

greatly in favor of the United States. The minimum expenses of a student at Oxford or Cambridge is about \$400 a year, whereas in the colleges of the United States, board is furnished at so cheap a rate, and the tuition fees are so low, that the student might defray all necessary expenses\* with one-third of the sum. In Britain, again, the student obtains little or no assistance from educational societies; he is dependent on his own funds, and those of his relatives; whereas the associations just mentioned, frequently defray a great part of his expenses in the United States, and private benevolence is also exercised towards students in narrow circumstances to an extent unknown in Britain. Hence the number of persons who receive a college education is comparatively much greater in the United States than in Britain.

The standing of teachers in Britain is much higher than in this country, owing chiefly to the permanence of their situations, and their comparatively higher incomes. Amidst our rapidly increasing population, and equally rapid exchange of circumstances, institutions of learning do not possess, in America, that stability and fixedness of circumstances which generally characterize those of Britain: hence teachers in good situations here do not feel secure in the enjoyment of their present advantages, and therefore they are ready to adopt some other vocation. They are further incited to this course by the smallness of their incomes, which arises, in a greater measure, from the comparatively small number in attendance; and this is chiefly owing to the thinness of the population, and the consequent multiplication of seminaries.† It therefore generally happens that persons who take up teaching, are those who either cannot do anything else, or who expect to relinquish it as soon as they can enter upon some more lucrative pursuit. Much has recently been said and written about *elevating the teacher*. The whole may be expressed in two words—*permanence and profit*. Until these be secured to teachers, all other attempts to elevate them will come to naught: when these are secured, they will, *ipso facto*, take a higher standing in the community. The British teacher stands higher simply because his situation is more permanent and more lucrative. Compared with the earnings of other classes of the community, his remuneration is fully fifty per cent. higher than in this country. For these reasons, it is more common there for persons who assume the office of teacher, to follow it for life; and it is comparatively a rare thing to see a teacher in any of the high seminaries, resigning his situation, while it is well known that in this country the case is far otherwise. The frequent change of teachers among us renders education much less thorough and efficient than if the teacher was induced to devote all his energies and confine his future expectations to his present duties, and his pupils enjoyed the advantage of an uniform and consistent course of instruction.

The above remarks, so far as they regard the higher branches of education, apply particularly to male students. Advanced female education demands a brief special notice. That of American females is distinguished as embracing a much wider range of studies, and including many branches which in Britain are studied only by persons of the other sex. We never saw in Britain a class of young ladies studying logic, or psychology, nor did we ever hear or read of such a thing in that country, and a similar observation might be made regarding several other studies, whereas it is well known that in American academies we not unfrequently find more female than male students studying such branches. Until lately, British girls of the lower and middle classes studied little except the elementary branches of education, those of the upper classes were taught, in addition, music, painting, embroidery, with one or two modern languages, and nothing more. Recently they have introduced physiology, botany, and a little natural philosophy and history into the Scottish seminaries, which generally precede those of England in the work of improvement. Still, the course of female education is much less extensive than in the United States, where less time is devoted to music, needle-work, and modern languages,

\* We mean of course, college expenses—fees for study, books, board and fuel—excluding apparel, travelling expenses, and such books as are not necessary for a student. The price of text-books in this country is little more than one half of what they cost in Britain.

† Although it is very convenient to have the means of college education brought near to the various sections of this widely extended country, there can be little doubt that the rapid increase in the number of colleges, without a corresponding increase in the means of efficient support, has been very detrimental to the cause of liberal education in this country. Colleges have been too often established to languish, and exist as colleges only in name, since they are in fact nothing more than high schools or academies.

and much more to be solid branches of education. Hence, although we cannot suppose that female education in this country is unsusceptible of farther improvement, it may be said with truth that American ladies are more intelligent, as a class, than those of any other country. Female education in other parts of Europe is still more defective than in Britain, and intelligent and thoroughly educated ladies met with in any part of Europe are mostly self-taught, or are indebted for their attainments to parental or private instruction.

#### TEACHERS' INSTITUTES IN UPPER CANADA.

As it is designed to hold Teachers' Institutes in each County Town of Upper Canada this Summer, and as curiosity may be awakened to learn something of their history and design, we beg to direct the attention of our readers to the 202nd, 207th, and 217th pages of the first volume of this *Journal*, and to the 99th page of the second volume, for valuable information on the subject. The following remarks on the Teachers' Institutes of the State of Massachusetts, we take from the *Boston Common School Journal*:—

"It is said, that several of these useful meetings are to be held this Spring, under the direction, of the new Secretary of the Board of Education. We hope teachers will not lose the opportunity which will thus be presented of acquiring instruction, encouragement, and a spirit of virtuous emulation. Indeed, such meetings rarely fail to benefit the community where they are holden, as much as the teachers, by exciting attention to schools, and by enlightening the people as to the excellencies and defects of our System of Free Schools and showing them what is their duty in regard to it.—We hope that, wherever they may be holden, the people will attend the exercises and lectures; and we pray the Trustees to be liberal towards the teachers, encouraging them to attend, and allowing them ample time to do so. If the Trustees should go farther, and actually pay the expenses of their teachers while at the Institutes, we believe the money so expended would yield a larger return than any other money they may be called on to expend. No town in Massachusetts has yet been liberal enough to set an example in this matter. 'Pinch a servant, and he will pinch you,' says the proverb; 'enlarge him, and he will magnify you.'"

#### RELIGION AN ESSENTIAL ELEMENT OF GREATNESS.

It will be difficult to find any thing in the English language exceeding in truthful eloquence the following passage from Daniel Webster's Eulogy, upon the death of the Hon. Jeremiah Mason, a distinguished member of the Bar in Massachusetts:—

"But, sir, political eminence and professional fame fade away and die with all things earthly. Nothing of this character is really personal worth. They remain. Whatever of excellence is wrought into the soul itself, belongs to both worlds. Real goodness does not attach itself merely to this life, it points to another world. Political or professional fame cannot last forever, but a conscience void of offence before God and man, is an inheritance for eternity. Religion, therefore, is a necessary and indispensable element in any great human character. There is no living without it. Religion is the tie that connects man with his Creator, and binds him to his throne. If that tie be all sundered, all broken, he floats away, a worthless atom in the universe, its proper attractions all gone, its destiny thwarted, and its whole future, nothing but darkness, desolation and death."

#### THE BRITISH COLONIAL EMPIRE.

According to Martin, in his account of the British Colonies, twenty-five written, and various unwritten languages, are spoken throughout this great empire of colonies. There are about 5,000,000 Christians, 50,000,000 Hindoos, 20,000,000 Mohammedans, 10,000,000 Budhists, and millions of other idolaters of various descriptions, in the British foreign possessions. The whole population is estimated at 130,000,000. Of these, not more than 26,000,000 eat flesh abundantly; about 10,000,000 sparingly; 24,000,000 occasionally; and 70,000,000 live principally on vegetables and fish. About 34,000,000 make wheat, oats and barley their principal graminivorous food; 16,000,000, potatoes, pulse, and other vegetables; and 80,000,000, rice, maize, millet, &c. About 10,000,000 drink wine frequently; 25,000,000 distilled liquors; and 60,000,000, are water drinkers.