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PROFESSOR STOWE'S REPORT

ELEMENTARY PUBLIC INSTRUCTION,

IN EUROPE.

To his EXCELLENCY the GOVERNOR, and the

Honorable the General Assembly of the State of Ohio:

In March, 1836, just before I embarked for Europe, I received a communication from Governor Lucas, with the great seal of the State, enclosing the following resolves of the General Assembly, to wit:

"Resolved by the General Assembly of the State of Ohio, That C. E. Stowe, Professor in one of the Literary Institutions of this State, be requested to collect, during the progress of his contemplated tour in Europe, such facts and information, as he may deem useful to the State, in relation to the various systems of public instruction and education, which have been adopted in the several countries through which he may pass, and make report thereof, with such practical observations as he may think proper, to the next General Assembly.

"RESOLVED, That his Excellency the Governor, be requested to transmit a certified copy of the foregoing proceedings to Professor Stowe."

In pursuance of the above resolutions, I communicated the intention of the General Assembly to Hon. A. Stevenson, the American Minister, near the British Court, and he very readily furnished me with the credentials necessary for the most satisfactory attainment of the object of my inquiries. I am also happy to remark, that the communication of Governor Lucas was a ready passport to my free admission to every public institution in Europe to which I applied—and that my endeavors were seconded in the most encouraging manner by all the gentlemen connected with the educational establishments in the several countries through which I passed; and the warmest expressions of approbation were elicited, of the zeal manifested by so young a State as Ohio, in the great cause of general education. Particularly in some of the old communities of central Europe, where it happened to be known that I was born in the same year in which Ohio became a sovereign State, it seemed to be matter of amusement as well as gratification, that a man who was *just as old as the State in which he lived*, had come, with official authority, to inquire respecting the best mode of education for the growing population of his native land; and they remarked that our Governor and Legislators must be very enlightened and highly cultivated men. When in one instance, I informed them that our Governor was a plain farmer, and that a majority of our Legislators were of the same occupation, the well known line which a Latin poet applies to husbandmen was applied to us:—
"O fortunatos nimium sua bona noverunt."

"Oh happy people, if they do but appreciate their own blessings."

In the progress of my tour, I visited England, Scotland, France, Prussia, and the different States of Germany; and had opportunity to see the celebrated Universities of Cambridge, Oxford, Edinburgh, Glasgow, Paris, Berlin, Halle, Leipsic, Heidelberg, and some others; and I was every where received with the greatest kindness, and every desirable facility was afforded me.

That a solid foundation must be laid, before a durable superstructure can be reared, and being aware, that on this principle, the chief attention of our Legislature is, and for the present must be, directed to our common schools, my investigation of the Universities was comparatively brief, and the most of my time was spent in visiting the best district schools I could hear of, and also the high schools intended for the business education of young men, and the institutions for the education of teachers.

Before I proceed to the result of my inquiries on these topics, I would call the attention of the Legislature to some facts of a more general nature, which strongly impressed themselves upon my mind during the progress of my tour—and which, it seems to me, have a very important bearing upon the successful maintenance, if not the very existence, of free institutions in our country. I allude particularly to the wonderful change which has taken place in the policy of monarchical governments, in respect to the education of the people. Formerly it was supposed, that despotism could be maintained only by a sovereign with an army devoted to his interests, and dependent only upon himself for subsistence; an aristocracy which should monopolize the wealth and the intellectual culture of the entire nation; and a mass of people held in entire ignorance of their rights and privileges as men, and condemned to drudge for life for a bare and precarious subsistence—the mere dependents and slaves of the higher orders. But what is the aspect which the sovereignties of Europe now present?—and what is the change which is forcing itself along, even into the despotisms of Asia and Africa? Ever since the revolution which separated this country from the British Empire, the idea of popular rights has been working its way irresistibly throughout the civilized world; and sovereigns, who have had the sagacity to see the unavoidable results, have adapted their measures to the new aspect of the times. A new era in the history of civilization has evidently commenced. A despotic king of the Protestant faith, dreading the evils of an ignorant and unbridled democracy, such as was witnessed in the French revolution, has now for forty years been pursuing a course of instruction for his whole people, more complete, better adapted to develop every faculty of the soul, and to bring into action, every capability of every kind that may exist, even in the poorest cottage of the most obscure corner of his kingdom, than has ever before been imagined. Men of the highest order of intellect, and most extensive attainments, are encouraged to devote themselves to the business of teaching; the best plans for the furtherance of this object, are immediately received and generously rewarded; talent and industry, wherever they exist, are sought out and promoted; and nothing is left undone that can help forward this great design.

The introduction of this system was preceded by political changes, which, considered as emanating from the government itself, have scarcely a parallel in the history of nations. When Frederick William III. ascended the throne of Prussia in 1797, the condition of the people was in many respects truly deplorable. But immediately upon his accession, he set about reforming abuses, and introducing improvements. The odious religious cult was abolished; the administration of justice was thoroughly reformed, and rigid economy introduced into the royal household. The exclusive privileges of the nobles were taken away, and their power so completely broken, that there is now no hereditary aristocracy which can interfere with the sovereign, or oppress the people.

In 1810, the peasantry, who before had no ownership in the soil which they cultivated, and consequently no independence of character, by a royal decree, became free holders on the following terms, namely: those who held their lands on perpetual lease, by giving up one third, and those who held them on limited or life leases, by giving up one half to the landlord, became owners in fee simple of the rest. The military is now so modelled, that every citizen between the ages of 18 and 21, is in actual service in the standing army, where he is instructed in all that pertains to military life, and then returns to his peaceful occupations. Thus the army is made up entirely of citizens—and every citizen is a soldier; and there is no such thing as a standing army at the entire devotion of the sovereign, and independent of the people.

The prime minister, Hardenberg, in a circular published at the time when these reforms were in progress, declares, that "the new system is based upon the principles, that every subject, per-

sonally free, be able to raise himself, and develop his powers freely, without let or hindrance from any other; that the public burdens be borne in common and in just proportions; that equality before the law, be secured to every subject; that justice be rigidly and punctually administered; that merit, in whatever rank it may be found, be enabled to rise without obstacle; that the government be carried on with unity, order, and power; that, by the education of the people, and the spread of true religion, the general interests, and a national spirit be promoted, as the only secure basis of the national welfare."

Another European king of the Roman Catholic faith, Louis of Bavaria, who is connected by marriage with the royal house of Prussia, moved by this example, and excited by emulation in behalf both of his church and kingdom, is now zealously pushing forward the same experiment among his own people, and already the Bavarian schools begin to rival the Prussian; and the University of Berlin finds its only equal in that of Munich. Louis has in one thing gone even beyond his brother of Prussia, in that he has granted to his people a real constitutional representation in the government—a privilege and a right which the Prussians have labored in vain to extort from Frederick William.

Even the Autocrat, Nicholas of Russia, (married to a daughter of the Prussian monarch, who inherits much of her father's spirit,) has been induced to commence a similar system throughout his vast dominions; and from the reports to the emperor of M. D'Ouvaroff, the Russian Minister of Public Instruction, it appears that already, from Poland to Siberia, and from the White Sea to the regions beyond the Caucasus, including the provinces so recently wrested from Persia, there are the beginnings of a complete system of common school instruction for the whole people, to be carried into full execution as fast as it is possible to provide the requisite number of qualified teachers.

Thus three sovereigns, representing the three great divisions of Christendom, the Protestant, the Romish, and the Greek, are now zealously engaged in doing what despotic sovereigns have seldom done before—enlightening and educating their people; and that too with better plans of instruction, and a more efficient accomplishment in practice, than the world has ever before witnessed. Nor is the spirit of education confined to these nations. The kingdom of Wirttemberg, and the Grand Duchy of Baden are not behind Prussia or Bavaria. The smaller states of Germany, and even old Austria, are pushing forward in the same career; France is all awake; Spain and Italy are beginning to open their eyes; the government of England, which has hitherto neglected the education of the common people more than any other Protestant country of Europe, is beginning to bestir itself; and even the Sultan of Turkey, and the Pacha of Egypt, are looking around for well qualified teachers to go among their people. In London and Paris, I saw Turks, Arabs, and Greeks, who had been sent by their respective governments to these cities for the express purpose of being educated for teachers in their native countries, if not for the whole people, at least for the favored few. At Constantinople, a society has been formed for the promotion of useful knowledge, which publishes a monthly journal, edited by one of the Turks who studied in Paris; and the Sultan now employs a French teacher in his capital, whom he specially invited from France. And here too in our own country, in the movements of New England, New York, Pennsylvania, Ohio, Michigan, and several other of the States,

In short, the whole world seems to be awake, and commencing in one simultaneous effort for the spread of education; and indeed will be the condition of that community, which lags behind in this universal march.

But I wish to direct your attention to the influence which these wide spread systems of education in the sovereignties of Europe, emanating from Prussia, must exert on our own institutions. The sovereigns to whom I have alluded, are not only educating the people, but they are laying aside the pomp, the trappings, and the lavish expenses of royalty, and by simplicity, rigid economy, by an energetic and impartial administration of the government, are endeavoring to establish their thrones in the hearts of their people.

Frederick William, in his dress, appearance, and whole deportment, is as simple and unostentatious, as an Ohio farmer; and few of our wealthy merchants ride in so plain a carriage, or sleep on so homely a bed, as the monarch of Prussia. After witnessing the pageantry, the pomp and ostentation of the limited monarchy of England, one is astonished at the rigid simplicity of the great military despotism of central Europe.

In every stage of instruction, it is made a prominent object, and one which is repeatedly and strenuously insisted on in all the laws pertaining to education, to awaken a national spirit—to create in the youthful mind a warm attachment to his native land, and its institutions, and to fix in his affections a decided preference for the peculiarities of his own country. Indeed the whole plan, (which is well understood to have originated in Prussia, when the rapid spread of republican principles first began to threaten the thrones of Europe,) evidently is to unite with the military force which always attends a despotism, a strong moral power over the understanding and affections of the people. In view of this fact, an able English writer denominates the modern kingdom of Prussia, "that wonderful machine of Statecraft—as a mere machine, the most remarkable in existence—on the model of which, most European governments are gradually proceeding to reform themselves." Already has this plan so far succeeded, that there is evidently in these countries, a growing disregard for the forms of free government, provided the substance be enjoyed in the security and prosperity of the people.

Republicanism can be maintained only by universal intelligence and virtue among the people, and disinterestedness and fidelity in the rulers. Republics are considered the natural foes to monarchies; and where both start up side by side, it is taken for granted, that the one must supplant the other. Hence their watchful jealousy of each other. Now when we see monarchies strengthening themselves in the manner described, are not republics exposed to double danger from vice, and neglect of education within themselves? And do not patriotism and the necessity of self preservation, call upon us to do more and better for the education of our whole people, than any despotic sovereign can do for his?—Did we stand alone—were there no rival governments on earth—or if we were surrounded by despots of degraded and ignorant slaves, like those of the ancient oriental world; even then, without intelligence and virtue in the great mass of the people, our liberties would pass from us. How emphatically must this be the case now, when the whole aspect of things is changed, and monarchies have actually stolen a march upon republics in the promotion of popular intelligence!

EFFORTS FOR EDUCATION IN RUSSIA.

In a former report, which was printed by order of the Legislature, in 1836, I gave a synopsis of the governmental regulations in Prussia, respecting education, and I have not found by investigations on the spot, that the statements then made, require any essential modification. [See Appendix A.] I will here, however, take the liberty of stating some facts respecting the governmental efforts recently made in Russia, to establish a system of popular education throughout that vast empire. These cannot but be deeply interesting to us, since Russia has so many points of resemblance, and of striking contrast to our own country. Like the United States, her dominion extends over an immense territory, comprising almost every variety of soil, climate, productions, and national character. Like ours, her educational institutions are comparatively new, and almost every thing is to be begun in its elements; and like us, she has received great accessions to her population by emigrants from almost every nation of Europe. Russia is unquestionably the largest

and most powerful of despotisms; as the United States is the largest and most powerful of republics; and, while we enjoy the greatest political freedom that any government has ever permitted, she is held fast by the bonds of a severe autocracy. Add to this, Russia is the only European government, with the exception of Great Britain, whose territories border on our own. The fact, then, that a system of public instruction has been established in the Russian Empire, is one of deep interest to us; and no less interesting will it be for us to know something of the nature of the system and of the means by which it is carried into operation.

The general system is, that of Prussia, with such modifications as are necessary to adapt it to that widely extended, and, in some parts, semi-barbarous empire. For example, the whole empire is divided into provinces, each of which, has a University—these provinces into academic districts; which are provided with their gymnasia for classical learning, and academies for the higher branches of a business education; and these academic districts are again subdivided into school districts, each with its elementary school. As the heart of the whole system, there is at St. Petersburg a model school for the education of teachers of every grade, for all parts of the empire. Of the Universities, six had already gone into operation in 1835, namely: one at St. Petersburg, one at Moscow, one at Dorpat, in Livonia, one at Charcov, east of the river Dnieper, one at Kasan, on the Volga, and one at Kiev. At other points Lyceums are established, with courses of study more limited than that of the Universities; and there is an institution at Moscow, especially for the education of the nobility. Of course I shall not be understood as recommending for adoption by us, whatever I speak of with approbation, in reference to foreign lands; for the different circumstances of nations, require entirely different systems. It is the part of a wise Legislator to examine all the improvements within his reach, and from the whole, to select those parts only, which are adapted to the peculiar circumstances of the people, for whom he legislates.

The different institutions in Russia, are established as fast as the circumstances of the people admit, and as teachers can be found to supply them. At the date of the last report of the Minister of Public Instruction, the number of elementary and parish schools was about 12,000—of private schools, 450—and of gymnasia, 67.

The governmental regulations for cherishing in the people a desire for education, and directing them in the attainment of it, are wisely adapted to the purpose. The Minister of Public Instruction publishes a regular periodical journal, in which he gathers up all the facts, information and arguments, to which his official station gives him access, and circulates them extensively through the nation. To illustrate the good faith, diligence and liberal-mindedness with which he executes this part of his office, I would refer to the number of his journal for August, 1835, in which he notices, with great approbation, the efforts of tract societies, for the diffusion of moral and religious sentiments among the people and mentions by name, several publications of the American Tract Society, which have been translated into Russian, as having reached a third edition, and as being happily calculated to enlighten the intellect, and elevate the character of the people among whom they circulate. If the Minister of the Emperor Nicholas, shows so much readiness to receive a good thing, even from Democratic America, we surely will not be slow to receive from the same source, the means of promoting education, every school director and examiner undergoes a rigid scrutiny as to his intellectual and moral fitness for those important trusts; and every candidate for civil office is strictly examined as to his attainments in those branches of learning requisite to the right performance of the official duties to which he aspires. As common schools are new in the Russian Empire, and as school houses are to be built in every part of it, the government, knowing the importance of having these houses well planned and put up, has appointed an architect, with a salary of 1,000 rubles a year, for every academic district, whose whole business it is to superintend the erecting and fitting up of the district school houses in his particular province. When we recollect how many of the evils of our district schools result from the bad construction and wretched furniture of our school houses, how completely, by these defects, the efforts of the best teachers may be nullified, and the minds and health of children, as well as their comfort, destroyed, we cannot but acknowledge this to be, for a country where every thing is to be begun from its foundation, a most judicious arrangement.

Canals, and other public improvements of this kind, are now in great demand, and, to further them, an institution has been established for the express purpose of teaching the arts requisite in their construction; and young men who intend to devote themselves to this business, are taken from the other schools, and placed in this institution, at the public expense. Special provision, also, is made for instruction in agriculture, and all the kindred arts, in order that the natural resources of the country may be fully developed. That religious instruction may be efficient, and, at the same time, the rights of conscience remain inviolate, clergymen of different Christian denominations, where the circumstances of the people require it, are employed as religious teachers in the schools, their services compensated by government, and their families provided for, if necessary. The importance of female teachers is recognized, and every encouragement is held out to young ladies to engage in this work. Private teachers are subject to the same rules and the same strict inspection, as the teachers of public schools; and what is an improvement on the Prussian plan, if the teacher of a private school becomes superannuated, or dies in the service, his family are entitled to the same privileges as that of a public teacher, and receive pensions from the Government, adequate to their support and education. Thus, all classes of faithful teachers are regarded and treated as public benefactors, and considered as entitled, not merely to a bare support while toiling and wearing themselves out in the public service, but to national remembrance and gratitude, after their work is done.

Though the Emperor of Russia is justly accused of unparadonable oppression in respect to Poland, yet he does not carry his oppression so far as to deprive the poor Poles of the benefits of education; but is exerting the same laudable zeal to provide teachers for Poland as for any other part of his dominions. It has been found exceedingly difficult to obtain teachers who are willing to exercise their calling, in the cold and inhospitable regions of Siberia. To facilitate this object, special privileges have been granted to Siberian teachers. Siberian young men are admitted to the University of Kasan, free of expense, on condition that they devote a certain number of years to the business of school keeping in Siberia. To forward the same object, a Siberian gentleman, by the name of Ponomarev, gives 6,000 rubles a year, for the support of the parish schools of Irkutsk, quite to the north-eastern extremity of Siberia, and has obligated himself, for ten years, to pay 500 rubles a year more, for the encouragement of the pupils of those schools.

Teachers from foreign countries are welcomed, and special provision is made that their religious sentiments be not interfered with; as well as that they do not impose their peculiar religious notions on their pupils. For the perfecting of teachers in certain branches, they are often sent abroad, at the public expense, to study in the institutions of other countries, where these branches are most successfully taught. Of these, there were in 1835, thirteen in Berlin; several in Vienna; and one in Oxford, England. School examiners and school committees, as well as school teachers, are required to hold frequent meetings

From the Wilmington Advertiser.

WAYNESBOROUGH FESTIVAL.

WEDNESDAY 20th, 1839.

Mr. HILL.

Sir: The events of the last week in our village we consider to have been of sufficient interest, both locally and generally, to claim a preservation in your useful journal, and we hope the publication will afford pleasure to our friends who participated in our enjoyment, and cheer the hearts of such as were present, and encourage every friend of the State to look forward to similar scenes of happiness and enjoyment in his own county or town. Never has it been our lot to witness such general and unalloyed pleasure as beamed in every countenance of the thousands who thronged our streets on Friday; and although festivity and mirth reigned unabated throughout most of the night, the brilliant sun of Saturday never shone on merrier or happier faces.

On Thursday a rumor first reached us that the steamer M'NAIR, Capt. Gifford, with her spirited and enterprising owner, Gen. James B. Whitfield, on board, having overcome all difficulties, was already in our waters, but a few miles from town.

A thrill of joy, like electricity, seemed to run from heart to heart, and in a very short time some hundreds had collected to witness the first steam navigation of Neuse river. About sun down the boat came up; and anchored off our landing, and was received with a national salute, and the long continued cheers of the multitude.

On landing, Gen. Whitfield was conducted to Mr. Churchill's hotel, and we hope was fully convinced the citizens of Waynesborough were glad to see him.

The sun of Friday rose a sun of pleasure and triumph. "That 'of Marengo' was not a brighter!"

The best evidence of the general interest felt by all classes to witness the great State triumph—the completion of the first grand section of Wilmington and Hatteras Railroad, was to see our streets thronged at an early hour with our good state's yeomanry, whose only anxiety appeared to be to witness the first arrival of our friends from Wilmington. At 2 o'clock a procession was formed at Mr. Churchill's hotel,

ready for the arrival of the train. At 2 o'clock they arrived, being a large number of citizens, and that splendid corps, the Wilmington Volunteers, accompanied by their elegant band of music. They formed immediately, and marched to the stagehouse, accompanied by the procession. During the march a national salute was fired. The military and civic procession was formed in solid column in front of the hotel, and the following address was delivered in a spirited and elegant manner, by Wm. H. Washington Esq.

GREETINGS.

Permit me, on behalf of my Fellow Citizens of Wayne, to bid you welcome to our town—welcome to our firesides and to our hospitality. We bid you as brothers engaged with us in the same common cause—united to us by interest—united to us by the strong ties of sympathy and affection. We hail you as benefactors; for unto Wilmington we owe our having first given life and energy to the cause of Internal Improvement in North Carolina. Four years ago white darkness and gloom covered our beloved State,—and the tide of emigration was annually sweeping from her borders hundreds of her most influential and worthy citizens,—the bow and arrow of the country, a bright spot was suddenly seen in the southern horizon. A sun of goodness and joy has risen over the town of Wilmington, and has shot its rays to the uttermost parts of the State,—dispelling the accumulated darkness of ages—erecting and incorporating the wasted and waning energies of the State and diffusing a spirit of activity, contentment and happiness among her citizens. We have felt its genial influence, and we gratefully acknowledge you under God as the authors of the blessing.—We now feel that a higher era is dawning upon us. We believe that the progress of Internal Improvement must and will be onward—God grant that it may grow, flourish and spread until every town hamlet and village in North Carolina may be connected by railroads, canals and turnpikes; and that the people of the North and the South of the East and the West may become one people—a people united, prosperous and happy. We anticipate much good from our meeting here to-day.—We feel that it is good for us all to be here.—The twenty-second of February eighteen hundred and thirty nine will be long cherished and remembered as the day on which the alliance between Wilmington and Waynesborough has been fully consummated.—The day has been well spent. It is one which should be dear to the heart of every American. It is one which should be cherished and commemorated throughout all time, and in every country where virtue has a name or liberty a friend. It is the Anniversary of the day which gave birth to the Political Savior of this country—the man who was "first in war, first in peace, and first in the hearts of his countrymen." He blessed the country which gave him birth—fulfilled his high destiny below, and closed his bright career in glory—said, ages hence, when the pillars of a pyramid erected to immortalize the deeds of conquerors and Kings shall have mouldered in the dust, and the ashes of those whose memory they were intended to perpetuate, shall have mingled with meaner clay and been forgotten, the breath of admiring patriots will blow the name of the Father of his Country, Yes, Gentlemen, though George Washington be dead, he still lives—he lives in the hearts of his countrymen, he lives by his example and his precepts.—Let us follow his precepts and imitate his example, as the most cheering human guides in the path of good citizenship, that we may participate in the glorious duty of diffusing those blessings of liberty and happiness which he invoked on our country.

He was promptly responded to in a style of eloquence seldom exceeded, by Joshua G. Wright Esq. of Wilmington, in the following reply, which was received by a salute from the military, the

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