for obtaining an elementary, secondary, higher school, and university education, as could be gleaned for publication. Almost every feature of these institutions is succinctly described, with details of the terms and conditions of admission, the course of study, the discipline, the fees, the scholarships, together with an indication of the scope of the teaching—whether it is prevailingly classical or scientific—and all other essential facts about them which one may be supposed to wish to know. Enumeration is