

EDUCATION.

MR. CAREY, in his statistical work, falls into the great error of most American writers—that of lauding his own country and countrymen, and inducing them to believe that they are superior to all nations under heaven. This is very injudicious, and highly injurious to the national character: it upholds that self-conceit to which the Americans are already so prone, and checks that improvement so necessary to place them on a level with the English nation. The Americans have gained more by their faults having been pointed out by travellers than they will choose to allow; and, from his moral courage in fearlessly pointing out the truth, the best friend to America, among their own countrymen, has been Dr. Channing. I certainly was under the impression, previous to my visit to the United States, that education was much more universal there than in England; but every step I took, and every mile I travelled, lowered my estimate on that point. To substantiate my opinion by statistical tables would be difficult; as, after much diligent search, I find that I can only obtain a correct return of a portion of our own establishments; but, even were I able to obtain a general return, it would not avail me much, as Mr. Carey has no general return to oppose to it. He gives us, as usual, Massachusetts and one or two other States, but no more; and, as I have before observed, Massachusetts is not America. His remarks and quotations from English authors are not fair; they are loose and partial observations, made by those who have a case to substantiate. Not that I blame Mr. Carey for making use of those authorities, such as they are; but I wish to show that they have misled him.

I must first observe that Mr. Carey's estimate of education in England is much lower than it ought to be; and I may afterwards prove that his estimate of education in the United States is equally erroneous on the other side.

To estimate the amount of education in England by the number of *national schools* must ever be wrong. In America, by so doing, a fair approximation may be arrived at, as the education of all classes is chiefly confined to them; but in England the case is different; not only the rich and those in the middling classes of life, but a large proportion of the poor, sending their children to private schools. Could I have obtained a return of the private seminaries in the United Kingdom, it would have astonished Mr. Carey. The small parish of Kensington and its vicinity has only two national schools, but it contains 292* private establishments for education; and I might produce fifty others, in which the proportion would be almost as remarkable. I have said that a large portion of the poorer classes in England send their children to private teachers. This arises from a feeling of pride; they prefer paying for the tuition of their children rather than having their children educated by the *parish*, as they term the national schools. The consequence is, that in every town, or village, or hamlet, you will find that there are "dame schools," as they are termed, at which about one half of the children are educated.

The subject of national education has not been warmly taken up in England until within these last twenty-five years, and has made great progress during that period. The Church of England Society for Na-

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