

now that the elements of nature are made subservient to the communication of human thought from one hemisphere to another; it is only now that man is obtaining a mastery over the diversified elements of our planet, the diversity of sciences, the diversity of tastes and talents of men, and drawing therefrom increased interest and delight; and it is only now that education & the acquisition of knowledge is beginning to be considered the birthright of every member of the human family. We say in the middle of the nineteenth century,—but to be more precise, for every year tells a tale of progress; hence, it is in 1859, that many of the countries of the world are emerging out of that state of intellectual stupor, in which they have so long, and tenaciously remained.

But while all Europe, Asia, and Africa, were held in bonds of ignorance, the New World was discovered, to which the Old World turned its attention. Colonies were planted under the direction of Great Britain; and a system of education was laid in the New England States, in the year 1647, when the inhabitants only numbered 21,000 souls, such as astonished the greatest educationists of Europe.

The system established—imposed a tax on all, for the education of all—appropriated large tracts of land in aid of the funds,—hence, education was made free to all, rich, and poor.

It is through the means of this admirable system of Education, that the United States of America is able, under her republican institutions, to govern her 26,000,000 of inhabitants. Under this system, one fourth of the population in several of the states, are receiving the blessings of a sound education; and it is under a similar system in Upper Canada, that the same results are produced; while, in other sections of America, for example, the British Provinces of Lower Canada, Nova Scotia, New Brunswick, and Newfoundland, where different

educational systems prevail, hardly one ninth of the population attend school.

Among the republics of South America, education is in a deplorable state. In consequence of the distracted state of the country—foreign and internal wars, and the true state of public morals, the people have not yet begun to turn their attention to the cultivation of the mind, or the developement of the vast and valuable resources which everywhere abound.

The Aboriginal inhabitants of America, the numerous Indian tribes were, when discovered, and still so, with few exceptions, entirely ignorant of books or book-learning; though many of them were great orators; oral language had been cultivated to such an extent, that it is alleged, that the speeches of many of their Chiefs far surpassed in real oratory, that of many of the public speakers in Europe. And still, the Indians were barbarous.

It is impossible to say what the population of the world was one hundred years ago,—it probably did not exceed five hundred millions; it is very doubtful whether twenty-five millions of this vast population could read, and as for writing, few comparatively knew anything about it.

But a mighty change has since passed over many countries; in addition to the vast number of elementary schools that dot the world, Normal and Training Colleges have been established, where persons are qualified to take charge of the common schools. Every country, aiming at the spread of useful instruction, and the best means of communicating knowledge, has now got its Normal Schools.

Normal Schools originated in Germany about the beginning of the last century, and now there are nearly five hundred of these institutions interspersed throughout the different countries of the world; besides thousands of Universities, Academies, etc., of a higher order.