

on the number and pay of the teachers as on the interest taken in it by the entire population, who faithfully devote more time and thought to the management of the schools than to any other public duty.

The cost of living in New England may, on the whole, be taken to be at least one-third less than in Great Britain; and the spirit of the political institutions, the frugal manner of conducting the government, the habits of society, and a greater general equality of fortunes, where the custom of primogeniture does not prevail, causes the relative value of incomes such as those above enumerated, to confer a more respectable social position than they would do with us. I was assured that in the country towns the schoolmasters associate with the upper class of citizens, holding as good a place in society as the clergy and medical men, but not ranking so high as the lawyers.

On this point, however (the relative position of the teachers), I found great differences of opinion among my informants; but a general agreement that their pay and social rank ought to be raised, so as to enable the state to command the services of men and women of the best abilities and accomplishments.

Channing had, for many years before his death, insisted on the want of institutions to teach the art of teaching. There are now several of these normal schools in full activity, where a course of three years' instruction is given. As yet, however, few can afford to attend more than one year; but even this short training has greatly raised the general standard of efficacy, and the beneficial influence has extended even to schoolmasters who have not yet availed themselves of the new training. The people have, in fact, responded generously to the eloquent exhortations of Channing, not to economize, for the sake of leaving a fortune to the rising generation, at the expense of starving their intellects and impoverishing their hearts. It was a common prejudice, he said, and a fatal error to imagine that the most ordinary abilities are competent to the office of teaching the young. "Their vocation, on the contrary, is more noble even than that of the statesman, and demands higher powers, great judgment, and a capacity of comprehending the laws of thought and moral action, and the