

Of the educational condition of Spain and Portugal, we cannot speak so favorably. Harassed, for years, by internal discords and civil wars, the glory which once belonged to their universities has long since departed; even the children of the wealthy and noble are but indifferently taught, and the offspring of the poor seldom find any other school than that at their own fireside. The rigid adherence of the people to the Catholic faith, has prevented the introduction (once attempted) of more modern systems of instruction, like that of Pestalozzi.

In Italy, the *States of the Church* do not lack for schools or colleges. Education is superintended by a company of cardinals, who under the designation of the *Congregation of Studies*, make the examinations, and, personally or by deputy, appoint the professors and teachers. The primary or communal schools are under the immediate supervision of the bishops, who are also generally chancellors of the universities. There are also regional schools, and schools for each sex, under the direction of several of the religious orders. Most of the schools are free, or nearly so, in many of them the teachers being supported by endowments.

*Sardinia*, which, up to 1848, was behind most of the other countries of Europe in education, has since that time, almost taken its place among the foremost. The system of education embraces superior and inferior primary schools, for all the children of the kingdom; secondary schools, colleges, universities, and special schools; the Pestalozzian method is generally adopted, and normal schools, well conducted, are fast supplying competent teachers. With better text-books, and a few years' experience in her present system, the population of Sardinia will speedily become one of the most intelligent in Southern Europe.

*Tuscany*, under Austrian influence, has adopted to a considerable extent, the Austrian system of education; her schools are, for the most part, in good repute, and the Universities of Pisa and Sierra retain something of their ancient renown. [See page .]

The Kingdom of Naples, or the *Two Sicilies*, is in a very low educational condition. Sicily has more schools than the continental portion of the kingdom, but they are not well conducted, and beyond reading and writing, the children make very little progress. Its colleges and universities have some reputation, but the despotic character of the government is unfavorable to much intellectual freedom or activity.

*Turkey* has schools for its Moslem population, and its laws make it obligatory on every parent to send his children to school. The teaching is in Turkish and Arabic, and is not generally of the highest order; there has been, however, material improvement since 1847, when a system of intermediate schools was established, which took the place of the secondary schools of other countries. Previously there had only existed the *mekteb*, or elementary schools, and the *medressehs*, or gymnasias. There are some special schools, but education is at a low ebb.

*Greece* has, since its independence, made zealous efforts for the improvement of public instruction. There is an efficient university at Athens, secondary schools in each considerable town, and, in most cases, elementary schools in each commune. The Pestalozzian system is generally adopted. As yet, however, not much more than one-fourth of the children are under instruction.

*Russia* has made very strenuous exertions, of late years, to improve the educational condition of its people. Its universities and its special schools of military, mining, engineering, manufacturing and agricultural science, are worthy of very high commendation for the extent and thoroughness of their instruction. Provision is made for the elementary instruction of the children of the soldiery, who are generally expected to follow their fathers' profession; but, although *ukases* have been issued, ordering the establishment of schools in every commune, yet not one-seventh of the children of European Russia receive any instruction whatever.

*Lapland* and *Finmark* are almost destitute of schools, though many of the Lapps and Fins acquire a knowledge of reading, and some of them have become eminent as scholars. The people of Iceland are generally intelligent, but their education is, for the most part, domestic, or communicated by their pastors.

In *Norway*, though the sparseness of the population is a great drawback to the maintenance of good schools in the country, education is very general. Only about one-eighth of her population dwell in towns. For these, the advantages of education are hardly surpassed by any country in Europe: there are elementary and upper district-schools, citizens' schools, answering very nearly to our academies; Real schools, in which technical science is taught in connection with the knowledge of modern languages; Latin or cathedral schools, furnishing a classical education; military, agricultural, drawing, and polytechnic schools; normal schools, and a university. In the country, there are what are called *ambulatory schools*, kept by teachers who go from hamlet to hamlet, and teach for about eight weeks in each.

In *Sweden*, education is very general. Through the efforts of Mr.

Siljeström, a law has been passed, requiring at least one stationary school in each parish, and normal schools for teachers, in addition to the ambulatory schools which are still necessary in the districts of scattered and sparse population. The system of schools is quite complete, but the quality of the teaching is susceptible of improvement. In physical education the Swedes are not equalled by any country in Europe. Their universities at Upsala and Lund have a high reputation.

*Denmark* has for many years maintained a high standard of education; the proportion of pupils in school to the whole population, is said to be greater than that of any other country in Europe. The Pestalozzian method is generally adopted; and there is a complete system of graded schools, from the university to the primary school.

The *States of Germany*, with hardly an exception, occupy a high educational position. There is, however, a difference in these States. Prussia, Saxony, and Wurtemberg are perhaps entitled to the first rank, Austria to the second, and Bavaria, Mecklenburg, and perhaps some other of the smaller States to the lowest. In Prussia, as well as in several of the other German States, a modification of the Pestalozzian method is adopted. The elementary text-book in the primary schools, is a Reader (a modern *Orbis Pictus*), in which the rudiments of geography (the geography of Germany), natural history, arithmetic, language, &c., are arranged as reading lessons; and all instruction not found in the Reader, is communicated orally by the teacher, assisted, however, by maps, drawings, specimens of natural history, &c., which are found in every school-room. Eight years' attendance upon the schools is compulsory upon the children; they pass from the primary to the burgher schools, the Real schools, the gymnasias, and the university, if they choose to obtain a thorough education. The plan of education adopted in Saxony and Wurtemberg, differs but little from that of Prussia. It is perhaps somewhat more thorough and liberal in Saxony, and its results are highly satisfactory.

*Austria* proper has, within a few years, made great advance in her elementary schools, and has established many Real schools, which differ from those bearing the same name in North Germany, in being more technical in their character, and in pursuing a more extended course. Though there is still great room for improvement, yet Austria occupies a very fair position among the countries of Europe, in the intelligence of its people. Since 1855, attendance upon the schools has been made compulsory; and great efforts have been made to extend to Hungary, Bohemia, Croatia, and Austrian Italy, similar regulations to those maintained in the Archduchy of Austria.

In *Bavaria*, *Mecklenburg*, and some of the other small German States, the governments have taken less interest in the promotion of elementary education than in the States already named. Higher education, is, however, well cared for in Bavaria.

In the variety and extent of their charitable educational institutions, the Germans have surpassed all the other nations of Europe. They have a great number of institutions for the deaf and dumb, ten or twelve for the blind, two for idiots, and four or five for cretins; *crèches* and *kinder-garten* (children's gardens), for infants; some hundreds of reformatories, for all classes of juvenile offenders and vagrants; orphan schools, almost without number; industrial schools; "work schools," for pauper children, &c.

On the great African continent, we find but little attention paid to education. *Egypt* and the Tributaries of the Porte, in Northern Africa, have schools after the Moslem fashion, in which the children of the true believers are taught to read the Koran, and acquire a little rudimentary knowledge of arithmetic. *Algiers*, as a French colony, is receiving the French system of communal and higher schools. [See page .] The English and American settlements at *Sierra Leone* and *Liberia*, have established schools in accordance with the plans of the mother countries, Liberia having organized also a college. The Cape Colony has free schools in every district, and two colleges; but the vast territories which comprise the interior and eastern coast of the continent, can hardly be said to have any system of education.

Those tribes and countries into which the Arabs have penetrated, have usually a few persons who can read and write; and in the Portuguese settlements, which occasionally dot the coasts, may be found some persons of Portuguese extraction, who possess a tolerable education;—but aside from these, and the few schools which the missionaries have been able to establish at their various stations, there is nothing which can, in the ordinary sense of the term, be called education.

Portions of Asia are less degraded. In *Persia*, there still remains the tradition of the learning which once made Bagdad and Ispahan the centres of intelligence for the worshippers of Mahommed; and many of the Persian *mullahs* are, at the present day, accomplished in the Arabic lore, which was so highly prized in the days of the Abbassides.

Further east, the nomadic tribes which roam over the wide *steppes* of *Independent* and *Chinese Tartary*, and the thievish, freebooting