

should have penetrated so far into the workmanship of Nature; or that, restricted though he be to a spot of earth, he should nevertheless tell of the suns and the systems that be afar—as if he had travelled with the line and plummet in his hand to the outskirts of creation, or carried the torch of discovery round the universe.”

Among the writers of the 17th century, whose works were more easily comprehended by the body of the people,—were those of Bacon and Lock—these men, to use strong language, rent “the veil of awful obscurity which then covered the face of nature,” and unfolded to man his complete nature, and the duties he owed to his Creator.

Bacon’s ethical work, though less celebrated than his treatise on logic and metaphysics, is characterized by profound thought, inventive genius, brilliant fancy, and correct reasoning. His work, “The Georgics of the Mind,” in which he proves the importance of education, and the development of the intellectual character, is well worthy a perusal, even at this distant day.

And Lock’s celebrated “Essay,” is still considered a work of great importance,—embracing within its range almost every topic that comes within the sphere of moral and intellectual science.

Such works as these, with others of similar import, were well calculated to lead the public mind into a right frame of inquiry, and advance the literature of those times.

From a work now before us, by the Messrs. Chambers of Edinburgh,—1846, we find the state of education in several of the different countries of the world, as follows:

In England the proportion of school-going pupils is as 1 to 11½ of the population; Scotland 1 to 9; Ireland 1 to 17; Prussia 1 to 6; France 1 to 12; Spain and Portugal, 1 to 3; Switzerland 1 to 9; Italy—Papal States 1 to 50; Lucerne 1 to 55; Tuscany 1 to 66; Acquitania terri-

tory, 1 to 70; Lombardy 1 to 13; females are not educated, and “there are thousands in every province who never saw the form of a letter;” Greece 1 to 8; In Austria every child from 5 to 13 years of age, is compelled to attend school, and these receive general instruction; in Germany 1 to 8 of the population attend school; in Holland education is very general; Belgium 1 to 11; Denmark 1 to 7; Sweden 1 to 1000; Norway 1 to 7; Russia 1 to 360. The state of Asia, with reference to education, is very low,—few able to read; the civilization of Africa is little above semi-barbarism; United States 1 to 9 of the entire population; and in South America the scale of education is exceedingly low,—few being able to read.

Such was the state of education, in the principal countries of the world, fourteen years ago. In some of these countries great changes have since taken place, both as to the quality and the quantity of education imparted.

The proportion of children, says a work published in France in 1856, to the entire population is,—Children between five and ten years of age are in Ireland 1 in 7.35 of the inhabitants; England 7.62; Scotland 7.90; Sweden 10.16; France 10.23. Children between ten and fifteen years age. In Ireland 1 in 8.20; England and Scotland 1 in 8.70; Sweden, in 10.17; France 1 in 10.67.

M. Hodgins in the American Journal of Education, on this subject, says:—The number of persons to one pupil, without distinguishing the age of pupils; Maine, 3; Upper Canada, 4.4; Denmark, 4.6; United States; 5.6; Sweden, 5.6; Saxony, 6; Prussia, 6.2; Lower Canada, 6.7; Norway, 7; Great Britain, 7.5; Belgium, 8.3; France, 10.5; Austria, 13.7; Holland, 14.3; Ireland, 14.5; Greece, 18; Russia, 50; Spain, 65; Portugal 81.7.

The per centage of children between seven and fourteen years of