

THOS. J. LEMAY, EDITOR AND PROPRIETOR.

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Prof. Stowe's Report.

CONTINUED.

Mr. K. I regard them as highly useful for all classes of children, the rich and the poor, the good and the bad; but the Prussian government discourages them, except for the vicious and the neglected.

Prof. S. Highly useful, and very much increasing in Europe. In Italy, particularly in Lombardy, they are fast gaining ground, under the care of truly Christian teachers.

10. The Pestalozzian system? Mr. W. It has many good things, with some quackery. As a whole, it is too formal.

Mr. K. In Prussia, not approved as a whole; and in arithmetic entirely disused.

Prof. S. One of the steps by which we arrived at our present stage of advancement; but we have got beyond it now.

11. Number of pupils to one teacher in the different stages of instruction? Mr. W. In the elementary stages, if the teacher has good monitors, he may safely take charge of from 100 to 600 pupils; as they advance, he must diminish the number, but only on account of the difficulty of obtaining good monitors in the higher branches.

Mr. K. In Prussia, generally about 40 in the elementary branches, and in the higher branches fewer.

Prof. S. In Baden, the maximum is 80, on account of the difficulty, in that populous district, of maintaining a sufficient number of school-masters for the whole population. As the scholars advance, the number is diminished.

12. Systematic division of the different branches of instruction in schools? Mr. W.

Mr. K. The schools in Prussia are all divided according to the different branches, and each branch has its own teacher.

Prof. S. Not good to attempt a systematic division in the elementary schools, but very useful for the higher schools. Young children need to be brought under the influence of one teacher, and not have their attention and affection divided among many.

13. Mode of instructing those who are preparing themselves to be teachers? Mr. W. Employ them as monitors under a good teacher, with some theoretical instruction. This is matter of opinion, not of experience; for we have in Scotland no institutions for the preparation of teachers.

Mr. K. In the seminaries for teachers, there are lectures on the theory of education, mode of teaching, &c.; but the pupils are taught principally by practical exercises in teaching the scholars of the model schools attached to these institutions, and they also labor to perfect themselves in the branches they are to teach.

Prof. S. The general principles of method may be communicated in lectures, but schools for actual practical exercise in teaching are indispensable. They must also become perfect in the various branches they are to teach.

14. How are the schools in Prussia divided? Mr. W. With us, rising, in both respects, but as yet far below the other professions.

Mr. K. In Prussia, the elementary teachers are highly respected and competently maintained; they rank as the better sort of mechanics, and the head teachers rank next to clergymen. The salary low; that of the subordinate teachers, very low.

Prof. S. With us, the worthy teacher holds a respectable rank, and can sit at table with noblemen. The salary has recently been raised, but it is still below that of the clergyman.

15. Subordination among teachers? Mr. W. Very desirable, but exceedingly difficult to carry it to any extent.

Mr. K. As strict subordination among the teachers of the school, as among the officers of the army.

Prof. S. Strict subordination must be maintained.

16. Mode of securing punctual and universal attendance of scholars till the full round of instruction is completed? Mr. W. By acting on the parents.

Mr. K. By strict laws, rigorously executed.

Prof. S. By law.

17. Control of teachers over their scholars, out of school hours? Mr. W. The laws of the school are never to be violated, even out of school hours. Difficult to carry it any further.

Mr. K. The teacher has the control, so far as he can get it. Government sustains him in it.

Prof. S. In all that relates to the school, the teacher must have the control out of school hours.

18. How are schools affected, by political changes in the administration of the government? Mr. W. We have had fears, but at as yet have suffered no actual evil.

Mr. K. We have no changes in Prussia.

Prof. S. The school must remain sacred and inviolate, undisturbed by political changes.

19. School apparatus and library? Mr. W. Very desirable, but little done that way, as yet, in Scotland.

Mr. K. Most of our schools are provided with them, and we consider them very important.

Prof. S. The teachers must have access to good books; and if they are industrious and skilful, the pupils will not suffer for want of a library.

20. How can accuracy of teaching be secured? Mr. W. Every thing depends on the teacher.

Mr. K. Very accurate in Prussia; the Government will have it so.

Prof. S. The teacher must understand his profession, and devote himself to it.

21. Governmental supervision of schools, and mode of securing responsibility in the supervisors? Mr. W. I cannot tell. In this country it is very inefficient, as it must be, unless the visitors receive pay for their services.

Mr. K. In this country, the governmental supervision is very strict, and produces a very happy influence. The supervisors are paid for their work, and obliged to attend to it. Responsibility is secured by requiring minute and accurate periodical reports, and by a special visitation as often as once in three years.

Prof. S. The supervisors must be paid; there must be strict subordination, accurate returns, and special visitations.

22. How are good teachers to be obtained in sufficient numbers? Mr. W. I cannot tell. It is difficult here.

Mr. K. By means of our teachers' seminaries—we have

*Monitors, in Mr. Wood's school, occupy the place of assistant teachers, and each class has its monitor.

Wm. M. Mason & Co. Raleigh.

J. M. Redmond, Tarborough;

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WAS COMMITTED. To the jail of Granville county, on the 26th day of March, a negro man, who says his name is JOE, and that he belongs to Duncan Cameron, of Orange county. Joe is thick built, full faced, and says he used to be the body servant of said Cameron. The owner of Joe is requested to come forward, prove property, pay charges, and take him away; or he will be dealt with as the law directs.

M. A. SMITH, D. S. for I. GILLIAM, Shff.

March 30th, 1839.

PROFESSOR STOWE'S REPORT.

CONTINUED.

them in abundance. Prof. S. By teachers' seminaries, and private teaching, we have enough. In your country it must always be difficult, while there is such an amount of business accessible which is so much more lucrative.

23. Extent of qualification demanded of elementary teachers? Mr. W. In Scotland there is no general rule.

Mr. K. and Prof. S. In Prussia and Baden, the demands are ample, and rigidly enforced.

24. Governmental supervision of private schools? Mr. W. Of doubtful expediency.

Mr. K. Very strict in Prussia, and altogether beneficial in its influence.

Prof. S. Leave the private schools free, but regulate them, and see that the teachers do their duty.

25. Associations of teachers? Mr. W. Not yet introduced in Scotland, but very desirable.

Mr. K. and Prof. S. Highly useful, and demanded and regulated by the Government. Written essays and discussions, and mutual communication of experience, the business of these associations.

THE EARL OF KERRY IN THE CHAIR.

NOTE.—With the Minutes of this examination, and several other important documents, I was politely furnished, by the help of Dr. Browning, M. P. for Westminster. The questions and answers I have in some instances condensed and abridged, which I know Dr. Julius, considering my object of getting as much information into as small a space as possible, will excuse me for doing. I publish the extracts, chiefly for the purpose of confirming and illustrating my own statements by the testimony of a man of the high character and ample opportunities possessed by Dr. Julius.

Are you a native of Prussia? I was born in Hamburg, but have resided in Prussia.

Have you been in the habit of making inquiries respecting the state of education in Prussia? I conducted a Journal partly devoted to popular education, a great portion of it filled by official documents furnished me by the Ministry of Instruction, presided over by Baron Altonstein; and consequently, I am well aware of what is going on in this branch, in Prussia. The whole Journal was conducted under the patronage of the Prussian Government, which took a number of copies and distributed them among the regencies and schools throughout the country.

Have you been in the habit of visiting the schools yourself? Yes, in person.

Are the inhabitants of Prussia very much divided in their religion? Yes. In the Rheinisch provinces, in Westphalia, in Silesia, the number of Protestants and Catholics is nearly equal. But in the whole Kingdom, the proportion is eight Protestants to five Catholics.

Do the latest returns indicate a state of continual prosperity in the schools? Yes, a continued increase of the number of schools, of the number of seminaries for teachers, and the number of pupils.

Can you state to the committee the expense of the primary schools to the Government? The general expense of the whole education, is not less than three hundred thousand pounds sterling, and makes more than a twenty-fifth part of the whole expenditures of the Monarchy.

That is exclusive of the expense borne by the different communes? Yes—which is probably three or four times as much more.

Does this include the universities? Yes.—It does, I am not able to separate that from elementary instruction.

What is the salary of a school master in a common elementary school in Prussia? Many have not more than ten pounds (sterling) a year, and some have thirty, and in Berlin it may amount to sixty pounds.

Does that include the houses? The house is given besides.

Has he any land? If there is not any land when commons are divided, there must be set apart so much land as would be necessary for feeding a cow, and for growing such vegetables as the family of the school-master shall require. Sometimes he gets also a certain quantity of potatoes, hay, corn, or fuel.

How much should you think, in an agricultural district, he would require to make him comfortable? At least fourteen pounds.

What would be the salary of a clergyman in such a district. From twenty to thirty pounds.

We have a number of schools in Prussia, erected by voluntary subscription, for criminal boys and girls, and for the offspring of convicts and vagrants. There are at present, twenty-seven such institutions. In Eastern Prussia, one of the poorest of the Provinces, there are small towns of 2,500 to 3,000 inhabitants which have erected such schools for six or twelve children. It would be impossible to collect money enough to keep them in a separate house. Some half dozen or a dozen Christian, moral and religious families are sought out, mostly school-masters, mechanics and farmers, and in each one of these, one of the criminal children is placed. There they attend the public schools; on Sundays they attend the church service; after which, they are catechized, the religious instruction of the whole week is repeated, and those parts of their education that have been neglected, are gone through with. The whole expense of each child in such a family, is not more than two pounds per annum.

Are the elementary school-masters for the most part, competent to teach the schools well? Certainly they are: they are all examined, severely examined; there is no one appointed without it.

How long does a school-master intended for one of those poorer districts, stay in the seminary of teachers? Three years is the usual course. Would a master, so qualified, be content with ten pounds a year? Yes. In some parts they cannot get more. Do those masters never attempt to increase their income by doing any thing on their own account? They have no time to do that, except to take care of their little garden. Do they not sometimes abandon the profession, in consequence of their being so very ill paid? It is sometimes the case, but rarely. They are mostly educated at the expense of the Government, and have opportunity of being promoted to other schools furnishing better emolument. Does the school-master associate with the clergyman on the footing of equality? Not entirely on an equality, for the clergyman has always the superintendence of the school. Does the school-master expect to be a clergyman? No, he cannot, that is quite a different kind of education. What is the general age that a pupil at a seminary begins to be appointed to a school? From twenty to twenty-three. What is the annual expense which each individual costs to the government? I should think about nine or ten pounds annually. Are the school-masters exempt from service in the army? During the time they are in school they are entirely; and afterwards, if unemployed, they are obliged to serve only one year in the army, and not three years as others do. From what class do the country school-masters principally come? Most of the country school-masters are the sons of farmers and organists, or those who despair of, or who want the means of studying long enough to get an appointment as clergymen. You said one of the motives of the school-masters, in addition to the salary received, was the wish to do good. They must generally, then, be persons of a religious turn of mind? The whole teaching of the seminaries is directed to instil into them a deep feeling of religion. How long has this system been established? It has been in full vigor now fifteen years. What is the effect on the population? An excellent one. To give a very short account of the good effect of this general instruction, I can present the committee with the number of young criminal delinquents during different years. In the year 1828, the proportion was one to sixteen thousand nine hundred and twenty-four inhabitants. In 1829, it was one to twenty-one thousand five hundred and twenty-four, diminishing therefore. What is the age to which the youths are taken? Till sixteen years. You cannot state the proportion before this system came into operation? The Minister of Public Instruction gave directions to make lists of the juvenile delinquents. Have you ever found any person enlisted in the army, or coming before the government in any way, not able to read or write? It is very rarely the case, since the new system has been introduced. Has the Prussian Government introduced schools into Posin, and the Polish provinces? Yes. Are the Polish and German languages taught in those schools? Yes, both. It is the law, that when the language is other than German, both languages are taught. Has the effect on the Polish population been evident? There are two or three sources of improvement of Polish population. The first is the training of children in schools, which was never done before. The second is the three years' service in the army. We have regimental schools—schools for soldiers and non-commissioned officers; and the officers, before being promoted, are examined. The Polishers come into the army very uncouth, but they return very nice young men. They give the example, usually marrying after their return, and are of great use to their neighbors. The third source of improvement is the taking away of the immense number of manual taxes which existed in Poland. What is the penalty on parents, for not sending their children to school? To pay a fine, or they are sent to prison. Would the parent be liable to a fine, unless it could be shown he had not sent his child? Yes. What kind of punishment is inflicted on the child? Corporal punishment, and that as little as possible. Does the same law exist in the manufacturing districts of Prussia? Yes. Are no children employed in manufactories, under fourteen? Yes; but then, proprietors of the manufactories, must send them to the evening schools; and some of them have established, at their own expense, schools for the children. The law then is modified, to suit the peculiar circumstances of those districts? There is an indulgence given to the manufacturing districts. Is it found that a child can attend school, and also work in a manufactory at the same time—in the same day, for instance? It has been found that it is not always the case. We had, in Berlin, evening schools for such children. Those were afterwards changed to morning schools, because it was found that the children were too weak and too drowsy to give attention to what they were taught in the evening. How many hours a day is the child, who is put to this employment in the manufactory, expected to stay at the school? Two hours at least—and besides that on Sunday. Do the clergymen, both Catholic and Protestant, take great pains to see that the children attend school? Yes. Do you know any instance in which a difficulty has arisen on account of the religious belief of the different parts of the community? No.—They are quite separate in religious instruction. If the commune can afford the means, they are separated into different schools. But when only one can be erected, the religious instruction is given by different persons. It is usual to give the religious instruction in the morning, because the attention is the freshest.

Extracts from the examination of Dr. Nicholas Henry Julius, before the Education Committee of the British House of Commons, July 7th, 1834.

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