

The fertile portions produce abundance of wheat, barley, rice, maize, tobacco, hemp, flax, and cotton; the cedar, cypress, and evergreen oak flourish on the mountain slopes; the sycamore and mulberry on the lower hills; and the olive, fig, citron, orange, pomegranate, and vine on the low lands. The mineral products are iron, copper, lead, alum, silver, rock salt, coal (in Syria), and lime-stone. The fauna includes the lion (east of the Euphrates), the hyena, lynx, panther, leopard, buffalo, wild boar, wild ass, bear, wolf, jackal, jerboa, and many others; and the camel and dromedary increase the ordinary list of domestic animals.

Notwithstanding the primitive state of agriculture in Turkey, the extreme fertility of the soil, which returns from twenty-five fold to one hundred fold, makes ample amends for this defect, and supplies materials for the comparatively unimportant manufactures and industries of the country. The products are wax, raisins, dried figs, olive oil, silks, red cloth, dressed goat-skins, excellent morocco, saddlery, swords of superior quality, shawls, carpets, dyestuffs, embroidery, essential oils, attar of roses, plum brandy, etc. The commerce of Turkey is extensive and important, and under the influence of judicious regulations is rapidly increasing. Detailed statistics are not obtainable. The average annual value of the imports of Turkey in Europe is estimated at \$92,500,000; and of the exports at \$30,000,000. The exports are the surplus of the above-mentioned natural and manufactured products of the country, also wool, goats' hair, meerschaum clay, honey, sponges, drugs, madder, gall-nuts, various gums and resins, and excellent wines; the imports are manufactured goods of all kinds, glass, pottery, farms, paper, cutlery, steel, amber, etc.

The merchant marine included, in 1873, 224 sailing vessels of a total burden of 34,711 tons, and 9 steamers, aggregating 3,049 tons. The total tonnage of the merchant marine is estimated at 180,000.

The sovereign is commonly styled sultan, but has also the titles *padishah*, grand seignior, *khan*, and *hunkiar*; though nominally absolute, his power is much limited by the *sheikh ul-islam*, the chief of the *ulemas*, who has the power of objecting to any of the sultan's decrees, and frequently possesses more authority over the people than his sovereign. The supreme head of the administration, and the next in rank to the sultan, is the grand vizier (*sadr-azam*), under whom are the members of the cabinet or *divan* (*menasbi-divani*), namely, the presidents of the supreme council of state (*alkiam-i-adli*) and of the *tanzimat*, the *seraskier*, the *capudan pusha*, or high-admiral, and the other heads of departments of the administration. The governors of the *aylets*, or provinces, are styled *walis*; each *aylet* is divided into *sanjaks* or *livas*, ruled by *kaimakams*, each *liva* containing a number of *cazas*, or districts, and each *caza* a number of *nahiys*, composed of villages and hamlets.

According to the budget for 1875—6 (the year 1291, according to the Turkish calendar), the estimated public revenue was 4,776,588 purses of 600 piastres each; the expenditure, 3,785,819 purses. The foreign debt of Turkey amounted in 1875 to \$924,908,900; the internal and floating debt has been estimated variously at from \$65,000,000 to \$150,000,000.

The military forces of Turkey were in 1875 officially estimated as follows: on a peace footing, 157,667 men; on a war footing, 386,100.

The navy consisted at the end of 1875 of 20 iron clad ships and 70 other steamers. In addition to these there were 4 steam transports and a number of old sailing-vessels not fit for service. The total length of railways

open for traffic on January 1st, 1875, was 825 English miles, of which 654 were in Europe and 171 in Asia. The length of telegraph lines on the 1st of January, 1875, was 17,597 miles. The total number of despatches carried in the year 1874 was 910,130, of which number 102,987 were international messages.

Education was long neglected, but in 1847 a new system was introduced; and since then schools for elementary instruction have been established throughout Turkey, and middle schools for higher education and colleges for the teaching of medicine, agriculture, naval and military science, etc. In 1870, Constantinople had 415 public schools, which were attended by 24,000 pupils.

Spelling.

How to teach spelling still remains a problem, and learning still remains a task and will to the end. The philologist can hardly undertake a more difficult or more hopeless task than that of reducing English orthography to anything like uniformity and at the same time make it tolerable to the generation or two who will be compelled to know both the present and the reformed ways during the period of transition. However desirable a reformation may be, whether one which shall radically and at once put our orthography on a rational basis, or one which shall be content, at first, with correcting some of the most absurd and anomalous features of the present way of spelling and by the obvious and great relief of these changes reconcile all to further modifications, it must be, in order to either permanence or value, under the direction of men of science and judgment and not in hands of mere orthographic mutineers. At any rate, such a reform will not come in haste, and the present generation must learn the current orthography, and the question constantly recurs how to teach it.

Spelling, for the ordinary pupil, cannot be learned *without work*. A few seem to spell, as a few seem to read or to sing, by gift of nature, but they are very few. For most, spelling is the result of much study. The irregularities of the language impose this necessity upon very nearly all, and there is at present no escape. We may much prefer to be studying nature or to be studying Algebra; but if we would spell correctly and be sure that our letters and other writing will not disgrace us in this respect, we must pay the cost, we must learn the spelling lesson, and we must practise till we are perfect. The neglect of this will account for some of the poor spelling prevalent in schools and elsewhere; spelling is not practised to such degree and with such exactness of requirement as to make safe spellers.

Next, spelling, like anything else, is best learned *by children* when special and sole attention is given to it. Spelling, if it be only a part of an exercise, one of several things attended to, will make but slight impression. Here is the cause of failure in result of much teaching of spelling; it is an object-lesson in etymology, and the spelling is not sufficiently separate from other points of apparently—and if spelling is already known of really—greater interest to make any permanent impression; it is a "word-building" lesson, in which words are "built" rather than spelled; attention is divided among several objects and not concentrated on any; in these cases the *spelling* at least suffers. Grown up students may make spelling an incident in a lesson in philology, and may fix this in connection with other lessons; a class in physiology may fix this in connection with other lessons; a class in physiology may have a spelling lesson in the terms of the science, as incidental to physiology; compositions and every written exercise should make spelling an important incident; but children as a rule, and children of quite large growth will learn spelling only by attending to it as *spelling*. A set lesson, in which *spelling* is the only test of merit and is the only thing required, a lesson in which attention is fixed sharply on this one point, is essential for children; they may do all the rest beside, attended to all the accessories and whatever "gets up an interest," and get good from the variety of practice, but this they *must* do.

Next, if spelling is not learned *in early life* it is scarcely ever learned thoroughly. Particularly is this the case with those