

the sum up to £250. These rates are not higher than those at Eton, but the style of living cannot compare with that of English public schools. Russian boys sleep in dormitories; and it is only within the last fifteen years that they have been allowed bedding. Formerly they curled themselves up in rugs and lay down on wooden cots. Possibly this practice still prevails in some of the inland schools. Their fare is the eternal cabbage soup, with beef; and tea, with bread but no butter. They wear a uniform—a tunic in summer, and in winter a caftan, like an ulster coat, with the number of their class embroidered on the collar. Their heads are cropped close, and they walk upright as ramrods; for the most thorough part of their education consists in drill. They are usually quiet boys, very soft spoken, and not much addicted to romping, having no national game beyond that of leap-frog, which they play in a large empty room warmed like a hot-house. They spend their pocket money in cigarettes and in sweetened rum to put into their tea. These delicacies are forbidden, but can always be had of the school porter for a little overcharge. There is no corporal punishment nominally since the present Czar abolished the birch by a special ukase; but discipline could scarcely be maintained among Russians without cuffing, so the professor cuffs his scholars, and they, in their turn, cuff one another with national heartiness.

When a member of the Tschinn dies without leaving sufficient to educate his children, they are often sent to a public school and afterwards to the university for nothing: but this grace depends much on the deceased father's good conduct.

Foundation scholarships are also conferred upon the sons of living tschinoviks as a reward for their father's zeal in the public service. The objects of these charities are required to enter the Crown service, and mostly furnish subalterns for the army, or else they go into the church. The professors push them on more than the other boys, for the attainments have to be specially reported to the district governors, and are particularly inquired into by the curator's delegates, who visit the schools once a year to hold examinations. If a foundation boy distinguish himself conspicuously, he sometimes receives a commission in one of the regiments of Guards, and along with it a yearly allowance from the Czar. Most of the Adjutants and Quartermasters in the Guards are former charity boys, and it may be as well to state that they soon enrich themselves in these functions.

There are few village schools in Russia, and such as there are have sprung from the benevolence of good-natured land-owners, and are little approved by the authorities. However, if a land-owner chooses to start a school, the Government does not prevent him, and contents with providing a teacher thoroughly orthodox and ignorant. In the Mirs it is very rare to find a mujick who can read, and even the Mayor has to depend on the pope for the keeping of his accounts. A movement was started a year or two ago for instituting a staff of perambulating schoolmasters on the Swedish system who should go about and disseminate at least the rudiments of knowledge among villages which were too poor to support permanent schools. Government, as usual, lent a ready ear to the scheme, but, having usurped the management of it, has done nothing hitherto but give promises. Now and then it will happen that a village pope, taking a fancy to a young mujick, instructs him, and the lad in his turn imparts his knowledge to his fellow-villagers. But if this gets known to the police, he may come to trouble for teaching without a diploma. Even the A B C in Russia must be taught in the official way.

Industrial Schools in Europe

No feature of the educational systems of Germany, Switzerland, Austria, Belgium, France, and other European countries, is more striking to an American observer than the large number of Industrial Schools specially designed to train apprentices and make skilled workmen and competent foremen. These schools are very numerous, and as various as the kinds of industry pursued in each country or province. There are been the greatest progress in manufactures in those countries where these schools have been maintained longest and most liberally. Geneva has for many years maintained a horological school, and the Swiss watches have long been celebrated throughout the world. Last summer I visited the new Horological Institute, then building in Geneva—a magnificent edifice to cost over 200,000 dollars—and also witnessed the work of the old school then in its old quarters. The course of study and practice covers three years. There were seven instructors, who are experts both in the theory and practice. No one can graduate till he has proved his skill again and again, by making an entire watch of standard excellence.

The same attention to minute details is seen in the industrial school at Lyons, France, to which the pre-eminence of that city in the manufacture of silk is largely due. It has twelve professors, and the course of study occupies three years. Here, as in all industrial schools, a prominent study is *drawing*—drawing ornaments, tinted drawings, and sketching plans of machines from memory. Thorough instruction is given in every detail relating to the manufacture of textile fabrics, especially of silks; the natural history of silk; treatment of the silk worm and cocoon; spinning, throwing, weaving and testing of silks; sorting and cleaning; winding, warping, and beaming; changing of looms for weaving different styles; defects in operations and their remedies; decomposition of tissues; chemistry, especially as applied to dyeing and printing; physics with its applications to heating steam boilers, to drying and ventilation; mechanics embracing prime motors, material, and construction; hygiene, including physiology, noxious and useful animals, dangerous and unhealthy occupations; contagious diseases and how to avoid taking them; rural economy and "industrial plants." Manual Exercises are conducted in the workshops in making, mending, putting up, and shipping looms, in turning, filing, forging, fitting and various joiner's and machinist's work. Frequent visits are made to the various factories in Lyons under the lead of an instructor, where every part and process is fully explained. The students afterwards draw from memory plans of patterns and of machines.

About one hundred pupils, on an average, are in attendance. The regular charge for tuition, use of laboratories, and workshops, is 140 dollars a year. Indigent students are aided by the Chamber of Commerce and Municipal Council of Lyons, so that a portion only pay the full tuition. That this school conducted without aid from the Government of France, should be so liberally supported by the citizens of Lyons, and continue to flourish for so long a period, is ample evidence of its great usefulness in the opinion of the most competent judges.

More than sixty years ago France started special schools in the arts of designing, engraving, and dyeing; in silk and ribbon weaving, and lace-making; in carving, stone-cutting, and diamond-cutting (hence the diamond-cutting for the world is still carried on mainly in Paris); in porcelain and various ceramic productions;