

some milder governments, however, as Great Britain, and Prussia, and other German states, the attempt has been made to combine state religion with the education of the people at large ; and Prussia especially presents us with a model system, so far as the mode of instruction is concerned. But the government directs what shall be taught the people, and takes special care that monarchical principles and war doctrines shall be instilled. And since every educated man depends upon the government for a place, either in the state, the army, or the church, very little of true freedom of opinion can be enjoyed. Nor will a New England man think very highly of the system of popular education in Great Britain—Scotland excepted—when he learns that of the sixteen millions of England and Wales, nearly half cannot write their names, and nearly one third cannot read their mother tongue. Surely there must be some powerful obstacle to the diffusion of knowledge in such a country ; but a state religion and a system of aristocracy explain it all. Of all monarchical countries, however, Great Britain possesses the most freedom, the most intelligence, and the most true religion ; and would she divorce church and state, almost the last incubus would be removed from her prosperity and happiness.

But arbitrary governments, especially on the continent of Europe, are beginning to learn that to instruct the people at large is a hazardous experiment, even though the system of instruction be carefully adapted to the support of their power and the state religion. For if you once put the human mind upon thinking, it will not always stop where you would have it. And in the countries referred to the people are demanding at least the right of popular representation in the government ; and though cannon and bayonets may for a time stifle this demand, it will soon gather explosive force enough,