

*Afghan* and *Beloochees*, have little respect for books or learning. The principal towns of *Siberia* have schools and educated people; but they are exiles from Russia, or officers and their families who are located there on duty.

In *China* and *Japan*, the systems of education have changed but little, probably, for two thousand five hundred years. In *Thibet*, the condition of education does not vary, materially, from that of *China*. *Siam*, *Tonquin*, and *Burmah*, professing substantially the Buddhist faith, have also the Buddhist educational system; while the inhabitants of *Malacca* and the *Malaysian Isles* are hardly to be considered as possessing any education.

In *India*, while the Brahminical system has made small advance from its method of instruction two thousand years ago, the East India Company have made some efforts to establish colleges for the education of such of the Brahmins as might fill offices in the employ of the Company.

In *Australia*, schools have been established and liberally supported by the government; and two colleges, one at Sydney, and the other at Melbourne, have been founded. *Tasmania*, *New Zealand*, the *Society* and the *Sandwich Islands*, all have good schools; and, in the two latter groups, the natives are, many of them, acquiring considerable education. At *Oahu*, one of the *Sandwich Islands* group, a college has recently been established.

Turning our attention to the American continent, we find in *Newfoundland* an improving state of education; in *New Brunswick*, a larger number of schools in proportion to the population, and a college; in *Canada East*, a good school system, embracing all grades from the university to the primary school, and an annually increasing attendance and efficiency; in *Canada West*, an organization unsurpassed in its results, for attendance and intellectual progress, by any in the world.

In the *United States* there is a great variety in the educational condition of different sections of the country. The Northern States have generally efficient school systems. The Southern States, on the other hand, have not generally attained to so high an educational position.

A few of these States have made praiseworthy efforts for a more effective school system; among these, North Carolina, Alabama, Missouri, Kentucky, Tennessee, and Louisiana are deserving of special mention.

The higher education is not equal to that of England, France, or Germany. Our colleges, numbering more than one hundred and twenty, though possessing more extensive grounds, and often much larger endowments, are not, with a few exceptions, superior, in the extent or thoroughness of their course of instruction, to the collegiate schools of England, the lycæums and colleges of France, or the gymnasia, Real schools, and Latin schools of Germany. Of true university instruction, with the exception of Harvard University, Yale College, and Columbia College, we have nothing deserving the name; and even these are far below the European universities.

But, in the wide diffusion of elementary education, and in the development of a high intellectual activity, no country of Europe can compare favorably with the New England States and New York. A comparison of the per centage of children in attendance upon the schools in these States, to the whole population, with Prussia, Austria, Saxony, and Denmark, where attendance is compulsory, will show conclusively the efficiency of their school organization.

Human and reformatory institutions are quite numerous in the United States; there are more than twenty deaf and dumb institutions, nearly the same number for the blind; seven schools for idiots, and nearly or quite fifty reform schools. Besides the professional seminaries, special schools of military, naval, engineering, chemical, and agricultural science, also exist,—and the last are becoming quite numerous.

The Hispano-American States—*Mexico* and *Central America*—owing in part to their frequent revolutions, and in part to the large admixture of races, are in a very low educational condition, much lower even than when provinces of Spain. No public-school system exists; and, though there are a few good private schools, and some conventual schools, and a university at the city of Mexico, the great mass of the people are most deplorably illiterate.

In the *West India Islands*, *Cuba* has made some efforts for the improvement of education, since 1842, and has now two very good universities and several colleges. The number of elementary schools is estimated at about six hundred, and of pupils not over ten thousand, about one in one hundred of the population. In the rural districts, profound ignorance prevails, while in the cities there are a considerable number of good schools. The wealthier classes, very generally, send their children abroad for an education.

In *Jamaica*, popular education is more advanced, and a very considerable proportion of the people of color are beginning to understand its advantages. The children in school constitute one-thirtieth of the whole population. *Hayti* has few schools, and no public provision is made for education. The children of the wealthy are

generally sent to France for instruction. In the Dominican Republic, and in Porto Rico, the schools are few, and generally poor. *Trinidad* has some good schools. The smaller islands have generally made some provision for instruction, though of course, the advantages are usually limited.

In *South America*, we find the States of New Grenada, Venezuela, and Ecuador possessing few schools, and those of a very inferior character; a very large majority even of the white and creole inhabitants cannot read or write, and of the Indians, the number who can do so is very small. In French and Dutch Guiana, the condition of things is not much better; while in British Guiana there are many good schools, and about one in thirteen of the population, including the Indians and Negroes, are in attendance upon them. Brazil is making great efforts to diffuse education among her people. The emperor is deeply interested in its promotion, and a very efficient system has been organized, but as yet cannot be enforced, except in the larger towns. There are colleges, or faculties of science, in most of the principal towns, universities at San Paulo and Pernambuco, and academies or lycæums in the smaller towns. At present, not one-sixtieth of the inhabitants are in school.

The Argentine confederation, and the State of Buenos Ayres, have hitherto paid very little attention to education. The *guachos*, who form a majority of their native population, are a rough, semi-savage race, who care nothing for books, and regard schools with contempt. In Buenos Ayres, there is a very considerable foreign population, who are generally intelligent, and who have encouraged the establishment of schools of a high grade.

Uruguay possesses even less educational facilities than the Argentine Republic. Paraguay, on the contrary, has a system of parochial schools, established by the Dictator Francia, and, relatively to most of the other South American States, may be considered as occupying a high rank in the matter of education. Chili is in advance of any other State of South America, in its educational condition. Its system of schools embraces all grades, from the university to the primary school; Bolivia and Peru are, like the States north of them, enveloped in ignorance. In the larger towns there are some schools, and in Lima, a university, dating from 1551.

The impulse which has been given to education throughout Christendom, within the last fifty years, has already accomplished vast results in improving all the apparatus of instruction and the methods of teaching. In the German States, it has induced thorough professional training, by means of normal schools and teachers' seminaries, the general abandonment of corporal punishment, the introduction of oral exercises, blackboards, and thinking-lessons;—in Great Britain, a reduction of the extreme severities of former times, better qualified teachers, and greatly improved text-books;—in the United States, very great improvements in the architecture of school-houses, in the organization of normal schools, teachers' institutes and teachers' associations; the introduction of globes, blackboards, charts, &c.; a milder and better discipline, improved methods of teaching, and the substitution of really scientific and well-adapted text-books for the imperfect and ill-arranged treatises previously in use.

Within a few years past, the competition in the production of school-books has perhaps been carried to an injurious extent; but no one can compare those now in use, with those in the schools fifty years since, without becoming satisfied, that the progress has been almost miraculous. The danger most to be feared at the present day, in these books, is that the process of simplification may be carried too far, and the pupil be led through a wearisome round of text-books, with but little real advancement in knowledge.

The improvement in school architecture has been very progressive. But the most efficient measures for the improvement of education, have been the establishment of normal schools, teachers' associations, and periodicals.

In the department of higher education, there has also been material advance. The curriculum of study has been enlarged, the requirements for admission raised; the examinations have become true tests of scholarship; higher attainments have been required in the professors; scientific schools have been established in connection with several of the universities, and separate schools of mines, chemistry, physical science, and civil engineering, organized.

Astronomical science, within the past fifty years, has made great progress, both in Europe and America; and in every department of physical research, more has been accomplished than in any previous century.

We may look with certainty for an advance proportionally much greater, in the coming fifty years. Civilized nations appreciate, as they have never done before, the advantages of education; and, ere long, the teeming millions of China, Japan, and India, driven from their slumber of three thousand years, by the impulses of the electric wire and the rush of the locomotive, will join with the enlightened nations of the West, in seeking a higher intellectual development, and the beneficial results of a purer science.