

having passed the examinations for the Baccalauréat et Lettres, and the Baccalauréat et Sciences (or some recognized equivalent), and five medical examinations, besides having spent five years in medical study. Permission to attend lectures and hospital practice at Paris is also accorded to women. The programmes relating to the several examinations, may be obtained, by order, from "Jules Delalain et Fils, Rue des Ecoles, Paris." Two foreign Universities, those of Paris and Zurich, being now open to female medical students, those who wish to see women practising as physicians are likely to have their desire fulfilled, irrespective of the action of English medical bodies.

—*The Education of the Merchant.*—Professor Leone Levi, in his introductory lecture at King's College, selected for his subject "The Education of the Merchant." Having shewn the interest taken by that institution in the diffusion of those sciences which are associated with the industrial progress of the country, and the means at its disposal for acting as a complete technical institute, the Professor said that the first condition for the successful technical education for any profession is a mind already prepared by a sound general education, since technical education begins where a good elementary, and sometimes a secondary, education ends. The general education of a student for the mercantile profession should consist of English first and foremost, one or two foreign languages, Latin, arithmetic, and mathematics. Much higher, however, are the requirements of trade, and a good technical education would demand the perfect command of those branches of knowledge, and the addition of many more. The study of statistics is important in order to learn how to procure, arrange, and publish facts in relation to trade. Mathematics and algebra, in connection with the doctrines of probabilities, are especially necessary for the business of insurance. Accountancy is of practical use, since a good knowledge of it often acts as a safeguard against commercial disasters. The principles of commerce and banking, including the history of our commercial policy, a knowledge of facts relating to the articles of trade, the foreign exchanges, and the funds, as well as a good portion of political economy, form the very elements of commercial knowledge. Physical geography is of great value, as it describes the characteristics and productions of different countries with which we are trading; while geology and chemistry are of primary necessity in connection with mining and manufacture. Of still greater utility to all are the commercial laws of this and other countries—or a knowledge of the laws which govern the different relations of trade, and the various instruments of commerce—and international law, which furnishes information respecting the rights of belligerents and neutrals, and the rights and duties of consuls in foreign ports. The tariffs of all countries ought to be studied, and also their weights, measures, and coins. The Professor dwelt on the advantage of the educated over the uneducated merchant, and urged that the apprentice must possess sufficient theoretical knowledge before he can understand and connect the operations of trade which he sees in practice. The student should not form a low idea of the accomplishments necessary for the mercantile profession, which in reality are very great, and far less a low conception of commerce as a calling. To encourage methodical studies for commerce, it would be well if merchants in taking apprentices and clerks, would give the preference, as far as possible, to those adducing evidence of the possession of adequate instruction in the sciences applicable to commerce. Studentships might also be founded in connection with such studies by the leading merchants and City companies, who should do for commerce what Mr Whitworth and Sir David Baxter had nobly done for mechanics and industry. France, Germany, Belgium, Italy, and Switzerland are doing their utmost to extend commercial education; and care should be taken that the British merchant, who enjoys a world-wide celebrity for perspicacity, boldness, and enterprise, shall also stand foremost in intelligence and virtue.

—*Technical Education.*—The eminent engineer, Mr John Scott-Russell, C. E., F. R. S., delivered an address recently at the Birkbeck Institution, Southampton Buildings, upon the subject of technical education. Mr McCullagh Torrens, M. P., occupied the chair, and there was a pretty large attendance. Referring to the subject of mechanics' institutions, Mr Scott-Russell attributed their comparative failure in the country, to the fact that they were deficient in the preliminary knowledge which was necessary for them to become popular. The great evil to be deplored was, the low standard which, as a nation, we had been satisfied with for the education of our people. It was considered enough to constitute a public school if reading, writing, and arithmetic, were taught within its walls. These things, however, did not constitute knowledge; they were merely the vehicles by which true knowledge was conveyed. The same errors had been committed by other countries; but those countries had long since awoken from their error, while England still lagged behind. Education in England was inadequate for practical purposes, mainly because we did not, in the first instance, lay down a sufficiently broad and distinct foundation upon which afterwards to rear the more special education required for our duties in life. After twenty years' acquaintance with many of the most educated nations of Europe, he was bound to say that the people of those countries received an ordinary and technical education, calculated to fit each man for his own vocation in life,

to a degree of profundity and excellence of which we in this country had not yet formed the slightest conception. He would not say whose fault it was that England was not the best educated country in the world. Some persons said it was the fault of the working-classes, who would not educate themselves. This, however, was a fallacy. In no country did the ignorant educate themselves. It was, therefore, the duty of the educated to instruct those who were not. In Switzerland every man had a complete course of technical education calculated to fit him for the duties of life, and a similar state of things he desired to see brought about in England. It was the duty of their governors to help the advancement of technical education, by providing them with the best masters and means whereby to acquire the requisite knowledge. Let the members of such an institution as the one he was now addressing bring the matter before the Government, and then perhaps the results which he desired to see might be brought about. The proceedings terminated with a vote of thanks.

—*Scientific Education.*—The *Ecole Pratique des Hautes Etudes*, described in last No. of the *Museum*, is to begin with a greater number of students than could have been anticipated. On the first October, the inscriptions were,—

Mathematical Department,.....	15
Physics and Chemistry,.....	51
Natural History and Physiology.....	47
History and Philology,.....	44

Some have even given up permanent situations in order to join this highest school of scientific research.

Laboratories are being built and furnished both in Paris and in the provinces. At the Sorbonne, laboratories of natural philosophy, of botany, of physiology, and of geology will soon be ready; and a great chemical laboratory is in course of construction. At the College of France, and at the *Ecole Normale Supérieure*, where the teachers of the great public schools of France are trained, laboratories of chemistry, of physiology, and of chemical physiology, are in preparation. And at the Museum, besides the laboratories of zoology and vegetable physiology now ready, others are contemplated for chemistry, botany, and comparative physiology. From the provinces come requests that particular laboratories already in operation may be affiliated to the *Ecole Pratique des Hautes Etudes* in Paris; the departmental authorities of Calvados have made a grant to encourage researches in agricultural chemistry by the scientific Faculty at Caen; and the town council of Lille has voted upwards of £400 towards the installation of a chemical laboratory in their *Lycee*, or great public school. Scientific research encouraged above; scientific instruction diffused below: this seems to be the meaning of the above facts.

—*Lord Stanley on Education.*—Lord Stanley's speech to the constituency of Lynn, we may regard as an utterance by authority, and of exceptional interest from one hitherto reticent of his convictions upon the subject:—"I come," he said, "to the large subject of popular education, or rather of popular school teaching, which is a very different thing, but which I always endeavoured to promote. I will tell you briefly my ideas upon that. It is admitted that the present system is defective. There are many parts of the country which it does not reach, and are just the poorest districts where it is most wanted. I am quite ready to support any reasonable plan by which that defect can be remedied. I speak only individually, and not as pledging any one but myself. I think that in the first instance, it would be advisable to take away the management of the Educational Department from the Council Office, with which it has no natural connection, and to appoint a minister for that sole and special purpose. The next step would be to ascertain how far the provision for teaching is inadequate, a point upon which there are the widest divergences of opinion. I should not object to giving powers to towns or to districts to rate themselves if they should think fit for school purposes. Further than that, I see no necessity for going. I would not alter the present system where it is working well, and I object to making education compulsory, because it does not seem to be necessary. We must not be in a hurry, and we must recollect that immense progress has been made in the last twenty-five years. Legal compulsion in private matters is, in this country, exceedingly unpopular and any proposal of that kind would, by the opposition which it would create, throw back the cause rather than advance it. Those who advocate compulsion in such matters are in this dilemma: If popular feeling is against your law, it won't work; if popular feeling is in favour of it, then it is not wanted.

—*Medical Report on the Great Public Schools.*—In March 1867, Dr. Vernois was commissioned to inspect, from the medical point of view, the imperial *lycées*, or great state boarding-schools of France, 78 in number. He has overtaken all of them except two, those of Algiers and Bastia; and his voluminous report is now printed. The first and most considerable part, which describes the facts as he found them, and the improvements required in each case, occupies five folio volumes each of 200 pages. The rest of the report is devoted to a generalization of the facts, and an exposition of hygienic principles in their application to *lycées*.