ceive it in due time: and then it will be known, by *indisputable* evidence, whether Mr. B. or ourself hath spoken the truth as to the sum *appropriated* for his *proposed* mission, the limit of which appropriation we were not allowed to exceed, *until* the Board should *hear* of the results of that expenditure, and then, if they chose, should make a new appropriation.

As it was on this action of the Board of Managers, that we felt obliged to refuse a settlement to Mr. B's claims, exceeding by several hundred dollars the sum appropriated (his salary, of course, *not* included) in favour of his mission; and as this was the whole matter in dispute, between himself and us, the resolution of the Board, when known, by their *official* signatures, must put the matter at rest thus far—and will, moreover, afford a *fair ground* of inference as to the truth or falsity of any other items in the conflicting statements as made by Mr. B. and ourself.

From the following Report of Rev. Mr. Burns, the schools in the upper settlements of Liberia proper are not in so prosperous a condition as we had been led to to expect, either as to numbers, or the advancement of pupils. We are much surprised that there are not proper houses or rooms prepared for the reception of pupils, and we agree fully with Mr. Burns in his views with regard to the importance of having clean and well ventilated apartments exclusively devoted to school purposes.

We cannot but contrast the condition of these schools with those at Cape Palmas, where we have two school-houses, the one of stone, the other of wood, detatched from all other buildings.

The former is located on a high bluff of land in the village of Harper and near two native towns. This house was erected and the school founded by the Ladies' Society of Baltimore for the promotion of education in Africa. It averages about fifty pupils. The other house is about one mile from Harper and located after the old New England fashion, at the "crotch of the roads;" namely, at the intersection of Thompson and Hardy streets with the Maryland Avenue, under an old Fetish tree, which it cost us many a long tedious palaver to be allowed to approach. This school is supported by the agent of the society and averages twenty-five scholars. We believe another has been, or is being erected at Tubman Town.

The system of enforcing attention to education at Cape Palmas is also worthy of notice. On the establishment of a school in the early settlement of the colony, we found some difficulty in obtaining scholars, and on reporting the affair to the council, it was resolved to fine every parent twenty-five cents per day, for each and every day, any one of their children should be absent from school without cause. This was the law of the land and always remained in force as long as we remained at Cape Palmas.—The consequence is that almost every child of suitable age in the colony is able to read.

Rev. and Dear Sir,—It may be thought that this report from me as well as from others of the board of visitors, ought, in justice to the objects for which we were appointed, to have come to view at an earlier date. This is acknowledged. But for one, in justification of myself, I may say, that it would have been so, but for my unavoidable and continued confinement to the duties of my two-fold relation to this people, as teacher in the Seminary, and for the time being preacher in charge of the Monrovia station, which has obliged my personal attentions to the immediate neighborhood of

my work, notwithstanding my anxious desire to report and carry out the wishes of the Conference. In the early part of this month, as the time for the annual session was drawing near, I broke loose for a couple of days, in order to see the schools in the upper settlements, and inspect as "narrowly" as circumstances would allow their operations and condition, and the following is the result of my comparatively imperfect observations.

I had not the gratification of seeing Mrs. Wilkins' school in operation. This would have afforded me peculiar pleasure, as I have regarded the establishment being one for *females* only, and intended for the education of that sex in the various duties of domestic life, something so important to the happiness and well-being of this country, as meriting especial encouragement. I was informed the school averages about twenty scholars. I have no doubt of the teacher's competency for her charge though somewhat peculiar in some of its features, and it affords me pleasure to say, that the general aspect of things, so far as my opportunities for observation authorize me to judge—the tender concern which was manifested for the comfort of the girls boarding in the family—the kind-hearted reproofs which were occasionally necessary, and the *order* observable, confirmed all my former impressions. But the teacher is by no means enviably situated so far as house and fixtures are concerned. A small room, of ten or twelve feet square, used alternately for a school and sitting room, as a matter of necessity, deducting the space which must be occupied by the desk, benches, &c. is palpably too limited, and must materially lessen the amount of good done after the most unwearied endeavors on the part of the teacher.

Mrs. E. Moore's school numbers about thirty, according to accounts, as I had not opportunity of seeing the scholars in school. Here more books were found to be wanting. None of the scholars now in attendance are very far advanced, for those of the older classes living more conveniently to Mrs. Wilkins' school have either gone there, or been kept at home to work. This teacher labours under the same disadvantages as those above spoken of. The eating and sitting room, is the school room. Books, benches, writing desks and family table, are all together. It is impossible in such circumstances to keep things as orderly as is desirable. It certainly must cause additional care and labour to the ordinary duties of the teacher, effect, and at times, derange the operations of the school, and in proportion to its deleterious influences, defeat its object. Cleanliness and proper ventilation, things so paramount in all countries but particularly in this, cannot be attended to with that degree of punctiliousness which they deserve at the hand of every teacher, and thereby the comfort of the scholars during the hours of school is considerably lessened. Now sir, it is useless to urge in this day of increasing light, when the land teems with reports of physical and mental education, most happily combined, and the conditions upon which these two benevolent objects are most easily and certainly secured, that *comfort* in the school room has nothing to do with the scholar's disposition to study and consequent improvement. Those ideas, belonging to former generations are, I believe, generally exploded in this. These remarks are *general* and without application to any particular spot or individual, but made here as growing out of others of kindred origin. Notwithstanding the inconveniences above referred to, general report says that the school prospers, and that the teacher is faithful. One of the members of the Board of visitors living in the vicinity, told me that the school spoke well for itself in the improvement of the children attending it.

This is a good recommendation. May these evidences of fidelity on the part of the instructress continue to appear.

We stepped into our boat, which was waiting for us, and were soon at the White Plains Manual Labour School, taught by brother W. H. Payne.

Maryland Historical Society

The Maryland State Colonization Society Papers

XII. Newspapers
A. Maryland Colonization Journal

2. June 1841 (n.s. I, 1)—May 1861 (n.s. X, 24)

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