

Spain and Italy are still backward, and nothing surprises the newly-arrived immigrant from these countries so much as to see every one in this country, however poor and low, reading his daily paper. Primary instruction is, however, making rapid progress in Italy. The State devotes large sums of money to the purpose of teaching; more, indeed, comparatively, than either France or Austria. The number of normal schools is constantly increasing, and the recruiting for instructors would be much less difficult if they were only paid a little better. At present there are over 25,000 schools in the rural communes of King Humbert's dominions. France, judging the country by the standard of its metropolis, has made a very sensible progress in educational matters during the present century. In 1380 Paris contained 40 small boys' schools and 20 for girls. Three hundred years later, the latter score had risen to the number of 166 schools for girls. The number of primary schools in 1871 was 341, attended by 89,012 scholars; in 1873 the budget contained the sum of 17,000,000 francs for primary education, and at present there are about 120,000 scholars, occupying about 430 schools. In the Parisian public schools the course of study is very simple, the expenditure of the money of the republic being scrupulously confined to the useful. The lessons taught are those in reading, writing, arithmetic, the French language, lineal drawing, singing, geography, and the history of France. There are many who may like to read the distribution of work, and for their benefit it is appended. This at least was the order of exercises a few years ago:—Morning at 8 o'clock, the class commences with a lesson of religious instruction, followed by the catechism and gospel; 9 o'clock, arithmetic, mental calculation or drawing, 9.30; from 9.40 to 11 o'clock, reading and writing. Afternoon:—At 1

o'clock, dictation in French; 2 o'clock, writing; 2.30, recess; 2.40, writing, varied twice a week with geography; from 3.30 to 4 p. m., questions on various topics and singing. During the recess gymnastics are taught. It is only since the emancipation of the serfs that the poorer subjects of the Czar have even dared to think about drawing themselves out of the slough of ignorance. Schools are now freely established throughout the empire, and the Muscovite youth is growing up wiser if not better than the past generation. Russia's old-time enemy that sits beside the southern Euxine has been striving not to lag far behind in the march of progress. A Mussulman used to consider himself sufficiently instructed if he knew how to read, write and count, his reading being confined to the Koran. This ancient routine is now considerably modified in Turkey. By the legislative action of 1847 and 1869 public instruction was arranged for, based on the German system. The primary schools are divided into two grades, *mektebi* and *rechdie*, and every city ward and village must contain at least one primary school. There the pupils are taught religion, morality, reading, writing, arithmetic, the history of the Ottoman Empire, elementary geography and a number of practical arts, particularly the use of the needle to girls. A most remarkable instance of the way in which narrow ideas and cast-iron prejudices are gradually giving way before the broadening influence of the world's general advancement is afforded by the Turkey of our day. Although the Mussulmans, since the coming of Mohammed, have followed the Koran, which says, "Let the child play seven years, instruct and correct him during the seven years following," the present regime renders it obligatory for parents to send their children to school at the age of six, and fixes the course of study at four years. Again, Mohammedan though Turkey may be,