Alexander, on assuming the government, declared that he regarded public instruction as the first condition of national prosperity. To him belong the credit of the more thorough organization of the public schools, by the appointment of a minister of public instruction in 1802. Under the regulations of this officer, and by the direction of the Czar, the schools were divided into four grades, viz., 1. Universities; 2. Government schools,, or gymnasia; 3. District schools; 4. Parish schools. The whole empire was divided into seven circles or districts, to each of which was assigned a university. The officers of the university circle have the supervision of the schools of the three lower grades, viz., a gymnasium or classical high school, in the capital of each province or governme.t the district school in the capital of each subdivision of a province and the schools in each parish in every city and village.

The results of this system of public schools in bringing children of different classes and creeds together, and in stimulating enquiries into the organization of society and the operations of government, was thought to bode no good to the stability of things as they were, and during the reign of the Emperor Nicholas, as well as during the later period of his predecessors, while much attention and large appropriations were bestowed on education, the aim was mainly to educate children of each class in society by themselves, to repress freedom of discussion in the universities, and multiply special schools, to train up officers to fill different departments of the public service with an intense national spirit, as will be seen in the following summary of educational institutions drawn from various recent authorities.

I. *Public Schools or Institutions under the Ministry of Public Instruction.*—At the death of the Emperor Nicholas there were 7 universities, 1 head normal school at St. Petersburg, 3 lyceums, with a course of instruction almost as extended as that of an university, 77 gymnasia, 433 district schools, 1068 town schools, and 592 pensions or boarding-schools established with the permission of the minister, besides schools of the above grades in Poland. All of these schools included about 200,000 pupils.

II. *Military Schools.*—These institutions receive the special attention of the Emperor, and a large portion of the appropriations for educational purposes. They consist of three classes:—1. Schools of cadets or military colleges, nominally under the direct management of the Emperor, which he delegates to the Grand Duke, heir apparent. The Emperor visits them frequently in person, and looks into all the details of discipline and instruction. There are about 9000 military cadets. 2. Schools under the direction of the navy board—studying to become officers, pilots, and master-workmen in the navy-yards. There are about 4000 pupils of this class. 3. Schools for children of soldiers in service, or who died in war—under the direction of the Minister of War. These schools are scattered throughout the empire, and number 170,000 children.

III. *Ecclesiastical Schools.*—Several of this class of schools are amongst the oldest in the empire, dating back to the introduction of Christianity, and were mainly instrumental in maintaining the standard of intelligence among the Russian clergy. Peter I. increased their number, and improved their condition by degrees; and they still constitute an important educational agency in the State, not only as theological schools for educating the clergy, but for elementary instruction generally. In respect to management, they are divided into two classes: those which belong to the Greek church, under the holy synod and a committee of the body, and those which belong to other forms of worship, which are under the direction of the Minister of the Interior, and the Consistory of each denomination. The ecclesiastical schools are of two grades. The higher seminaries are strictly theological schools, of which there are 21 belonging to the Greek church, 13 to the Catholic, 14 to the Armenian, 8 to the Lutheran, 11 to the Mohammedan, and 2 to the Jews, with over 4000 students. Besides these, there are elementary schools for the sons of the clergy, viz: 407 belonging to the Greek church, and 275 to other denominations, with over 70,000 pupils in attendance.

IV. *Schools under the Minister of Finance.*—These comprise, 1. Schools of Mines, which are of three grades, inferior, middle, and superior seminaries—the latter only being strictly schools for instruction in mining. These schools receive mainly the children of miners—thus perpetuating the occupation from father to son. There are 5000 children in the Government Schools of Mines, and about half the number in schools supported by proprietors of private mines 2. Schools of commerce, a practical institute of technology, a forest institute, and a school of land surveying and design, numbering in all about 3000 pupils. The schools under the Minister of Finance employ 461 teachers, and instruct about 8000 pupils.

V. *Schools under the Minister of the Interior.*—These are schools of medicine, surgery, and pharmacy, all independent of the university faculties; rural schools for the cultivation of the vine, and for agriculture in general; schools for some of the subaltern officers in the civil service, and schools for orphans and poor children. These schools include over 15,000 pupils.

VI. *Schools under the Minister of Domains of the Crown.*—These include several agricultural colleges, and 2696 village schools for children of the peasants, giving instruction, according to the last census, to 14,064 males and 4843 females.

VII. *Schools under the general direction of Roads and Bridges.*—These include two schools of civil engineering, and one for conductors and managers of roads, comprising together 665 pupils.

VIII. *Schools under the Minister of Justice.*—These include three law schools independent of the faculties of law in the universities, with 600 students.

IX. *Schools under the Minister of the Emperor's Household.*—These include the academies of the fine arts at Moscow and St. Petersburg, a school of architecture, a school of music; containing in all, over 1,000 students.

X. *Schools under the Minister of Foreign Affairs.*—These include schools of modern languages and one especially intended to train interpreters in the Asiatic tongues. These schools instruct over 800 students.

XI. *Schools under the reigning Empress.*—These include the foundling hospitals, the boarding-schools for young ladies in St. Petersburg, Moscow, Odessa, and schools for daughters of indigent and invalid officers, besides several houses of industry, schools for the deaf and dumb, and blind. In all of these schools there are over 90,000 children.

XII. *Schools aided by the Government, but not included in the above.*—Among these are schools in the German colonies, in Tartary and Siberia, numbering in all over 50,000 pupils.

The above classes of schools, mainly supported by the Government, and, to a large extent, devoted to educating young men for different departments of the public service, are instructing about 600,000 of the population. This number is exclusive of the number of children who are receiving a home education, which is estimated by M. de Krusenstern at 597,000.

To sum up, the higher institutions comprise the normal schools of St. Petersburg, seven universities and three lyceums, having in all 3521 students. The secondary institutions of the empire number 2149, with 116,936 pupils, and in the kingdom of Poland they are 1561, with 82,942 scholars, according to the last census. Private schools do not flourish; of these there are in the empire but 2260 male and female teachers.

Independently of the institutions occupied directly in the education of youth, Russia has her academies of science, learned societies, public libraries, museums, and galleries of the fine arts. Her public libraries include nearly 1,000,000 volumes.

The changes introduced during the past year by the present Emperor in the University of St. Petersburg and other higher seminaries of learning, are probably of a temporary character. They have therefore not been referred to in the foregoing account, as they are not likely permanently to affect the general education of the country.—*Educational Times.*

Graduation in Teaching and Training.

(*Continued from our Journal for July, 1861, page 103*).

As teachers and inspectors, society has work for us, and we must forth, and to the best of our abilities, do it. We must go out among men to act with them and for them. Our wisdom, such as it is, must strive, and cry and utter her voice, in our respective places of vocation. How humble soever our sphere of work, it offers us a vast advantage in moulding and training the rising generation, and an extensive field for the communication of instruction. The wants of our time and country, the constitution of our modern society, our official position, the onward progress of our age, forbid a life of mere scholarship—a nominal filling of office. In what can educated, earnest minds find fitter expressions, or fulfil a nobler mission, than in employing their gifts and acquirements,—lovingly—resolutely and perseveringly,—in the education of youth—moulding and preparing their minds, for their eternal destiny?

On the subject of teaching we have already written considerably; but in carrying out our ideas on this subject, many things yet remain to be explained and practically brought before teachers and pupils, to make the hints already given of still farther service in aiding, at least, the inexperienced teacher in giving something like a finish in the art of reading to his more advanced pupils.

To make reading effective—read any composition with justness, with energy, variety and ease; to bring out the full meaning of a