

RALPH REGISTER,

AND NORTH-CAROLINA GAZETTE.

"OURS ARE THE PLANS OF FAIR DELIGHTFUL PEACE, UNWARD BY PARTY RAGE, TO LIVE LIKE BROTHERS."

VOLUME XXXIV.

TUESDAY, JUNE 4, 1833.

NO. 3.

THE REGISTER.
PUBLISHED EVERY TUESDAY,
By Joseph Gates & Son,
Raleigh, North-Carolina.

TERMS.

THREE DOLLARS PER ANNUM; ONE HALF IN ADVANCE. Those who do not, either at the time of subscribing, or subsequently, give notice of their wish to have the Paper discontinued at the expiration of their year, will be presumed as desiring its continuance until countermanded.

ADVERTISEMENTS.
Not exceeding sixteen lines, will be inserted three times for a dollar; and twenty-five cents for each subsequent publication; those of greater length, in the same proportion. If the number of insertions be not marked on them, they will be continued until ordered out, and charged accordingly.

MR. HOOPER'S LECTURE.—(continued.)

5. The next cause of the imperfections of our primary schools, which I shall mention, is the scarcity of able teachers. They are in general too young & inexperienced. The weighty charge of training the minds and managing the tempers, and forming the morals of the young, is confided, in a great many cases, to persons very little older than the pupils themselves, to half-educated young men, or to those who, if they have diplomas in their hands, must be confessed to have more Latin in their hands than in their heads. Of the graduates of our numerous colleges, many become teachers, who were among the most ordinary scholars. These like other insects, propagate their kind with pernicious fecundity. They send out annually their little swarms as candidates for the several colleges, all carrying evident marks of their academical parentage and, verifying the maxim of the ancient philosophers, that "ex nihilo nihil fit." Their Alma Mater cannot complain of these her pedagogick sons as not yielding her back as much as they received, but reversing the apostolic remark, she may say to them "ye carried nothing out of this world, and it is certain ye can bring nothing in." (These teachers, if they deserve no other credit, are at least entitled to the praise of some making their pupils as wise as themselves. The furniture of their upper-stories is so light and scanty that it is as easily transferred from their own noddles to those of their pupils, as are the mo-cables of a pauper from one garret to another, at the beginning of the new year. Indeed it is according to the analogy of nature, that the progeny of all the inferior tribe should take but a few months to attain the size of the parent animal.)

Should there be among my auditors any teacher who look upon the severity of the preceding remarks as an attack upon themselves, let them spare their resentment, by reflecting that the present company is always excepted, and that critics carry on a kind of Partisan warfare discharging their shafts, not at those before their faces, but those behind their backs.

But it gives me pleasure to state that many of our teachers are the flower of our graduates, and would it were the case that the patronage were liberal enough to induce many more of such to choose for the business of their lives this most useful and laudable occupation. As it is however, other professions offer more tempting prizes to their talents, and they devote to school-keeping one or two of their green, inexperienced years, only as the means of enabling them to prosecute some more lucrative and less laborious profession, quitting the schoolroom, just when improved scholarship and acquired experience have fitted them for their work. The public ought to see this, and ought to provide against it, by setting before such young men the prospect of honorable remuneration. Then you would see our academies sought after by the first scholars among our graduates, and sharing with the other liberal professions, the genius and learning of the land. Then a school would not be considered, as it now often is a mere stepping-stone to some other station more lucrative or more honorable, but would be embraced as an eligible business for the whole of life. These children would have the advantage of mature wisdom and experience of a lifetime spent in the same occupation. In other things we deem it of prime importance to have the services of a man who has pursued his profession, from the farmer who shoes our horse, up to the physician, to whom we entrust our lives and the judge who sits upon the fortunes of the public. In teaching alone we are contented with the services of tyros and novices. A physician shall not prescribe for your son in a fever, a lawyer shall not give advice respecting that son's property, unless they both be men of tried knowledge. But that son's intellect, that son's temper, that son's moral character, the determination of what kind of a man that son is to be—all these vital matters are rashly committed to young men of very slender experience. Now, is the tuition of the young mind and the management of the young heart, the only art

in which no apprenticeship is required, no years of practice are necessary? Does not every man who has tried the business of teaching know that he learns something important every year, either in the subjects on which he instructs, or in the human nature on which he acts, and that he is worth fivefold as much to his employers at thirty years of age as he was at twenty? Let a young teacher therefore, be ever so clever and faithful to his undertaking, he wants that which nothing but time can give him, and how seldom we find one of such promise sufficiently rewarded to continue in this laborious business until time, which ripens wine and cheese and friendship, shall ripen his majestic faculties, mellow the crudeness of his knowledge, soften the sharpness of his temper, and (to keep up our similitude of old Madeira) give him a body of sound knowledge and good sense, from which his pupils may continually drink in strength and virtue.

Let me now, with deference, suggest to my brethren, in the task of instructing youth, some improvements which have occurred to me, and particularize some faults which my observations on various schools have brought under view.

The first and most glaring defect in the conduct of our classical schools, is the neglect of the common rudiments of English education. It is quite usual for young men to be sent from the academy to college so deplorably deficient in orthography and penmanship, as would disgrace the archin of an old-field school. Many a sad hour have I spent over collegiate compositions, in deciphering hideous hieroglyphics, and in restoring to their proper English physiognomy such monsters as *wright and rong, knighbourhood, hunots, foilage, seprate, solledge jentus, terrible, persult, &c.* This is a serious evil—it is the very thing to bring classical learning into discredit. Plain, uneducated people are competent judges of such blemishes as these, and may very justly complain of a course of instruction which, professing to communicate the higher parts of learning, leaves the young man so shamefully untaught in spelling and writing his mother tongue, that he cannot pen a common epistle without danger of disgracing himself. There should then, be a competent teacher of English attached to every grammar school, into whose hands the boys should pass for an hour or two every day, to be practised in the several English branches. This is better done in conjunction with their classical course, because it only introduces a relieving variety of occupation, and cannot advantageously either precede that course, or be delayed till that course is considerably advanced.

A second practice of our Preparatory Schools, against which I must be permitted to inveigh, is the omission of a great part of the prescribed classical course.—Of this the faculty of the University have reason to speak with much feeling. A certain quantity of Greek and Latin is required to be read in order to admission into college. It is as little as is at all consistent with respectability—less than what is demanded by most of our colleges. But in the payment even of this pittance, we are not fairly dealt with. Few academies render us honestly the full debt. One teacher clips off a little here, another a little there. For example: we require the whole seven books of Cæsar's Gallic War; but one youth comes prepared on five, another on four, another on only two. We require the whole of Virgil's *Æneid*, or *Æneid Expurgata*,* as an equivalent for the latter half; & we require these authors not only to be construed and parsed, but scanned. But this requisition is in most cases not complied with, & all we can extort is the first half of the *Æneid*, read without any attention to prosody. Here at once is Latin enough to fill up a whole year, of which the pupil is cheated by this system of literary fraud. Another has read the *Gospel of John* in Greek, but has not looked at the Acts, and surely we must be hard and austere men to insist upon more than half of what is prescribed in the course. A third has gone no further in his arithmetic than fractions, and depends on making up the deficiency after he enters college. A fourth has not studied geography. Laboring under one or another of these deficiencies, a youth comes to the University, perhaps from the extremity of the State. The faculty are then placed in this painful dilemma: they must either depart from their proclaimed terms, in violation of their conscience and of authority, or they must turn away this young man, who has come from such a distance, and deprive him of the benefits of the Institution. Now we ask, is it fair—it is kind, in teachers to impose upon us

* *Orid Expurgata*. Since the appearance of Mr. Gould's beautiful and cheap edition of this author, there can be no proper objection to his restoration to a place in our schools. The richness of his poetry, the vivacity of his descriptions, and his interesting stories, cannot fail to render him a pleasing and improving companion, while the ancient mythology, arrayed in such drapery, must be much better remembered than when searched out piecemeal in the dry pages of a dictionary. This edition of Mr. Gould is highly recommended, by its containing some beautiful selections from the *Heracles*, to initiate the student into *poetaster verse*, of which he would otherwise remain ignorant through his whole course.

in this distressing conflict between feeling and duty? Is it dealing fairly with their pupils, to expose them to this mortifying repulse? Is it doing justice to the cause of classical learning, of which they are the professed advocates, to subtract thus largely from a quantum in itself sufficient, by mere repulse? We hope this appeal will not be made in vain.

Among the imperfections of our school system, I may be pardoned for numbering the want, in many teachers, of an advantageous manner of communicating their instructions. There is often discoverable in the teacher, a lamentable want of animation and vivacity of manner, a want of spirit and energy in conducting business. If instruction is imparted with spirit and life, it will be received with spirit and life. If the master keeps wide awake, his pupils will also. But if he be listless, languid, speaking scarcely loud enough to be heard, and allowing them to answer in the same style, why the whole school will be pervaded by the same listless hum-drum, careless manner, which sickens a spectator just to witness it for one half-hour. The manner of a school-master should have in it much of the promptness, energy and decision of a military officer giving the word of command to a company of soldiers. Then he will receive the same prompt obedience. Then each boy will be on the alert, have all his wits about him, and learn to have all his knowledge ready at command, to march at a moment's warning. In this way not only would the intellect be sharpened and the memory kept bright, but a vast deal of time would be saved, which is now consumed in waiting upon the indolence and tardiness of sluggish or inattentive boys. Situated as I have been for many years, destined to take up and prosecute the unfinished labors of others, I have had considerable opportunity of observing the effects of different modes of discipline on the various youth who repair to this place. Some are in their recitations animated, confident, and pour forth with fluency all that they know. Such it is a pleasure to hear, and their recitation, though minute and critical, passes off with smoothness and rapidity. But in too many other cases we are obliged to say that the delivery of the student is so lifeless, so indistinct, his manner so inert, and his replies to questions so slow, that it must damp the ardor and weary the patience of any teacher, and actually consumes the hour to which the recitation is limited, before half justice is done to the lesson. I am convinced that twice the business might be done, twice the instruction imparted and received, just by the correction of this one fault. It is in vain to attempt to reform the manner of delivery after the youth comes to college; it is by that time incurable. Let then the teachers of our primary schools take lessons from the drilling officer, and endeavor to exhibit in their own manner, and to stamp upon their young militia, the same quickness and energy. I know my pedagogick brethren can say much in palliation of this fault. They will tell me that I talk like one who has had no experience in such things—that animation cannot be kept up amid the dull, daily round of school-business—that it is a plant which cannot live in such an atmosphere; and they will wish me no other punishment for my censure than to be condemned to go into the schoolroom after dinner, in a hot summer's day, and hear a class of little marble players recite a lesson in Cæsar, giving poor Julius, alas! more stabs than he received from the daggers of all the conspirators in the Senate-house, and avenging the Gauls upon him for all his murders. "If you," they will tell me, "can keep the edge of your animation sharp upon such materials, you must be made of better metal than a Damascus swordblade, or the famed penknives of Rodgers. The expense of animal spirits and of lungs that would be incurred by such a lively mode of instruction constantly kept up, would wear any man out in a short time." To this I reply, that the thing is not impracticable, is proved by the fact that some teachers have exemplified it and shown its happy effects.—This is particularly the case in the European schools. There the master enters upon his business with an emphasis

* From this censure and complaint, let me be permitted to except the present able and estimable Master of the Hillsborough Latin School.—This gentleman deserves much of every friend of solid education in the State. Possessing one of those sound, judicious minds, and gentle, well-regulated, yet firm tempers, to which youth can be so safely committed, he has devoted to this useful but laborious profession, talents which might have been more splendidly distinguished, and ampler employments in other walks of life. A continually increasing number of pupils show that the public appreciate his merits. May well-earned competency long induce him to continue his useful toils; and in the evening of his days, if he is not able to make the boast of the famous Dr. Parr, that his potent arm has placed many a bishop on the bench, he will probably have the honour and comfort of seeing many of his pupils adorning the halls of legislation, and the chairs of the liberal professions.

To have paid this small tribute, in passing, to a Gentleman whose proximity to the University, and whose well-trained contributions to its classes, enable the writer to be peculiarly well acquainted with his merits, will not, he hopes, be considered as an invective—other teachers, more remote, may deserve as well, of whom personal knowledge will not enable him to speak with equal confidence.

& vivacity & gusto unknown to most of our American seaporters. To them our manner would appear frigid and spiritless in the extreme. All depends upon the teacher's heart being in the thing. If he thinks his business an important one, and that whatever is worth doing at all is worth doing well, he will be willing to use all requisite efforts to make his instructions acceptable and successful. And here again appears the mischief of our schools being in the hands of mere transient young men. They cannot enter upon their daily duties with that relish and enthusiasm with which a man carries on his main ultimate business, on which he is to depend for reputation and for bread. Feeling very little interest in their temporary occupation, they will make no exertions to improve their scholarship, and their object will be, to get over the drudgery of the day, on as easy terms as they can, and lay up at the end of a two years' contract, as much money as will bear their expenses in studying a profession. No wonder the cause of letters should languish under such management.

Another feature which, I think, would be a great improvement in our schools, is the use of real lectures. Were a teacher to deliver frequent lectures in a spirited and interesting manner, on Roman and Grecian history and antiquities, on geography, and the manners and customs of different nations, putting questions every now and then to keep alive attention and make memory responsible for what it has received, I am inclined to think it would have the happiest effect. How different an impression is made by the dull, customary operation of getting any thing by book, and having it delivered from living lips, with all the advantages of look, voice and gesture, which a teacher of good sense and affectionate disposition could throw into his manner. In doing this, he ought to have the assistance of all necessary apparatus—maps, globes, plans of towns and sieges, military engines, and so forth. When a class is engaged upon Cæsar's campaign in Gaul, their teacher ought to be able to exhibit to their eyes the line of his march—a picture of the battle-ground as the aut or de-cubies it—of the situation of the towns besieged, the different columns of the two armies, and all the *testudo* and *vine* and battering rams which were employed. Then, what is now a task would become a pleasure, and the authors read would be far better understood and remembered. Let me here suggest the expediency of the trustees of our several academies taking pains to procure the apparatus for the schoolroom. A common carpenter, under the direction of the teacher, could make models for instance, of Cæsar's bridge, and of some of the Roman engines of war; and then that Bridge chapter, now the terror of schoolboys, would be as attractive to them as it is now formidable. They would not "come to the river, all in a shiver," but would think of crossing the deep and rapid Rhine with as much pleasure as they make mill-dams over the rivulets that traverse their paternal fields. It is unfortunate that good maps and charts and pictures for the illustration of our school-books, either not yet made, or are too costly to come within the reach of ordinary seaporters. This is a desideratum which ought to be looked into and supplied. There ought to be a general call from all the schools for such engravings, and such machinery, and then the booksellers could afford to have them supplied at a reasonable price. It is to be hoped that the art of lithography, which has been so rapidly improving within a few years, and has multiplied prints on such cheap terms, will ere long be employed to furnish all our schoolrooms with agreeable and striking delineations of all those parts of youthful study which can be exhibited to the eye.

The proper construction of schoolhouses is another point which deserves distinct attention. When I have visited the classical schools in our large cities, I have been struck with the inconvenience under which the labor of being situated close upon the street, stunted the live-long day with the rubbing of drays, the rattling of coaches, the cries of market people, in short the full diapason of discords which come upon the tormented ear from the unmingled voices of men, women and children, dogs, monkey-birds and pianos, belonging to a great town. What an advantage, thought I, do we enjoy in the solitudes of Carolina, where we can fix our academies in the quiet grove, apart from all this pestiferous bustle, and where our boys can read or play under a canopy of majestic oaks, surpassing those of Dodona or of Bashan—where the dryads or the muses need not have scorned to dwell—skirted with a thrubbery of cinquequins and birches, those quickeners of genius, those wonder-working weapons of the faithful pedagogue, possessing all the powers of the wand of Mercury, save that of lulling mortals to sleep. In the midst of such a grove stands the schoolhouse, the temple of Athena herself, stern goddess of justice, who, though the poets may feign, and the poor Cherokees may really suppose to have forsaken this world, yet here, if not here else on earth, she sheds her awful rays, seated on a throne of flint, with hick-

ory sceptre in her right hand, & the faithful balance in her left; to whose altar her high priest, the schoolmaster, daily brings each pale delinquent, weighing him in the balances, and by her command administers to his shoulders, back, legs, or cetera, the full measure of his deserts. But these nurseries of puerile genius and penitentiaries of puerile misdemeanors, our school-houses, are not so fortunate in their construction and furniture, as they are in their location. They ought to be built with a special eye to the purposes to which they are to be applied, and furnished with commodious seats, and desks, alleys and doors for ingress and egress. Every pupil should have before him all accommodations for reading and writing, a separate desk and lock and key, where he may secure all his books and his stationary, which, in our schools now, is any thing but stationary; his pens, ink, ruler and pencil having to travel all around the room for the accommodation of his fellows. The trustees of each academy should see it provided with such conveniences, and if they will not, each parent ought to be willing to incur the expense of such furniture, for his son's benefit, the owner being allowed, upon leaving the school, to transfer it to a successor, for as near cost as its condition will merit. In winter every school-room should be warmed by a stove. In no other way can any degree of order be kept up; each shivering urchin will be continually running to the fire, and when called to recite, he will have nothing at his fingers' end but—cold.

Of the institutions which I have seen, those approaching nearest to my *beau idéal* of a schoolroom are the celebrated Round Hill school in Massachusetts, and the Newbern academy in this State. But I might be tedious in the description of one of these little castles-in-the-air, with whose building I have sometimes amused myself. I would say, let this spot, where so many years of the sweet spring of life are to be spent, be made as pleasant as possible to the senses. Let the dejected boy, just banished from the delinquency of home, as he approaches the schoolhouse for the first time, see every thing to exhilarate and refresh the spirits, and form no dismal forebodings of meeting the Monitor as soon as he steps over the three-hold. Let it be one of those unobtrusive retreats which I before described, with ground smooth and a little sandy, to form a natural arena for his sports, free from those cruel enemies of youthful toes and incendiaries of youthful tempers—stumps, roots and stones—let the house be of an oblong shape, with a door in front, from which leads a central aisle down to the other extremity, where sits the sovereign of the little world, in insulated grandeur, on a slight elevation, sufficient to command a view of all his dominions. Let the floor be of brick, to prevent noise, and let it slope gradually from the door down to the seat of the teacher. Let the whole area be covered with single desks, one behind the other; with aisles between the pupils, while at their desks, sitting with their backs to the master; this arrangement answering the same end as blind bridles upon carriage horses, that they cannot see the danger from behind, but being in momentary expectation of it, will be always on the alert. The throne, as I said, must be situated in the centre of the lower end. Before it, in a space left for the purpose, must be fixed a semi-circular bench for the class under recitation, from which, at the signal, one class can retire, and to which another can repair, wheeling in easy circles through the aisles, like well-trained battalions, without any confusion. The smallest boys I would have to occupy the seats nearest the focus of light and warmth, like the planet mercury, because having most mercury in their constitutions, they would be most apt to be flighty, if moving in a remoter orbit. If I durst add another appurtenance to my schoolroom, it should be a small apartment in the rear, just behind the throne, made strong, with no exterior window for admitting the whispers of sympathy, but only a grated window, opening into the schoolroom and affording sufficient light for study. Need I mention the purpose of this mysterious apartment? It is for the accommodation of criminals and debtors, and by way of variety in the penal code, to relieve the right hand of the teacher from perpetual vibration, and to prevent the too rapid exhaustion of those birchen and cinquequin nurseries before mentioned. Here the delinquent could, during play hours, repeat of his offences in solitary meditation, assisted by fasting; and here the truant and the idler could be tasked and made to pay their debts, an advantage unattained by the usual imprisonment of debtors, whose time is completely thrown away both to themselves and their creditors. A schoolroom thus constructed, would be attended with many advantages; the teacher having every facility both for communicating instruction and maintaining order, commanding like Jupiter from the top of Olympus, his whole dominions with one

glance of "that eye whose beam doth awe the world," and ruling all by the tap of his ferula or the nod of the head.

Shakes his ambrosial curls and gives the nod, The stamp of fate and sanction of a god.

If any of my audience should here charge me with an oversight in supposing a monitor to rule with a nod, subjects who sit with their backs to him, I can only say that such an objector knows not the marvelous flexibility of the human neck, nor how often a schoolboy is found in the posture of Lot's wife.

I am sensible of the peril to which I am exposing myself by these suggestions for the reformation of youthful culprits, that I am hazarding the wrath of that numerous tribe; but I love the freedom of discussion is not yet fettered on this floor, as it has been on some other floors,* and that I shall be in no danger of meeting a pistol or a club on my way home. If I should, let them take care, for they know not but my innocent-looking, ivory-headed cane, which I never yet attempted to draw, may unexpectedly fly asunder, and like the Trojan horse, disclose death in the inside. Let them know, that though my profession commands me to be "no striker," yet my blood is of that nation which bears the olive as its emblem, and whose motto is *Nonne me impune laesest*.

In all these remarks I have had my eye entirely upon schools for boys; but most of them may be applied, (*mutatis mutandis*) to schools for girls. With respect to the latter, it may be added, that in some of our female seminaries too much is attempted. The whole encyclopaedia of knowledge is embraced in the list of studies, and in the compass of two or three duodecimos; and the young lady, by the time she reaches her teens, is in danger of thinking herself, grammarian, geographer, astronomer, chemist, botanist, musician, painter and what not. She is taken from school just at the age when she begins to be capable of appreciating her studies, and having got by rote a little smattering of every thing, she forgets it all, and never will have any valuable knowledge unless she chance to fall afterwards into the hands of a sensible mother, who shall carry on the cultivation of her mind at a ripper age. Our schools for girls ought to be, as some of the best are, under the care of men of mature years, age and experience and sound scholarship. Under such guardianship, a young lady's education might be continued advantageously till she was eighteen years of age, by which time she might make solid attainments, and her mind acquire a training and an impulse which would carry it on in progressive improvement through future life. If her teacher should have the happy faculty of breathing into the young female mind an ardent thirst of knowledge, which shall raise her above the petty cares and vanities of dress, and exclude all desire of entering into company and taking her place in the world until her appropriate studies are finished—such a solid and protracted education would rear a generation of women that would have a mighty influence on society. Our sex would be pushed forward their acquisition to escape the humiliation of ignorance, and the whole race of damozels, relying upon the gentility of a gracefulness of a bow, to make up for what is lacking in the head, all the compelled to fit themselves for the lite knowledge. Then we should see those sarcastic reflections upon the city of the female sex's sarcasms, wits, who are incapable of doing better than want of opportunity of talent, and who, perchance some occasion encounter a cultivated man, that will make them red with pretensions, and cautious never talk again of female inferiority.

The sum of all I have said, may be comprised in one remark, that a liberal patronage deprives the country of its best talents, and that a liberal patronage, will commonly be in all the departments of life, ought to be willing to pay the best price for good tuition, as they are for the best merchandize, the best mechanical work, the best legal and medical advice. A cheap bargain is generally a mean one, and in nothing does this hold more true than in the employment of a teacher.—When a father once brought his son to the philosopher Aristippus, to put him under his tuition, and objected to his price, saying that he could buy a slave for that sum: "Do so," exclaimed the philosopher, "and then you will have two."

There is nothing which would produce a more effect, if antidote for the accident to our schools, nothing which would sooner bring them to a standard, than a SEMINARY FOR THE EDUCATION OF SCHOOLMASTERS. This is really a desideratum. The art of teaching is that which requires all the lights that can be collected from the inventions and experiments of past ages. As things now are, every teacher has to acquire the art for himself, after many years' experience, after having laboured under the disadvantages of involuntary ignorance and mistakes through most of his life.

* Alluding to the late assaults on certain members of Congress.

* Nota bene. The brick must be laid upon a floor of boards, with air circulating beneath, particularly in a humid atmosphere, lest it should become damp and unwholesome.