

Capt. Zeno

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### Mr. Murphey's Report on Education (concluded.)

7th. As soon as any Academy is ready for the admission of pupils, the Trustees may recommend to the Board of Public Instruction, any person to be a Professor or teacher therein, who, if approved, after examination in some mode to be prescribed by the Board, shall be regarded as a professor or Teacher of such Academy, but subject to removal at the pleasure of the Trustees or of the Board. Where vacancies shall occur among the Professors or Teachers during the recess of the Board, the Trustees may make temporary appointments, to be confirmed or disapproved by the Board at their next session.

8th. The Trustees of any Academy may fix the salaries of their respective Teachers, subject to the control of the Board of public instruction: One third part of the salaries shall be paid by the Board at such times and in such way as they shall prescribe.

9th. The professors and teachers in any Academy shall be bound to instruct, free of charge for tuition, the pupils whom the Board of Public Instruction may designate to be taught in said Academy at the public expense.

Your committee have perhaps gone into unnecessary details respecting the Academies. Their plan simply is, to divide the state into ten Academical districts, and that one Academy be erected in each; that the state shall advance one third of the sum required for the erection of necessary buildings, and one third of the sum to be paid in salaries to professors and teachers—making it their duty to teach poor children free of charge.

### The University.

This institution has been in operation for twenty years, and has been eminently useful to the state. It has contributed, perhaps, more than any other cause, to diffuse a taste for reading among the people, and excite a spirit of liberal improvement; it has contributed to change our manners and elevate our character; it has given to society many useful members, not only in the liberal professions, but in the walks of private life; and the number of its pupils who are honored with seats in this Legislature is a proof of the estimation in which they are held by their fellow citizens. When this institution was first founded, it was fondly hoped that it would be cherished with pride by the Legislature: But unfortunately the nature of the funds with which it was endowed, in a short time rendered it odious to some, and cooled the ardor of others. The torrent of prejudice could not be stemmed; the fostering protection of the Legislature was withheld, and the institution left dependent upon private munificence. Individuals contributed not only to relieve its necessities, but to rear up its edifices and establish a permanent fund for its support. At the head of these individuals, stood the late Governor Smith, Charles Gerard and Genl. Thomas Person. The first two made valuable donations in lands, and the last, in a sum of money with which one of the Halls of the University has been erected. To enable them to complete the main edifice, the Trustees have been compelled to sell most of the lands devised to them by Mr. Gerard, and as the lands conveyed to them by Governor Smith lie within the Indian boundary, the Trustees have not been able as yet to turn them to a productive account. With the aid thus derived from individuals, together with occasional funds derived from escheats, the institution has progressed thus far. The Legislature, after exhausting its patience in endeavoring to collect the arrearages of debts due to the state, transferred to the trustees of the University those arrearages, with the hope that they would be able to enforce payment. But no better fortune has attended their efforts than those of the state, and this transfer has proved of no avail to the institution. The surplus remaining in the hands of administrators, where the next of kin have made no claim within seven years, have also been transferred to the trustees; but this has as yet yielded a very small fund, and probably never will yield much. The Legislature have enlarged the rights of inheritance, and in this way have nearly deprived the institution of the revenue from escheats. Amidst all these embarrassments, the trustees have never lost sight of the necessity of accumulating a fund in Bank Stock, the annual proceeds of which would enable them to continue the operations of the institution; and they have succeeded so far as to be able to support two Professors, and employ two or three tutors. But there is little prospect of adding to this fund, until the lands given by Governor Smith can be sold; and if that period be waited for, the institution must necessarily languish and sink in respectability. It is at this moment almost destitute of a Library, and entirely destitute of the Apparatus necessary for instructing youth in the mathematical and physical sciences. Add to this, that one half of the necessary buildings have not been erected.

In this state of things, and at a moment when former prejudices have died away, when liberal ideas begin to prevail, when the pride of the state is awakening and an honorable ambition is cherished for her glory, an appeal is made to the patriotism and the generous feelings of the Legislature in favor of an Institution, which in all civilized nations, has been regarded as the nursery of moral greatness, and the palladium of civil liberty. That people who cultivate the sciences and the arts with most success, acquire a most enviable superiority over others. Learned men by their discoveries and works give a lasting splendor to national character; and such is the enthusiasm of man, that there is not an individual, however humble in life his lot may be, who does not feel proud to belong to a country honored with great men and magnificent Institutions. It is due to North Carolina, it is due to the great man, who first proposed the foundation of the University, to foster it with parental fondness & to give to it an importance commensurate with the high destinies of the state. Your committee deem this subject of so much interest, that they beg leave in a future report to submit to the two houses a plan for increasing the funds of the University.

This institution has uniformly labored under the double disadvantage of a want of funds, and the want of subsidiary

institutions, in which youth could be instructed preparatory to their entering upon a course of the higher branches of science in the University. This latter disadvantage has been so great, that the Trustees have been compelled to convert the University, in part into a grammar school. This disadvantage has been of late removed in part, by the establishment of Academies in different parts of the state; but it will continue to be much felt, until regular Academical Institutions shall be made and the course of instruction prescribed for them.

Another serious disadvantage and a consequence of the one last mentioned, is the necessity which the peculiar state of Academical learning has imposed upon the Trustees, of conferring the Honorary Degrees of an University upon young men, who have not made that progress in the sciences, of which their Diploma purports to be a testimonial. This is an evil that is found in almost all the Universities of the Union. A young man enters into an University with only slight acquirements in classical education, and after remaining four years, during which time he is instructed in only the outlines of the general principles of science, he receives a degree: the consequence is that he leaves the University with his mind trained only to general and loose habits of thinking; and if he enter into professional life, he has to begin his education anew.—The great object of education is to discipline the mind, to give to it habits of activity, of close investigation; in fine, to teach men—to think. And it is a reproach upon almost all the literary Institutions of our country, that the course of studies pursued in them teach most young men only how to become literary triflers. Their multifarious occupations dissipate their time and attention: They acquire much superficial knowledge; but they remain ignorant of the profounder and more abstract truths of philosophy. Indeed the road to the profound sciences is of late so infested with pleasant elementary Books, Compilations, Abridgments, Summaries and Encyclopedias, that few, very few, in our country ever travel it.

To remove this reproach upon the state of learning among us, a new plan of instruction in our University must be organized; a plan which shall give to the different classes in the institution, an arrangement founded upon a philosophical division of the present improved state of knowledge; and which in its execution shall train the mind both to liberal views and minute investigation.

Your committee have been thus particular in submitting to the two houses an exposition of the actual condition of the University, with a view of recalling their consideration to the solemn injunction of the constitution as to every part of the subject referred to them; "That a school or schools shall be established by the Legislature for the convenient instruction of youth, with such salaries to the masters, paid by the public, as may enable them to instruct at low prices; and all useful learning shall be duly encouraged and promoted in one or more Universities." Our University is the only institution which the Legislature has yet founded and endowed in compliance with this injunction; but even as to this institution the spirit of the constitution is far from being complied with. We have not buildings for the accommodation of youth, nor books nor apparatus for their instruction—your committee do therefore recommend,

1st. That three additional buildings be erected at the University; two, for the accommodation of students, and one for the library and apparatus. This last building to contain suitable rooms for the delivery of lectures by the different professors.

2nd. That a library and suitable apparatus for instructing youth in the Mathematical and Physical sciences, be procured for the use of the said Institution.

3rd. That funds be assigned for endowing two professorships, and supporting six additional teachers.

These are the present wants of the University; as our population increases, the number of buildings, must be increased and more funds be provided for supporting teachers. In a subsequent part of this report your committee have recommended that there be four classes in the University with a professor at the head of each, who shall be assisted with such adjunct professors or teachers, as the state of the institution may require.

### The Course of Studies.

1st. In the Primary schools should be taught Reading, Writing and Arithmetic. A judicious selection of Books should from time to time be made by the Board of Public Instruction for the use of small children: Books which will excite their curiosity and improve their moral dispositions. And the Board should be empowered to compile and have printed for the use of the Primary schools, such books as they may think will best subserve the purposes of intellectual and moral instruction. In these books should be contained many of the Historical parts of the old and new Testament, that children may early be made acquainted with the book, which contains the word of truth, and the doctrines of eternal life.

2. In the Academies should be taught the Latin, Greek, French and English languages, the higher rules of Arithmetic, the six first books of Euclid's Elements, Algebra, Geography, the elements of Astronomy, taught with the use of the Globes, Ancient and Modern History. The basis of a good education is classical and mathematical knowledge; and no young man ought to be admitted into the University without such knowledge.

3. In the University the course of education should occupy four years; and there should be four classes, to be designated,

1st. The Class of Languages—In this class should be studied, 1st. the more difficult Latin, Greek and French classics: 2. Ancient and modern history: 3. Belles Letters: 4. Rhetoric.

2d. The class of Mathematics—In this class should be studied, 1. Pure Mathematics: 2. Their application to the purposes of physical science.

3. The class of the Physical Sciences—In this class should be taught, 1. Physics: 2. Chemistry: 3. The Philosophy of Natural History: 4. Mineralogy: 5. Botany: 6. Zoology.

4. The class of the Moral and Political Sciences—In this class should be taught, 1st. The philosophy of the Human

Mind: 2d. Moral: 3d. The Law of Nature and of Nations: 4th. Government and Legislation: 5th. Political Economy.

### The Modes of Instruction.

The great object of education is intellectual and moral improvement; and that mode of instruction is to be preferred which best serves to effect this object. That mode is to be found only in a correct knowledge of the human mind, its habits, passions, and manner of operation. The philosophy of the mind, which in ages preceding had been cultivated only in its detached branches, has of late years received form and system in the schools of Scotland. This new science promises the happiest results. It has sapped the foundation of scepticism by establishing the authority of those primary truths and intuitive principles, which form the basis of all demonstration; it has taught to man the extent of his intellectual powers, and marking the line which separates truth from hypothetical conjecture, has pointed out to his view the boundaries which Providence has prescribed to his enquiries. It has determined the laws of the various faculties of the mind, and furnished a system of philosophic logic for conducting our enquiries in every branch of knowledge. This new science has given birth to new methods of instruction; methods, which being founded upon a correct knowledge of the faculties of the mind, have eminently facilitated their development. Pestalozzi in Switzerland and Joseph Lancaster in England, seem to have been most successful in the application of new methods to the instruction of children. Their methods are different, but each is founded upon a profound knowledge of the human mind. The basis of each method is, the excitement of the curiosity of children; thereby awakening their minds and preparing them to receive instruction. The success which has attended the application of their methods, particularly that of Lancaster, has been astonishing. Although but few years have elapsed since Lancasterian Schools were first established, they have spread over the British Empire, extended into the continent of Europe, the Island of St. Domingo, and the United States. Various improvements in the details of his plan have been suggested by experience and adopted; and it is probable that in time, his will become the universal mode of instruction for children. The Lancasterian plan is equally distinguished by its simplicity, its facility of application, the rapid intellectual improvement which it gives, and the exact discipline which it enforces. The moral effects of the plan are also astonishing; exact and correct habits are the surest safeguards of morals; and it has been often remarked, that out of the immense number of children and grown persons instructed in Lancaster's Schools, few, very few, have ever been prosecuted in a Court of Justice for a offence.—Your committee do therefore recommend, that whenever it be practicable, the Lancasterian mode of instruction be introduced into the Primary Schools. The general principles of the method may be successfully introduced into the Academies and University:—And your committee indulge the hope, that the Board of Public Instruction, and the Professors and Teachers in these respective institutions, will use their best endeavors to adopt and enforce the best methods of instruction which the present state of knowledge will enable them to devise.

### The Discipline and Government of the Schools.

In a republic the first duty of a citizen is obedience to the law. We acknowledge no sovereign but the law, and from reverence to its majesty our children should be taught to bow with reverence to its majesty. In childhood, parental authority enforces the first lessons of obedience; in youth this authority is aided by the municipal law, which in each ward wields the entire supremacy. As the political power and the social happiness of a state depend upon the obedience of its citizens, it becomes an object of the first importance to teach youth to reverence the law, & cherish habits of implicit obedience to its authority. Such obedience not only contributes to the strength and tranquility of the state, but also constitutes the basis of good manners, of deference and respect in social intercourse. But in our country, youth generally become acquainted with the freedom of our political institutions, much sooner than with the principles upon which that freedom is bottomed, and by which it is to be preserved; and few learn, that experience teaches them in the school of practical life, that true liberty consists not in doing what they please, but in doing that which the law permits. The consequence has been, that riot and disorder have dishonored almost all the Colleges and Universities of the Union. The temples of science have been converted into theatres for acting disgraceful scenes of licentiousness and rebellion. How often has the generous patriot shed tears of regret for such criminal follies of youth! Follies which cast reproach upon learning and bring scandal upon the state. This evil can only be corrected by the moral effects of early education; by instilling into children upon the first dawnings of reason, the principles of duty, and by nurturing those principles as reason advances, until obedience to authority shall become a habit of their nature. When this course shall be found ineffectual, the arm of the civil power must be stretched forth to its aid.

The discipline of a University may be much aided by the arrangement of the buildings, and the location of the different classes. Each class should live together in separate buildings, and each be under the special care of its own professors and teachers. A regular system of subordination may in this way be established; each class would have its own character to maintain, and the *Esprit de Corps* of the classes would influence all their actions. Similar arrangements, may, in part, be made in the several academies, and the like good effect expected from them.

The amusements of youth may also be made auxiliary to the exactness of discipline. The late President of the United States, Mr. Jefferson, has recommended upon this part of the subject, that through the whole course of instruction at a college or university, at the hours of recreation on certain days, all the students should be taught the manual exercise, military evolutions and manœuvres, should be under a standing organization as a military corps, and with proper officers