

The following Correspondence which has a direct reference to the subject of the Maine Boundary trouble, is contained in the New York papers and will be read with interest.

New York, March 9, 1839.

My DEAR SIR—I find our community in a very excited temper with respect to the border controversy, which, in the opinion of many, threatens inevitable and early hostilities between England and the United States. Such an event seems to me so improbable, that I take every occasion to express my disbelief of it; but I am constant in answering that you have yourself countenanced these alarms, and a declaration on the floor of the Senate is ascribed to you, that if England did not settle this matter by the 4th of July, the disputed territory should be sold by the United States.

This statement is so much unlike all that I heard from you while we were together recently in Washington, and is so entirely at variance with the cool statesmanlike views which characterize your public career, that I cannot believe in its accuracy. I therefore take the liberty of inquiring what were the opinions expressed by you on the occasion referred to, and also what are your views in respects to the termination of our present difficulties with England.

With great respect, yours,
DAVID B. OGDEN.

Hon. Daniel Webster, Washington City, D. C.

Washington, March 11, 1839.

My DEAR SIR—I should be very sorry, indeed, to be thought to have become heated on this important subject of the Northeastern boundary; or to have used expressions either leading to war, themselves, or manifesting a conviction, on my part, that war was inevitable. You know what I have said on this subject, at different times, through the winter. I have never seen the account of my remarks in the Senate, to which you refer. I am certainly of opinion that the controversy should be settled; but I have never contemplated it as a probable event that two great nations would go to war, to the inevitable sacrifice of so many innocent lives, and to the agitation of the human mind on such a question.

I have never expected such a result, and do not expect it now. What I meant to say, on the occasion referred to by you, and to say strongly, was, that it was high time for the two Governments to adjust this controversy; that it had been too long bandied between them, as the subject of formal and procrastinating diplomacy; that its condition was every day growing worse, and more and more dangerous to the peace of both nations; that Maine, having explored the country by commissioners, and having ascertained, as she thought, the perfect practicability of finding and marking the true original treaty line, was naturally becoming more and more dissatisfied, that negotiation should now be tried with something of a more earnest spirit; and if, unfortunately, all amicable attempts should ultimately fail—if the two Governments, much as it was to be desired and hoped, should be able to do nothing, jointly, to ascertain or fix the boundary—a time must come, of necessity, when the United States must perform that duty for themselves; that they ought, in that case, to explore the country and to examine the question carefully; and if it should turn out, as I believe it would, that the treaty line could be easily and certainly found, then the United States, in the event above mentioned, ought to make it and assume it, as the true line, and to take possession accordingly; and in this connection I mentioned the fourth day of July, as a day in the year of which we often speak as suited to important political decisions. But certainly I could not have intended to say, that our government ought to take possession of the disputed territory on the fourth day of July, as I was at the time, favoring a proposition for sending a special minister to England, who could hardly be expected to reach London much before that time.

It may be hoped, my dear Sir, that what has occurred and is still occurring, may have the effect of bringing about an early, satisfactory and final adjustment of the difficulty—a result which no one can desire more sincerely than myself.

Yours, with constant regard,
DANIEL WEBSTER.

MR. WISE.—There are some traits in the disposition of this man, and some passages in the history of his past life, which would, in connection with almost any other public character, excite our strong dislike. But the high and daring qualities which so peculiarly fit him for the present office in public affairs, are enough to cover a multitude of sins. Opposing, with his fiery ardor and iron nerve, the drilled and paid hosts of a proud, overbearing party, and casting defiance in their front—his excited admiration. Nothing less than his wit and his fearless and unflinching conduct could ever have forced from a powerful administration the privilege of investigating its dubious offices. And when the privilege was granted, none other than his fearless hand could with so good a grace demolish the "whited walls" of these specklers, and expose the "swearing and ungodliness" festering within—Grecians, Pat-

PROFESSOR STOWE'S REPORT.

CONTINUED.

2. Knowledge of the world and of mankind, including civil society, constitutional law, agriculture, mechanic arts, manufactures, &c.

This is a continuation and completion in a more systematic form of the instruction commenced in III. 5. The course begins with the family, and the first object is, to construct a habitation. The pupil tells what materials are necessary for this purpose, where they are to be found, how brought together and fitted into the several parts of the building. The house must now be furnished.—The different articles of furniture and their uses are named in systematic order, the materials of which they are made, and the various trades employed in making them are enumerated. Then comes the garden, its tools and products, and whatever else is necessary for the subsistence and physical comfort of a family. Then the family duties and virtues, parental and filial obligation and affection; rights of property, duties of neighborhoods; the civil relations of society; the religious relations of society; the state, the fatherland, &c.; finally geography, history and travels. Books of travels are compiled expressly for the use of schools, and are found to be of the highest interest and utility.

3. Language and exercises in composition.

The object here, is to give the pupils a perfect command of their native tongue and ability to use it on all occasions with readiness and power. The first exercises are on simple questions, such as—"Why ought children to love and obey their parents?"—or they are short descriptions of visible objects, such as a house, a room, a garden, &c. There are also exercises on the various forms of expressing the same idea, as "The sun enlightens the earth." "The earth is enlightened by the sun." "The sun gives light to the earth." The earth receives light from the sun." "The sun is the source of light to the earth." "The sun sends out his rays to enlighten the earth." "The earth is enlightened by rays sent out from the sun," &c. There are exercises also of the same sort, or metaphors and other figures of speech—familiar letters are then written and short essays on themes, such as may be furnished by texts from the book of Proverbs and other sentences of the kind; and thus gradual advancement is made to all the higher and graver modes of composition.

4. Application of arithmetic and mathematics to the business of life, including surveying, civil engineering, &c.

The utility of this branch of instruction and the mode of it, after what has already been said, are probably too obvious to need any further illustration.

5. Elements of drawing.

For this, the pupils have already been prepared by the exercises in ornamental writing, in the previous part of the course. They have already acquired that accuracy of sight and steadiness of hand which are among the most essential requisites to drawing well.—The first exercises are in drawing lines, and the most simple mathematical figures, such as the square, the circle, &c., the pupils are furnished with some of these models placed at some little distance on a shelf, before the class. From this they proceed to architectural figures, such as doors, windows, columns, and facades. Then the figures of animals, such as a horse, a cow, an elephant—first from other pictures, and then from nature.—A plant, a rose, or some flower is placed upon a shelf, and the class make a picture of it. From this they proceed to landscape painting, historical painting, and the higher branches of the art, according to their time and capacity. All learn enough of drawing to use it in the common business of life, such as plotting a field, laying out a canal, or drawing the plan of a building; and many attain to a high degree of excellence.

6. Exercises in singing and the science of music.

The instructions of the previous parts are extended as far as possible, and include singing and playing at sight, and the more abstruse and difficult branches of the science and art of music.

CHARACTER OF THE SYSTEM.

The striking features of this system, even in the hasty and imperfect sketch which my limits allow me to give, are obvious even to superficial observation. No one can fail to observe its great completeness, both as to the number and kind of subjects embraced in it, and as to its adaptedness to develop every power of every kind, and give it a useful direction. What topic in all that is necessary for a sound business education is here omitted?—I can think of nothing, unless it be one or two of the modern languages, and these are introduced wherever it is necessary, as has already been seen in the study sheet of Dr. Diesterweg's seminary, inserted on a preceding page of this report. I have not taken the course precisely as it exists in any one school, but have combined, from an investigation of many institutions, the features which I supposed would most fairly represent the whole system.—In the Rhinish provinces of Prussia, in a considerable part of Bavaria, Baden, and Wirtenburg, French is taught as well as German; in the schools of Prussian Poland, German and Polish are taught; and even English, in the Russian schools of Cronstadt and Archangel, where so many English and American merchants resort, for the purposes of trade. Two languages can be taught in a school, quite as easily as one, provided the teacher be perfectly familiar with both, as any one may see by visiting Mr. Solomon's school, in Cincinnati, where all the instruction is given both in German and English.

What faculty of mind is there, that is not developed in the scheme of instruction sketched above? I know of none. The perceptive and reflective faculties, the memory and the judgment, the imagination and the taste, the moral and religious faculty, and even the various kinds of physical and manual dexterity, all have opportunity for development and exercise. Indeed, I think the system, in its great outlines, as nearly complete as human ingenuity and skill can make it; though, undoubtedly, some of its arrangements and details admit of improvement; and some changes will of course be necessary, in adapting it to the circumstances of different countries.

The entirely practical character of the system, is obvious throughout. It views every subject on the practical side, and in reference to its adaptedness to use. The dry technical abstract parts of science, are not those first presented; but the system proceeds, in the only way which nature ever pointed out, from practice to theory, from parts to demonstrations. It has often been a complaint, in respect to some systems of education, that the more a man studied, the less he knew of the actual business of life. Such a complaint cannot be made in reference to this system; for, being intended to educate for the actual business of life, this object is never for a moment lost sight of.

Another striking feature of the system is, its moral and religious character. Its morality is pure and elevated; its religion entirely removed from the narrowness of sectarian bigotry.

What parent is there, loving his children and wishing to have them respected and happy, who would not desire that they should be educated under such a kind of moral and religious influence as has been described. Whether a believer in revelation or not, does he not know that, without sound morals there can be no happiness, and that there is no morality like the morality of the New Testament? Does he not know that, without religion, the human heart can never be at rest, and that there is no religion like the religion of the Bible? Every well informed man knows that, as a general fact, it is impossible to impress the obligations of morality, with any efficiency, on the heart of a child, or even on that of an adult, without an appeal to some code which is sustained by the authority of God; and for what code will it be possible to claim this authority, if not for the code of the Bible?

But perhaps some will be ready to say, this scheme is indeed an excellent one, provided only it were practicable; but the idea of introducing so extensive and complete a course of study into our common schools, is entirely visionary, and can never be realized. I answer, that it is no theory which I have been exhibiting, but a matter of fact, a copy of actual practice. The above system is no visionary scheme, emanating from the closet of a recluse; but a sketch of the course of instruction now actually pursued, by thousands of school-masters, in the best district schools that have ever been organized. It can be done; for it has been done, it is now done, and it ought to be done. If it can be done in Europe, I believe it can be done in the United States; if it can be done in Prussia, I know it can be done in Ohio. The people here but to say the word and provide the means, and the thing is accomplished; for the word of the people here, is even more powerful than the word of the King there—and the means of the people here, are altogether more abundant for such an object, than the means of the sovereign there. Shall this object, then, so desirable in itself, so entirely practicable, so easily within our reach, fail of accomplishment? For the honor and welfare of our State, for the safety of our whole nation, I trust it will not fail; but that we shall soon witness, in this Commonwealth, the introduction of a system of common school instruction, fully adequate to all the wants of our population.

But the question occurs, how can this be done?—I will give a few brief hints, as to some things which I suppose to be essential to the attainment of so desirable an end.

MEANS OF SUSTAINING THE SYSTEM.

1. Teachers must be skillful, and trained to their business. It will at once be perceived, that the plan above sketched out, proceeds on the supposition that the teacher has fully and distinctly in his mind, the whole course of instruction, not only as it respects the matter to be taught, but also as to all the best modes of teaching, that he may be able, readily and decidedly, to vary his method, according to the peculiarities of each individual mind which may come under his care. This is the only true secret of successful teaching. The old mechanical method, in which the teacher relies entirely on his own fixed and unchangeable mind, along through the same dull routine of creeping recitation, is utterly insufficient to meet the wants of our people. It may do in Asiatic Turkey, where the whole object of the school is to learn to pronounce the words of the Koran, in one dull, monotonous series of sounds; it may do in China, where men must never speak or think out of the old beaten track of Chinese intellibility; but it will never do in the United States, where the object of education ought to be, to make immediately available for the highest and best purposes, every particle of real talent that exists in the nation. To effect such a purpose, the teacher must possess a strong and independent mind, well disciplined, and well stored with every thing pertaining to his profession, and ready to adapt his instructions to every degree of intellectual capacity, and every kind of acquired habit. But how can we expect to find such teachers, unless they are trained to their business?—A very few of extraordinary powers may occur, as we sometimes find able mechanics, and great mathematicians, who had no early training in their favorite pursuits; but these few exceptions to a general rule, will never multiply fast enough to supply our schools with able teachers. The management of the human mind, particularly youthful mind, is the most delicate task ever committed to the hand of man; and shall it be left to mere instinct; or shall our school-masters have at least as careful a training as our lawyers and physicians?

2. Teachers, then, must have the means of acquiring the necessary qualifications; in other words, there must be institutions in which the business of teaching is made a systematic object of attention. I am not an advocate for multiplying our institutions. We already have more in number than we support; and it would be wise to give power and efficiency to those we now possess, before we project new ones. But the science and art of teaching ought to be a regular branch of study in some of our academies and high schools, that those who are looking forward to this profession, may have an opportunity of studying its principles. In addition to this, in our populous towns, where there is opportunity for it, there should be large model schools, under the care of the most able and experienced teachers that can be obtained; and the candidates for the profession, who have already completed the theoretic course of the academy, should be employed in the school as monitors or assistants, thus testing all their theories by practice, and acquiring skill and dexterity under the guidance of their head master. Thus, while learning, they would be teaching, and no time or effort would be lost. To give efficiency to the whole system—to present a general standard and a prominent point of union—there should be at least one model teacher's seminary, at some central point,—as at Columbus,—which shall be amply provided with all the means of study and instruction, and have connected with it schools of every grade, for the practice of the students, under the immediate superintendence of their teachers.

3. The teachers must be competently supported, and devoted to their business. Few men attain any great degree of excellence in a profession, unless they love it, and place all their hopes in life upon it. A man cannot, consistently with his duty to himself, engage in a business which does not afford him a competent support, unless he has other means of living, which is not the case with many who engage in teaching. In this country especially, where there are such vast fields of profitable employment open to every enterprising man, it is not possible that the best of teachers can be obtained, to any considerable extent, for our district schools, at the present rate of wages. We have already seen what encouragement is held out to teachers in Russia, Prussia, and other European nations, and what pledges are given of competent support to their families, not only while engaged in the work, but when having been worn out in the public service, they are no longer able to labor. In those countries where every profession and walk of life is crowded, and where one of the most common and oppressive evils is want of employment, men of high talents and qualifications are often glad to become teachers.

even of district schools—men who, in this country, would aspire to the highest places in our colleges, or even our halls of legislation and courts of justice. How much more necessary, then, here, that the profession of teaching should afford a competent support!

Indeed, such is the state of things in this country, that we cannot expect to find male teachers for all our schools. The business of educating, especially young children, must fall, to a great extent, on female teachers. There is not the same variety of tempting employment for females, as for men; they can be supported cheaper; and the Creator has given them peculiar qualifications for the education of the young. Females, then, ought to be employed extensively in all our elementary schools, and they should be encouraged and aided in obtaining the qualifications necessary for this work. There is no country in the world where woman holds so high a rank, or exerts so great an influence, as here; wherefore, her responsibilities are the greater, and she is under obligations to render herself the more actively useful. I think our fair countrywomen, notwithstanding the exhortations of Harriet Martineau, Fanny Wright, and some other ladies and gentlemen, will never seek distinction in our public assemblies for political discussion, or in our halls of legislation; but in their appropriate work of educating the young, of forming the opening mind to all that is good and great, the more they distinguish themselves, the better.

4. The children must be made comfortable in their school; they must be punctual, and attend the whole course. There can be no profitable study without personal comfort; and the inconvenience and miserable arrangements of some of our school-houses are enough to annihilate all that can be done by the best of teachers. No instructor can teach, unless the pupils are present to be taught, and no plan of systematic instruction can be carried steadily through, unless the pupils attend punctually and through the whole course.

5. The children must be given up implicitly to the discipline of the school. Nothing can be done unless the teacher has the entire control of his pupils in school hours, and out of school too, so far as the rules of the school are concerned. If the parent in any way interferes with, or overrules the arrangements of the teacher, he may attribute it to himself if the school is not successful. No teacher ever ought to be employed, to whom the entire management of the children cannot be safely entrusted; and better at any time dismiss the teacher than counteract his discipline. Let parents but take the pains, and spend the money necessary to provide a comfortable school-house and a competent teacher for their children, and they never need apprehend that the discipline of the school will be unreasonably severe. No inconsiderable part of the corporate punishment that has been inflicted in schools, has been made necessary by the discomfort of school-houses and the unskillfulness of teachers. A lively, sensitive boy is stuck upon a bench full of knot-holes and sharp ridges, without a support for his feet or his back, with a scorching fire on one side of him and a freezing wind on the other, and a still dripping of a master's cane, hanging by his side, and he is expected to study, and to be able to read. Thus confined for hours, what can the poor little fellow do but begin to wriggle like a fish out of water, or an eel in a frying pan? For this irrepresible effort at relief, he receives a box on the ear; this provokes and renders him still more uneasy, and next come the merciless ferule, and the poor child is finally burnt and frozen, cuffed and beaten into headered reguery or incurable stupidity; just because the avarice of his parents denied him a comfortable school-house and a competent teacher.—[On the subject of school discipline, I solicit attention particularly to the answers to question 3, in Appendix B, to this report.]

6. A beginning must be made at certain points, and the advance towards completeness must be gradual. Every thing cannot be done at once, and such a system as is needed cannot be generally introduced, till its benefits are first demonstrated by actual experiment. Certain great points, then, where the people are ready to co-operate, and to make the most liberal advances in preparation to their means, to maintain the schools, should be selected, and no pains or expense spared, till the full benefits of the best system are realized; and as the good effects are seen, other places will very readily follow the example. All experience has shown that governmental patronage is most profitably employed, not to do the entire work, but simply as an incitement to the people to help themselves.

To follow up this great object, the legislature has wisely made choice of a superintendent whose untiring labors and disinterested zeal are worthy of all praise. But no great plan can be carried through in a single year; and if the superintendent is to have opportunity to do what is necessary, and to preserve that independence and energy of official character which is requisite to the successful discharge of his duties, he should hold his office for the same term and on the same conditions as the Judges of the Supreme Court.

Every officer engaged in this, or in every other public work, should receive a suitable compensation for his services. This justice requires, and it is the only way to secure fidelity and efficiency.

There is one class of our population for whom some special provision seems necessary. The children of foreign immigrants are now very numerous among us, and it is essential that they receive a good English education. But they are not prepared to avail themselves of the advantages of our common English schools, their imperfect acquaintance with the language being an insuperable bar to their entering on the course of study. It is necessary, therefore, that there be some preparatory schools, in which instruction shall be communicated both in English and their native tongue. The English is, and must be, the language of this country, and the highest interest of our State demand it of the Legislature to require that the English language be thoroughly taught in every school which they patronize. Still, the exigencies of the case make it necessary that there should be some schools expressly fitted to the condition of our foreign immigrants, to introduce them to a knowledge of our language and institutions. A school of this kind, has been established in Cincinnati by benevolent individuals. It has been in operation about a year, and already nearly three hundred children have received its advantages. Mr. Solomon, the head teacher, was educated for his profession in one of the best institutions of Prussia, and in this school, he has demonstrated the excellencies of this system. The instructions are all given, both in German and English, and this use of two languages does not at all interrupt the progress of the children in their respective studies. I cannot but recommend this philanthropic institution to the notice and patronage of the Legislature.

In neighborhoods where there is a mixed population, it is desirable, if possible, to employ teachers who understand both languages, and that the exercises of the school be conducted in both, with the rule, however, that all the reviews and examinations be in English only.