

The suggestions I have made with unfeigned diffidence, and with a sincere desire, that the work which has been so nobly begun by the Legislature of Ohio, may be carried forward to a glorious result. I should hardly have ventured to take such liberty, had not my commission expressly authorized me to "make such practical observations as I might think proper," as well as to report facts. I know that I am addressing enlightened and patriotic men, who have discernment to perceive, and good feeling to appreciate, every sincere attempt, however humble it may be, for the country's good; and I have, therefore, spoken out plainly and directly the honest convictions of my heart; feeling assured, that what is honestly meant, will, by high-minded men, be kindly received.

All of which is respectfully submitted.

C. E. STOWE.

Columbus December 18, 1837.

NOTE.—I cannot close my report, without acknowledging my special obligations to some gentlemen whose names do not occur in it. To Professor Dörner, of the University of Tuebingen, I am particularly indebted for his unwearied kindness and assiduity, in directing me to the best schools, and introducing me to the teachers. To Dr. Bowring of London, and Professors Pryme and Henslow, of the University of Cambridge, I am under particular obligations. Dr. Drake of Cincinnati, and Hon. W. C. Rives, and Hon. Henry Clay, of the U. S. Senate, also rendered me timely aid. Hundreds of teachers, and other gentlemen interested in education, whose sympathies I enjoyed, I shall always remember with pleasure and gratitude.

APPENDIX.

PRUSSIAN SCHOOL LAWS.

In establishing a uniform school system in Prussia, great difficulty has been encountered from the local usages and privileges of different sections, of which the inhabitants have been extremely tenacious. Great care has been taken to avoid all needless offence, and to prevent local jealousies. Old usages and privileges, so far as possible, have been respected, and prejudices have not been rashly attacked, but left to be gradually undermined by the growing advantages of the system. This course has certainly been a wise one, but one that has required great patience and perseverance on the part of the government, and a great amount of special legislation. In examining the Prussian laws, pertaining to the schools for elementary instruction, and teachers' seminaries alone, exclusive of the high schools, gymnasia, universities, &c.: I find that there are no less than 239 different edicts now in force, of which 226 have been issued by Frederick William III. The earliest date is July 30th, 1736, and the latest, July, 1834.

The subjects and the number of the different edicts, are as follows:

I. General organization of the school system. Eleven edicts from July, 1736, to Aug. 1831.

II. Duty of parents to send their children to the elementary schools. Nine edicts, from Jan. 1769, to Jan. 1831, namely:

1. Seven on the general duties of parents; and
2. Two having particular reference to the manufacturing districts.

III. Instruction and education in the schools. Thirty-two edicts from Dec. 1794, to Sept. 1832, namely:

1. Seven on the general subjects of instruction and their order.
2. Four on instruction in agriculture and the arts.
3. Two on vacations and dismissals from school.
4. Twelve on the regulation of scholars out of school hours.

IV. Duty of districts to maintain schools and teachers. Nine edicts, from June, 1790, to Dec., 1830.

V. The right of appointing teachers. Seven edicts, from Sept., 1812, to Jan., 1831.

VI. Teachers of the schools. Sixty-five edicts, from Nov., 1738, to Dec., 1833, namely:

1. Ten on the calling and examination of teachers.
2. Eight on the personal rights and duties of teachers.
3. Five on the salaries of teachers.
4. Twelve on teachers engaging in other employments.
5. Two on the dismissing and pensioning of teachers.
6. Twelve on the depositing of teachers.

VII. Duties of magistrates in respect to the schools. Twelve edicts from Dec., 1810, to March, 1828.

VIII. School property. Thirty-seven edicts, from Jan., 1801, to October, 1833, namely:

1. Fourteen on school funds and their management.
2. Twenty-one on school houses.
3. Two on settlement of amounts.

IX. Regulations peculiar to schools in large cities. Four edicts from June, 1811, to Nov., 1827.

X. Institutions for special purposes. Thirty-four edicts, from Sept., 1811, to Jan., 1834, namely:

1. Four on schools for the deaf mutes.
2. One on orphan houses.
3. Four on ecclesiastical instruction.
4. Nine on private schools.
5. One on infant schools.
6. Two on girls' schools.
7. Thirteen on schools for the Jews.

XI. Education of Teachers. Twenty edicts, from Sept., 1818, to Aug., 1833, namely:

1. Seven on instruction in and out of the seminary.
2. Five on the personal rights and obligations of the students.
3. Six on the military duties of the students.
4. Two on associations of teachers.

It is by a persevering, steady, determined series of efforts, carried through a long course of years, that the Prussian government has attained to a school system of such excellence and perfection. When Frederick William III. ascended the throne in 1797, the Prussian system was no better than the Scotch system, or the New England system, if it were not indeed altogether inferior to these; and it is only by forty years of hard work, forty years of intense labor directed to this very point, that this noble system has been completed, which is now attracting the admiration and provoking the emulous zeal of the whole civilized world. Nor do the Prussians yet consider their system as perfect, but are still laboring as zealously for improvement as they were thirty years ago. Let not the government of Ohio, then, be discouraged, because the very slight degree of attention which they have for a short time given to this subject, has not set them at once on the pinnacle of perfection. I hope the Legislature will continue, at least for a half century to come, to make this one of their chief objects of attention.

(B.)

QUERIES ON EDUCATION.

The following inquiries, with some others not here included were made on a committee of the Association of Teachers in Hamilton county. I obtained the answers during my stay in Europe, from Mr. Wood of the Sessional School in Edinburgh, Scotland, Rev. Mr. Kunze of the Frederick Orphan House, in Berlin, Prussia, and Professor Schwartz of the University of Heidelberg, in Baden. As I received the answers orally and in different languages, I cannot pretend to give them with verbal accuracy; but I have endeavored in every instance to make a faithful representation of the sentiment.

1. What is the best method of inculcating moral and religious duty in schools?

Mr. Wood.—Every morning I have recitations in the Bible, accompanied with such brief and pertinent remarks as naturally occur in connection with the recitation.

Mr. Kunze. In Prussia the scholars are all taught Luther's Smaller Catechism; they have a daily recitation in the Bible, beginning with the historical portions; the schools are always opened and closed with prayer, and the singing of some religious hymns. The Bible and Psalm-Book are the first books which are put into the hands of the child, and they are his constant companions through the whole course of his education, and required to be such through life.

Professor Schwartz. Every teacher should have a religious spirit, and by his personal influence diffuse it among his pupils. The religious and moral instruction in the schools of Baden is similar to that in Prussia, as stated by Mr. Kunze.

2. What is the best mode of using the Bible in schools?

Mr. W. Take the whole Bible just as it is in our translation; for the younger children, select the easier historical portions, and go through with it as the scholars advance.

Mr. K. In Prussia we have tried all sorts of ways, by extracts, by new translations, by commentaries, written expressly for schools; but after all those trials, there is now but one opinion among all acquainted with the subject, and that is, that the whole Bible, just as it stands in the translations in common use, should be a reading and recitation book in all the schools. In the Protestant schools, Luther's translation is used, and in the Catholic schools, the translation approved by that church. The children are required, not merely to repeat the words of the translation by rote, but to give a good exhibition of the real sentiment in their own language.

Prof. S. Answer similar to Mr. Kunze's above.

3. Method of governing schools—moral influence—rewards of merit—emulation—corporal punishment?

Mr. W. I use all the purely moral influence I can; but rewards for the meritorious are highly necessary; and as to the principle of emulation, I appeal to it more and more the longer I teach. The evils of emulation, such as producing discouragement or exciting envy in the less successful scholars, I avoid by equalizing the classes as much as possible, so that all the scholars of each class, may, as to their capabilities of improvement, be nearly on a level. I know no successful school for young scholars where corporal punishment is dispensed. The teacher must retain it as a last resort.

Mr. K. The Bible, prayers, and singing, are most essential helps to the consistent teacher in governing his scholars; but premiums, emulation, and corporal punishment, have hitherto been found indispensable auxiliaries. In our schools we have premiums of books, and in the orphan house there is a prize of fifty dollars annually awarded to each of the most meritorious scholars, which is allowed to accumulate in the savings' bank till the pupil comes of age, when it is given to him to aid in establishing him in business. Each teacher keeps a journal, divided under different heads, of all the delinquencies of his scholars, and if any one has six in a month, he must suffer corporal punishment. The instrument of punishment is a cow skin; but no teacher is allowed to inflict more than four blows at any one time, or for any offence. This kind of punishment is not often needed. Of the three hundred and eighty boys in the orphan house, not more than two in a month render themselves liable to it. After the scholars are punished, the punishment is not held in reserve as the last resort.

Prof. S. I do not approve of rewards as a means of discipline. Emulation may be appealed to a little; but much of it is not good, it is so liable to call forth bitter and unholy feeling. The skilful teacher, who gains the confidence and affection of his scholars, can govern without emulation or rewards, and with very little of corporal punishment. In a school in Heidelberg, of 150 children under ten years of age, not two in a year suffer this kind of punishment. In Baden the teacher is not allowed to strike a scholar without obtaining permission of the school inspector, and in this way all hasty and vindictive punishments are prevented. The daily singing of religious hymns is one of the most efficient means of bringing a school under a perfect discipline by moral influence.

4. What is generally the best method of teaching?

Mr. W. As much as possible by conversation; as little as may be by mere book recitation. The pupil must always learn from the book.

Mr. K. Lively conversation. Very few teachers in Prussia ever use a book in recitation. The pupils study from books, and recite without them.

Prof. S. The living word in preference to the dead letter.

5. Employment of female teachers?

Mr. W. For young children they do well; and if good female teachers can be obtained, they might perhaps carry female education through without the help of male teachers.

Mr. K. Female teachers have not been much employed in Prussia, they are not generally successful. In a few instances they have done well.

Prof. S. Man is the divinely appointed teacher; but for small children, female teachers do well; and in respect to all that pertains to the heart and the fingers they are even better than male teachers. It is not good that females should be educated entirely by teachers of their own sex; the female cannot be educated completely without the countenance of man to work upon the heart.

6. Is there any difference in the course of instruction for male and female schools?

Mr. K. None in the primary schools; but in the higher schools the course of instruction for males is more rigidly scientific than for females; and some branches of study are appropriate to the one class of schools which do not at all come into the other, and vice versa.

7. Public endowments for female schools of a higher order?

Mr. W. There are no such endowments in Scotland.

Mr. K. There are very few in Prussia; only one in Berlin, but that a very good one. Female schools of a high order are mostly sustained by individual effort, under the supervision of the magistrates, but without aid from the Government.

Prof. S. We have none in Baden, nor are they needed for the female. The house is her school; and such are her susceptibilities, and her quickness of apprehension, that she is fitted by Providence to learn from real life; and she often learns thus, more successfully than boys can be taught in the school.

8. Number of studies to be pursued simultaneously, in the different stages of instruction?

Mr. W. I begin with reading and writing (on slates) together; and as the scholars advance, increase the number of branches.

Mr. K. We begin altogether, reading, writing, arithmetic, grammar, &c., and so continue throughout.

Prof. S. The younger the fewer, the older the more.

9. Infant schools?

Mr. W. For children who are neglected by their parents, for poor orphans, and such like, they are excellent; but parents who are able to take care of their own children, ought to do it, and not send them to the infant school.

To be continued.

To my fellow citizens of the first Congressional district.

When, by your suffrages, I was re-elected Representative to the twenty-fifth Congress, our political horizon was encircled with clouds, some what portentous, and the period was peculiarly interesting in respect to our national affairs, and most eventful in the history of our Republic.

By order of the President, Congress assembled in two week after my election, under circumstances of a most extraordinary and appalling character. At a time of profound peace; when prosperity attended the efforts of our citizens; when wealth seemed the portion of every individual, with a Government exempt from debt; with four times as much specie in the country as was in it five years before; at a time most unexpected; upwards of eight hundred banks stopped payment simultaneously, as by enchantment; denying to the Government a dollar of her millions of deposits which they held, or to the people, who were in possession of one hundred and twenty millions of their notes. Confidence was destroyed; a general distrust pervaded the community; pecuniary distresses overshadowed the land; and universal dismay filled the hearts of our people.

In consequence of the suspension of specie payments by the banks, the Secretary of the Treasury was compelled, under the existing laws, to discontinue them as depositaries, and refuse to receive their notes in payment of dues to the Government. The officers of the Government were employed as the fiscal agents of his department, and the operations of Government would have been suspended had not the public creditors consented to receive their dues in drafts drawn upon banks which paid them only in irredeemable notes.

Under such a remarkable state of things, the President, in the exercise of his constitutional duty, recommended a series of measures to Congress, designed to regulate, by law, the safe-keeping, transfer, and disbursement of the public money. These measures were generally opposed by the Whig members of both Houses, and failed in the House of Representatives by a small majority, after having passed the Senate. The subject was a most delicate and intricate one, and was to me a source of the most profound solicitude. Believing, at that time, the measure would tend to create additional distrust, and aggravate the distresses of the country, and not being a supporter of the measure, I voted against it.

At the same session measures were introduced and passed granting further time to importing merchants to pay the duties they owed to the Government, and extending indulgence to the banks to pay up their deposits by instalments, so as to relieve them from distressing their debtors by rapid collections, involving the sacrifice of individual property; also a bill authorizing the issue of ten millions of Treasury notes, as a temporary expedient to relieve the Government of its financial difficulties. After these measures had received the sanction of Congress, that body adjourned, leaving the fiscal relations of the Government in the deepest embarrassment, without any law to control or regulate the Treasury Department, or to provide for the safe-keeping of the public money.

At the regular session the President again recommended the same measure to the consideration of Congress, and the Committee of Ways and Means, who were charged with the subject, reported a bill to provide for the collection, safe keeping, transfer, and disbursement of the public revenue. The provisions of the bill were few and simple. 1st, it proposed to separate the Government from all bank agency in the collection and disbursement of its revenues; 2d, to collect, gradually, through a period of seven years, those revenues in the constitutional currency of the country. And in accomplishment of this design, it proposed to create four principal receivers, and nine additional clerks, with moderate salaries; securing the faithful discharge of their duties by adequate bonds and securities, and severe pains and penalties for any dereliction in office. The measure created but little patronage, and gave to the President no additional control over the existing officers; it merely imposed additional duties upon them, requiring them not only to receive, but to keep safely, the public money, without use or loan till the period of disbursement. These are the principal features of that much abused, and but little understood measure, commonly called the Sub-Treasury which seems to have excited so much alarm in certain quarters.

I confess there was a time when, under the dominion of that potent gend-party spirit, I may have expressed doubts as to its policy, and may have denounced it in no measured terms of vehemence and bitterness. But there was not, in the incantations of party a charm sufficiently powerful to fortify my understanding against the truth, and I could not refuse to obey conviction when it had been forced, in spite of all resistance, upon my mind. I then, exercising the high prerogative of an independent Representative, supported a measure which threw me in the ranks of those to whom I had formerly stood opposed. Was it a crime that I did so? or would it

not have been more criminal to have resisted imperious convictions to avoid collision with friends? Believing, as I sincerely did, that the question involved the very existence of our Government and free institutions, to have been recreant to duty would have amounted to the deepest order of criminality. For my course upon this subject, my motives have been impugned, and the finger raised to point me out as a mark for the most vindictive abuse and unrelenting proscription, without advertent to the striking fact that this financial policy, recommended by the administration, was, originally, a Whig measure, and that it was their party, and not ours, who had changed their views in relation to this subject. Had this measure been proposed by Mr. Clay instead of Mr. Van Buren, I humbly conceive few Whigs in the southern States would have been found arrayed against it, at least without danger of having been put under the ban, and denounced as traitors to their party.

In these unlucky and cruel times, it is the fault of all parties that they think too little and feel too much.—Passion and prejudice decide questions, and important ones too, much more frequently than reason. Nature is prone to it. In relation to party I have invariably followed one rule: I have obeyed its mandates so far as they were consistent with the interests and welfare of the country, and no longer; I scatter party to the winds when my country is at stake. He who would pursue an opposite cause, and be deterred from doing his duty from the momentary excitement of the people, might gain the applause of party, but he would carry with him a consciousness that he was degraded and unworthy. Rather than contribute to sacrifice the interests of the people, I am prepared to fall a victim to the madness of party; and will glory in the thought that my downfall has tended to preserve my country.

In the position I have taken in regard to the separation between the Government and the banks, I have formed no new alliances, and have abandoned no principle that I ever entertained. My views in reference to the general policy of the late Administration are unchanged; but the period for the discussion of these topics is passed, and they now form a part of the history of the nation. In the decision of a grave and momentous question, former differences of opinion should have no influence, and those party animosities which party controversies never fail to engender, should be silenced amidst the voice of patriotism.

While canvassing before you two years since, when the banking institutions of the country were compelled to acknowledge themselves bankrupt, and to suspend the just demands of their creditors, I distinctly took the ground, that I was no bank man, nor never had been; but had invariably opposed the policy as fraught with the most tremendous evil consequences. But in the then extremity of the distress of the country, I am frank to admit I advocated a national bank, upon the avowed ground, that though such an institution was no especial favorite of mine, I thought I saw no other way to aid in the operations of Government, and to relieve the people from a flood of irredeemable paper, which inundated the land; and if a proper charter should be presented, with suitable checks and guards, I would imitate the example which was set by Mr. Madison, in 1816, and give it my support. No such charter was presented by either party. Whatever my convictions and prepossessions may have been upon this subject, I soon discovered that such a measure was utterly impracticable. The President of the United States reiterated his "uncompromising hostility" towards it, and the first act after the organization of the two Houses, was a resolution declaring such an institution inexpedient.

Indeed, a national bank capable of regulating the State banks would have required an actual capital of at least eighty millions of dollars, consisting solely of the precious metals. Where, at that period could this enormous amount of gold and silver, or any considerable portion of it, have been obtained? The passage of a national bank charter would have overturned the banks of the States, and rendered still more intense the existing distress. Had such a bank been put in operation, by depriving the local banks of the means of obtaining the gold and silver necessary for the resumption of specie payments, most of them, and large masses of the people, would have been involved in one common bankruptcy. Neither party, as before observed, considered it prudent to propose such a measure. Had they done so with the lights then before me, I was not prepared to create a power of such terrific magnitude; a power wholly irresponsible to the people, and greater than the Government itself.

What other alternative was left me but the one which was chosen? I found the independent Treasury in full existence, in consequence of the suspension of specie payments by the banks in May, 1837. It was then merely proposed to regulate the Treasury by certain laws applicable to its actual condition. Jealous of Executive power and discretion, I was desirous to prescribe the duties of the

Secretary, and every other officer needed with the revenue. I would substitute the will of Congress in place of treasury discretion, and nothing for "Executive power" could be regulated by law. Was anything inconsistent in all this? Was it not restraining, instead of contributing to, Presidential power? special deposit system could not obtain the support of either party. State bank plan, recently so exploded, could not, as an independent proposition have received twenty votes in the House of Representatives.

And is it so monstrous to assume principle, that the United States, right to use the money, defined by constitution, in the receipts and disbursements of the Federal Treasury, also to receive their own money, and to pay out their own money? This is the heart of the Sub-Treasury; and more.

Can we not put as much confidence in our own officers, appointed by account to the Government, as to the regulations and policies which may be prescribed by law, as in the officers of mere corporations over whom we have no control? When the present plan of receiving and disbursing the public money is dropped, the "pet banks" were regarded as the most execrable instrument of despotism ever conceived; placing the Executive patronage most arrogantly; as placing both the purse and the sword in the hands of the President, subjecting every thing to the hand of one man. Now we find some of those formerly held these sentiments towards the "league of banks," they have failed to realize the hopes and expectations of the party in power, ready to continue them, and preparing the adoption of an Independent Treasury, as dangerously increasing the power of the Executive.

My mind, the power and patronage the President would be essentially diminished by the proposed change of policy. It is a strange anomaly in the history of a free Government, to see Executive of that Government printing, voluntarily, to relinquish patronage, and those who are in the opposition striving to retain it in his position.

The banking interest of the country already great and powerful, is, on the first of January, 1838, estimated at one hundred and twenty-three millions, with a capital of three hundred millions. Since that period, in the State of New York alone, under an

act of the Legislature, fifty-four new banks have been established, with a capital subscribed of twelve and a half millions, and a power to increase it to four hundred and eighty-seven millions six hundred and eighty thousand dollars. Each so applying as these are worthy the deepest consideration of every reflecting citizen. If we are Judges of the future by the past, the most disastrous consequences are to be apprehended. The late embarrassments of the country, from an inordinate expansion of the currency, excessive accommodations, begetting extravagance, luxury, and reckless speculation; and the sudden contractions, with draws of those enormous loans, reductions of the amount of circulation, and thus, in a moment, reducing the value of property one-third, sometimes half. The inevitable tendency of the Government deposits is to nurture and increase the propensity of the banks to excessive issue accommodations.

Besides, the union of bank and State is calculated to produce a powerful alliance between the banking and tariff policies, and to greatly enhance the taxes of the people. As the banks are continued as depositaries of the public money, it is their interest to increase the revenue in the way of taxes, by increasing the tariff, and thereby adding to the burden of the country, and to the ruin of the people. An alliance between these great powers is generally to be dreaded, and agricultural interests of the country should be prepared to resist every inch of its progress. I look forward with intense anxiety to the battle which is to be fought in 1842, I do not consent, by any act of mine, to continue in the remotest degree to bring the banking interest in aid of the tariff policy. It is the duty of Government to connect itself as little as possible with the great interests of the country, and business concerns of the people. Freedom, and security in their pursuits, and the Government can afford, and all a wise people will desire.

These are some of the reasons which induced me to vote for a final separation between the Government and all banks. This course should have been a cause of dissatisfaction to a respectable portion of my constituents, is a source of unfeigned regret to me, a republic, a difference of opinion is to be expected; and as it excites inquiry and discussion, and tends to a general dissemination of information, it is not always to be considered an evil. I rejoice, therefore, that the subject of the public is generally awakened to the magnitude of this subject, and I am satisfied in the signs of the times, that I am certain of our deliverance from an enemy who is eternally preying upon the vitals of the country and honesty throughout our land. I take this opportunity of tendering my fellow citizens, my best wishes for your individual happiness, and the prosperity of our common country.

S. T. SAWYER.

Edmonton, March 15, 1839.

Governor Dudley passed through Washington, on the 25th instant, his way to inspect the progress made by those who are employed in draining the swamp lands belonging to the State in the lower part of Beaufort and Hyde counties.—Every thing positive of internal improvement in the State, whether of a public or private nature, receives the attention and sanction of our energetic and patriotic Governor.

The reader will see it is very difficult to find a sufficient quantity of lines space out a column.