

gining of the present century were still worse than that of France; and even at this day, when other countries are making such rapid marches in the scale of educational advancement, these two nations are still clinging to their former defective systems, or rather no systems; consequently, there is a large portion of their population living entirely ignorant of the first rudiments of education.

RUSSIA.—This vast and populous empire previous to 1830, had no system of public instruction; and with the exception of here and there one who had been sent to college, the sixty millions of inhabitants that composed this mighty nation, were without elementary instruction; and also without an efficient college.

Neither is this state of things much improved; From a work entitled, "Russia as it is," by Count DeGurowski, in 1854, speaking of the peasantry of Russia, a class rather above the serfs or slaves, he says, "All openings for education are absolutely shut before them. All that they can learn is to read and write wretchedly. If there are exceptions they are very rare, and, so to speak, rather the work of a miracle. And of the serfs, by far the most numerous class, he says: "if a serf can read and write, it is rather the result of an accident, and not a common occurrence among the millions of serfs."

What a state to be in, by one of the five great powers, who is aiming to control the destinies of the other nations of the earth; and when the intellectual state of this nation is such, what must its moral condition be?

CHINA, with a population of upwards of 300,000,000 and a language containing over 40,000 characters, is said to have had a national system of education for many centuries. But as much connected with the history of that vast and populous empire of heathens, is involved in obscurity, we are at a loss to fix either the time when her educational system was

brought into operation, or the extent to which the education of China, which is peculiar to itself, is spread among the mass of the people.

It is said that the picture system, or system adopted by many countries, in the infancy of alphabetical writing, of representing ideas by signs, was abandoned by the Chinese many centuries ago; and the present system of alphabetical writing substituted, and a liberal system of education, providing the means of acquiring a knowledge of how to read and write, for the mass of the people. However, from all we can learn, from the scanty materials before us, it would appear, that although schools are scattered over the country, the people are really ignorant of everything connected with an enlightened education. Five or six years of the pupils time is spent in committing the five canonical books of confusives to memory; and every Mandarin, or chief magistrate of a district, is required to be able to repeat all the laws, rules, and maxims, by which the nation has been regulated from time immemorial; and six years more is devoted to the study of composition. It is said of the Chinese generally, that they can read and write, and so are able to transact the ordinary business of life. But there are few, if any, scholars among them. The whole system and its teachings, only tend to make the people greater heathens. However, that country, like others of its stamp, will ere long, no doubt, be revolutionized, and the prevailing moral and intellectual darkness, give place to light and knowledge.

From the examples adduced, of the state of education, it is obvious that mankind throughout the world, were, with few exceptions, previous to the seventeenth century, ignorant of what is now considered the most simple elements of education;—and it is only now, in the middle of the nineteenth century, that mind and matter begin to conform to each other,—it is only