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the following
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by M. Baudouin, the French School Commissioner to Germany and Switzerland in 1865, and to whom I am indebted for some most interesting portions of the preceding pages. M. Baudouin says:—

"Germany, which was the first to enter upon the career of school reforms, and which had first transformed into public and free schools the numerous convents with which its territory was covered, received long since the fruits of an initiative as happy as it was bold. In the sciences, in literature and arts, it soon occupied an eminent rank among the most advanced nations. Agriculture, the working of mines, industry and commerce sprang into life; and at this day it is impossible to study attentively the activity and riches of its great industrial centres, Leipsic, Hamburg, Elberfeld, Darmen, Crefeld, &c., without being struck with the connection which exists in a country between the spread of instruction and the development of public prosperity.

"Until these latter times, Southern Germany (Austria, Bavaria, &c.) left the control of instruction in unskilful hands, or those accustomed to restrict it, in order to prevent it from going out of the rut of the old track; thus, notwithstanding the riches of its mines, the excellence of its pastures, the fertility of its soil, the general state of its affairs is not comparable to that of the provinces of the North.

"Switzerland renders these deductions almost palpable, because the terms of the comparison are nearer to each other. In the Cantons of Bâle, Zurich, Berne, Neuchâtel, &c., public instruction is obligatory. The authorities are watchful to see that the school laws are strictly observed; the pastors encourage and stimulate the masters; the grand Councils interest themselves in the progress of the schools and excite emulation. In the Cantons of Lucerne, Soleure, Schwitz, &c., the Commissions of Overseers remain indifferent; the Grand Councils, composed of ignorant farmers, think that the state of schools is perfect in remaining what it was in their time. Thus, when one travels in Switzerland, not to admire the beauty of the landscapes, but to examine thoroughly into its institutions, and to seek counsels in results, he has no need of looking at the territorial limits to perceive that he is passing from a Canton in which instruction has been neglected into another in which it has been carefully cultivated.

"Let us conclude, then, without fear of deceiving ourselves, that the prosperity of a country marches parallel with public instruction, advances, retrogrades, or remains stationary with it; and that there is always between the two parts an incontestible connection which bears the authentic character of cause and effect."

To these statements and observations of the French School Commissioner I will subjoin the following remarks of the *North American Review*, for January, of the current year.

"As for the history of the system, on which its opponents rely a good deal, the facts are on the side of its advocates. It began in Europe with the Reformation; in America, thirty-five years after the English occupation, with the first Colony whose charter gave power to introduce it: on both sides of the ocean,