

they were pressed? Is it generous, now that they have achieved the victory, not to forgive the adversary? Is it manly, now that they have nothing to fear from Britain, to indulge in expressions of hate and vindictiveness, which are the proper language of fear? Would there be less patriotism, because there was more charity? America should feel that her destinies are high and peculiar. She should scorn the patriotism which cherishes the love of one's own country, by the hatred of all others."

I think, after what I have brought forward, the reader will agree with me, that the education of the youth in the United States is immoral, and the evidence that it is so, is in the demoralization which has taken place in the United States since the era of the Declaration of Independence, and which fact is freely admitted by so many American writers—

"Ætas parentum pejor avis tulit
Nos nequiores, mox daturos
Progeniem vitiosiore."

Horace, lib. iii., ode 6.

I shall by and by show some of the effects produced by this injudicious system of education; of which, if it is necessary to uphold their democratical institutions, I can only say, with Dr. Franklin, that the Americans "pay much too dear for their *whistle*."

It is, however, a fact, that education (such as I have shown it to be) is in the United States more equally diffused. They have very few citizens of the States (except a portion of those in the West) who may be considered as "hewers of wood and drawers of water," those duties being performed by the emigrant Irish and German, and the slave population. The education of the higher classes is not by any means equal to that of the old countries of Europe. You meet very rarely with a good classical scholar, or a very highly educated man, although some there certainly are, especially in the legal profession. The Americans have not the leisure for such attainments: hereafter they may have; but at present they do right to look principally to Europe for literature, as they can obtain it thence cheaper and better. In every liberal profession you will find that the ordeal necessary to be gone through is not such as it is with us; if it were, the difficulty of retaining the young men at college would be much increased. To show that such is the case, I will now just give the difference of the acquirements demanded in the new and old country to qualify a young man as an M. D. :—

English Physician.

American Physician.

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| 1. A regular classical education at college | 1. Not required. |
| 2. Apprenticeship of not less than five years | 2. One year's apprenticeship, |
| 3. Preliminary examination in the classics, &c. | 3. Not required. |
| 4. Sixteen months' attendance at lectures in 2½ years. | 4. Eight months in two years, |
| 5. Twelve months' hospital practice. | 5. Not required, |
| 6. Lectures on botany, natural philosophy, &c. | 6. Not required. |

If the men in America enter so early into life that they have not time to obtain the acquirements supposed to be requisite with us, it is much the same thing with the females of the upper classes, who, from the precocious ripening by the climate and consequent early marriages, may be said to throw down their dolls that they may nurse their children.

The Americans are very justly proud of their women, and appear tacitly to acknowledge the want of theoretical education in their own sex, by the care and attention which they pay to the instruction of the other.

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