

ingly incompetent persons, and it is very difficult to replace them with advantage. Their salaries are so small that no one becomes a schoolmaster who can get any other post. The worst-paid servant of the State, the least valuable clerk in a commercial establishment, receives more than even a favoured village pedagogue, so that the class which is to educate Young Russia has to be recruited from the ranks of "plucked" students and "stickit" ministers, or from those of retired non-commissioned officers or private soldiers, or the sons of persons employed in the lowest classes of the Civil Service. As the supply of even such teachers as already exist is by no means equal to the demand, it is difficult to see how the number of schools the establishment of which M. Schédo-Ferroti thinks necessary can ever be provided with masters, for assuming that there are 8,000,000 of Russian children of a school-going age, he considers that the country stands in need of at least 160,000 primary schools. How to produce an equal number of good and trustworthy schoolmasters is a problem of no small difficulty.

To overcome the objection of the parents to sending their girls to school may prove an easier task. At the present moment they say, "Education may be an excellent thing for boys, but our girls will never have letters to write or accounts to keep; why should we have them taught reading, writing, and arithmetic?" All arguments as to the ulterior benefits of education would be thrown away on utterly uneducated persons. The only thing to be done is to prove that education has its immediate advantages by making it embrace such subjects as the art of needlework and the science of cookery. For this end it will evidently be necessary to have female teachers, and their employment M. Schédo-Ferroti very strongly urges upon the Minister of Public Instruction. If the schools were under the charge of properly trained women, the peasants, he thinks, would no longer refuse to let their girls attend them, and in a few years Russia would see its women placed upon a level with its men, so far at least as primary instruction is concerned.

Nor would there be any difficulty, he says, in obtaining the 160,000 governesses required. They could easily be supplied, if the demand for their services once made itself felt, by the two classes alone of the clergy and the *Chinovniks*. The Orthodox Church employs about 37,000 priests, 13,000 deacons, and 63,000 sacristans, besides other ecclesiastical subalterns. All of these being married people, the Church has a total of about 113,000 families, for the most part very numerous, to offer for educational purpose. To these may be added a large proportion of the families of the 200,000 persons employed in the public service. Altogether the number of households is enormous on which it would be fair to count as likely to supply recruits to the ranks of the teaching class. To them belong, at the present moment, many thousands of Russian women who are condemned to lead a precarious and sometimes a miserable existence. Some of them live by very ill-paid manual labour; others are a grade higher in the social scale, but still can scarcely make enough to live by. It is only the most fortunate of their number who can contrive to find a good position in the superior walks of domestic service, while too many of them are reduced to eat the bitter bread of charity. To all of them such an independent position as that of "Primary Instruction" would be the greatest of boons, and the benefit which would accrue from it to themselves might be rendered back by them to the country at large.

What M. Schédo-Ferroti proposes is that a "Lay Order of Sister Instructresses" shall be founded, into which every one who wishes to become a national schoolmistress shall be received, for the purpose of being properly trained; that the great ladies of every district shall take an interest in the welfare of the local branch of the Order, and shall exercise some supervision over its members; and that its proceedings shall be regulated by the Government authorities. With a little State patronage the Order would, he thinks, flourish vigorously, and in a short time Russia would possess a noble army of schoolmistresses, thoroughly well trained, and tolerably well appointed. Then a combined attack

might be made, under the most favourable auspices, upon those drawbacks to the progress of the country—the ignorance of the common people, and their habits of gross debauchery. Before long the Russian woman would raise herself from the degraded position she has long occupied, and in doing so she would raise with her the Russian man also, and in the course of time the country would be able to boast of a peasantry which emancipation has set free from the degradation of slavery, and which primary education—thanks to the 160,000 school mistresses of the future—will have delivered from the mental shackles of ignorance and bigotry. The picture seems a little overcharged with rosy colour, but everyone must admit that it is fair to look upon. Let us hope that the 160,000 governesses may soon be transferred from the limbo of imagination into the stable world of realized fact.—*The Saturday Review*.

### Teachers' Studies.

An academical teacher cannot worthily discharge his educational functions unless he has some leisure for private study, and is enabled to keep himself on a level with the advancing thoughts of the age. If he is merely retailing the little stock which he gathered himself as student, his intellectual poverty will reappear in the minds of his pupils.

Niebuhr used to call his pupils his wings; they would have been leaden wings if he had been required to drudge with them like a teacher of a common school. Nor would Newton have been what he was to England and the world, if as a professor at Cambridge, he had been compelled to give four recitations a day, and to eke out his income by travelling about to deliver public lectures besides. I do not claim for the ministers of learning and science great incomes; they above all men ought to cultivate simplicity of life; but the highest interests of civilisation require that such of them as have shown superiority and devotion to their calling should be released from incessant and engrossing toil for daily bread. If it were only as the indispensable precursors of practical science, which cannot advance without the guidance of previous investigators, such professors would repay reasonable liberality many fold. The prospect of a higher claim is also requisite as a stimulant to the ordinary teacher, whose calling must be otherwise somewhat hopeless, and being hopeless will be apt to be somewhat lifeless.—*Goldwin Smith*.

### Education of Girls.

An English Catholic paper concludes an article on this subject as follows:

"There never was a time when the old saying that knowledge is power" spoke a greater or a nobler truth. Then as to the argument that a girl's mind is far inferior to a boy's, upon what evidence is it founded? How often has the falsity of such assertions been proved? Surely this is not the time to keep on with a worn out cry. A boy, as he grows up to manhood, has his mind open to an interest in what is happening all around him, in the books that are written, the discoveries that are made, and in the many steps along our march of progress. But the girl is compelled by her very teaching to keep within herself, to look into her own heart and mind for interest and amusement, and to see in the future nothing but her marriage.—This training shows itself sometimes in what is called a romantic attachment, which is simply nothing more than the fixing upon one object the whole strength of her heart and soul. But it also leads to that love of dress, excitement, and admiration which is summed up in the present day under the term "fast." A husband is the only goal at which most girls are taught to aim, the richer he is the better; so all their energy is forced into one groove, and the consequences are what we see around us. Even a girl will have a restless ambition, a seeking after fame, and being taught that marriage is her only end, all her strength of character is brought to bear upon its attainment. Then comes the love of admiration,