

The religious difficulty seems to have exercised a particularly depressing influence on education in Bavaria and Baden. In Alsace, the Prussian system is being acclimatized as fast as circumstances and the natural repugnancy to it of the inhabitants will permit. The end, however, is easy to foretell. Before France will dare to strike another blow in vindication of her ancient right to these provinces, they will, to all intents and purposes, have been Germanized.

Of the other European countries, we will first cast a glance at England, and enjoy that rare gift of seeing ourselves as others see us. It is rather disappointing to find that only two pages of the whole book are devoted to this country, compared with about twenty-five to Switzerland, for instance. Here, it seems to us, the editor has somewhat lost sight of the proper historical perspective of his book. "On the whole," says the article on England, "some progress has been made in Education, but more as regards the external organization than in the method of teaching. Even a cursory glance at the English publishers' catalogue shews that school books have latterly considerably increased in number. V. find in it thirty publishers of works on education, edited by some of the most learned men in the country. But, in spite of this, we are sorry not to be able to report any material change in the method of teaching. The book, not the teacher, is still the central point of instruction. Yet in principle it is admitted that the teaching power of a country should at least have some training, for there are a few training schools scattered over the country." Comments on this latter statement are needless. It cannot be denied that too many teachers in this country are still lamentably deficient in an acquirement which it should be their first care to cultivate—The Science and Art of Teaching.

In France, popular education is going through an experimental stage. The Republican Government has determined to raise the standard of it, and is of opinion that this can only be effected after the clerical influence over the schools shall have been considerably curtailed. The three new educational clauses

of Ferry, depriving the clergy of the power of granting degrees, and the recent decrees against the Jesuits, show that no half measures are intended. We further find that a Museum of Education has been founded, in imitation of our Museum at South Kensington, and that Froebel schools have been started in the Department of the Seine.

If possible, the two camps of clericalism and secularism assume a still more threatening attitude against each other in Belgium. The clergy, both secretly and openly, defy the laws passed by the new Liberal Government. At a Consistory of the bishops held at Malines, a decree has been promulgated, forbidding the clergy to administer the sacraments—1st, to all those who send their children to the State schools; 2nd, to all laymen giving religious instruction; and 3rd, to all pupils in the Government training schools; whilst the teachers in the State schools are threatened with excommunication. In the churches a special prayer is being read for deliverance from their wicked lawgivers and from those who obey them. What, amidst all this, becomes of the poor children waiting for intellectual bread, can easily be imagined. Several hundreds of schools are without teachers, and the attendance in many of them is almost reduced to zero.

From such a picture of unseemly reprisals and strife, it is a relief to turn to Iceland, where an extraordinary activity is being displayed in reassuming their old position of a very well educated people. The "Althing" has just entrusted the control and inspection of the national education to the hands of the clergy, and great educational improvements are reported as being introduced over the whole island.

An equally satisfactory report is given of educational progress in Bulgaria. The Slav element in Eastern Europe is being gradually developed. This is scarcely so reassuring a fact from the point of view of the older surrounding States, which are watching its progress with much concern for the future. For, with the Slavs, progress means self-assertion, and is fraught with many a danger to the peace of half the Continental States. It will