

# The Democratic Watchman.

VOL. II.

BELLEFONTE, PA., WEDNESDAY, MARCH 18, 1857.

NO. 14.

**The Democratic Watchman,**  
THE ONLY ENGLISH DEMOCRATIC NEWS-  
PAPER IN CENTRAL PENNSYLVANIA.  
PUBLISHED EVERY WEDNESDAY BY  
**JOHN T. HOOVER.**  
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**JOB PRINTING**  
EXECUTED in the neatest manner, at the lowest  
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purchased a large collection of type, we are pre-  
pared to satisfy the orders of our friends.

**DEMOCRATIC CREED.**  
No. 1. *Man, and woman, in all men,*  
Are equal in the rights of nature,  
And in the rights of religion, and of politics,  
And in the rights of justice and of equity.  
No. 2. *Peace, commerce and honest friend-  
ship* with all nations; maintaining alliances with  
none.  
No. 3. *The right of States and Territories*  
to administer their own domestic affairs.  
No. 4. *Freedom and equality, the sovereignty*  
of the people, and the right of the majority to  
rule, when they will be constitutionally expressed.  
No. 5. *Economy in the public expenditures,*  
and a frugal and judicious use of the public  
money.  
No. 6. *Freedom of religion, freedom of the*  
press and general diffusion of information.  
No. 7. *Opposition to all secret political or gan-  
izations, and to all corruption.*  
No. 8. *A sacred preservation of the Federal*  
Constitution, and no relaxation of its strict  
provisions.  
No. 9. *No higher or more sacred duty than*  
the preservation of the Union of America as  
of God.  
No. 10. *Support and protection of the rights*  
of all.  
No. 11. *The preservation of the natural rights*  
of man, and the right of all to the public domain  
and the possession of the American continent.  
No. 12. *Opposition to all wars, and to all*  
military preparations.  
No. 13. *The preservation of the rights of*  
the individual against the abuse of the power  
of the majority.

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SUCCESSOR TO DR. Wm. J.  
MILLS, respectfully tenders his professional ser-  
vice to the citizens of BELLEFONTE, MILLS and  
vicinity. Office at the Eaton House.  
April 7-49

**MUSIC—A LARGE ASSORTMENT**  
of Joseph J. Mackey's celebrated Italian vi-  
olin, guitar and violoncello strings; also violin  
bells, dampers and screws, just received and for  
sale by  
**GIBBEN & MOSEBY,**  
The ruling, binding and  
The stamping, rapping, engraving, staggering,  
blistering wash of an Irishman.  
He took so much of lundy pot,  
That he used to moisten and sniffle, oh,  
And in shape and size the fellow's neck  
Was as hard as the neck of a buffalo.  
O, the horrible Irishman.  
The thundering, blundering Irishman.  
The smacking, dashing, slapping, crackling,  
Thrashing, heaving Irishman.  
His name was a terrible name indeed,  
Being Timothy Thaddeus Mulligan,  
And whenever he cupped his bowl of punch,  
He'd not rest till he'd filled it up again.  
O, the horrid, heaving Irishman,  
The toxicated Irishman.  
The whiskey frisky, rummy, grumpy,  
No deadly Irishman.  
This was the lad the lady loved,  
Like all the girls of quality—  
And he broke the skull of the peer of Leth,  
Just by the way of jolly.  
O, the blithering Irishman,  
Barbarous, savage Irishman.

**MEDICAL PARTNERSHIP.—DR. J. B. MITCHELL**, assisted by  
him in the practice of medicine. Dr. J. B. MIT-  
CHELL, they offer their professional services to the  
citizens of Bellefonte and vicinity. When neces-  
sary the attending attention of both will be given  
without additional charge.  
Dr. Mitchell's residence at Mrs. Demary's,  
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**DR. HENRY & MOSEBY.**  
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Wholesale and Retail Dealers in  
Drugs, Medicines, Perfumery, Paints, Oils, Es-  
sences, Soap, Liniments, Brushes, Hair and  
Tooth Brushes, Fans and Toilet Articles, Trum-  
ples and Shoulder Straps, Garden Seeds.  
Customers will find our stock complete and fresh,  
and all sold at moderate prices.  
Dr. Farnley and Physicians from the country  
are invited to examine our stock.

**DAVEY'S CHEAP GROCERY STORE**  
—Grateful for the patronage so liberally be-  
stowed upon him by a generous community and  
hoping to merit a continuance of it, he has  
determined to merit the approbation of an appreciating  
public. He informs his friends, customers, and the  
public generally, that he has prepared a new  
list of goods, and will receive and with every variety of  
commodities that may be ordered for. Persons  
wishing to examine will please call and select their  
commodities, as he is determined to give satis-  
faction to all.  
WILLIAM PRUNER.

**MEMORIAL CARD.—DR. J. B. MITCHELL**  
respectfully informs the citizens of Jackson  
ville, each of the surrounding country, that he has  
preparad to perform all other operations of  
Surgery in good style and at reasonable  
prices.  
He is prepared to insert artificial teeth so  
according to the latest improvements, and the most  
approved style and to perform all other operations  
of Dental Surgery in good style and at reasonable  
prices.  
He is prepared to receive and with every variety of  
commodities that may be ordered for. Persons  
wishing to examine will please call and select their  
commodities, as he is determined to give satis-  
faction to all.  
WILLIAM PRUNER.

**DEPOSIT BANK**  
E. C. HULLER, JAS. T. HAYS  
E. N. MULLER, A. G. OLIVER  
W. M. MURRAY.  
INTEREST PAID ON SPECIAL DEPOSITS  
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Bellefonte, Centre Co. Pa.  
DEPOSITS RECEIVED  
BILLS OF EXCHANGE AND NOTES DIS-  
COUNTED.  
COMMISSIONS MADE AND PROCEEDS RE-  
TURNED PROMPTLY.  
INTEREST PAID ON SPECIAL DEPOSITS FOR  
MONTHS AND UNDER SIX MONTHS AT  
THE RATE OF FIVE PER CENT.  
FOR SIX MONTHS  
AND UPWARDS AT THE RATE OF FIVE PER  
CENT PER ANNUM.  
REMARKS ON THE EAST CONSTANTLY ON  
HAND. 1857-58

**From the Daily Pennsylvania.**  
**TRIBUTE TO DR. KANE.**  
What things these, so sad, from Cuba's shores,  
The Arctic wand'ring, alas! no more!  
The shaft of death again has surely sped,  
And laid its victim with the silent dead.  
That fatal shaft that still uncaring flies  
Amid the Polar snows or Tropics skies!  
Bear him, ye mountains, from that foreign strand,  
And let him mouler in his native land.  
Along the banks where Schuykill winds his way,  
There, 'mid the woodlands, find an honor'd grave.  
When nature takes her last and peaceful sleep?  
His tomb is o'er; his corse was bravely run—  
Brought forth for glory and that glory won.  
His leaves behind, well earned—a speltless name,  
Inscribed, enduring, on the rolls of fame.  
That eye, which saw with unobscured gaze  
The savage wildness of some Arctic shore;  
No wild Calisto in her ceaseless roll,  
And trace her courses round the star'd Pole;  
No more behold Boreas' mighty twin—  
Nor bright Aurora in officious burn—  
Or see fair Orion gleam his fiery hair—  
Or watch the Pleiads as they twinkling rise.  
These gave to Science all its knowledge bright,  
And showed the horrors of Polar night;  
How on his brow, when we must not depart,  
Fell all those horrors of expected death—  
O'er the dark tempest's feroes and fatal howl,  
While round his manous raved their hunger-grown  
Or leopards snarling with the bounding roar,  
Wak'd the wild echoes of the rock-bound shore?  
Such were the scenes, as with his faithful train,  
They'd storm and drift the scour'd winter plain.  
Or, pillow'd off on his ivory breast,  
Sought the short comfort of a soothing rest.  
And of the apparitions of the Polar night,  
For him, when sleeping, still that dreary scene—  
The skies relentless and the blasts so keen—  
Yet Hope, undying, still will fade defy,  
And in the face of right Nature fly?  
He'd 'till the star that lights the myrtle Pole—  
And sigh'd and sobbed, from the wish'd for goal!  
His comrades fell; they found no earthly bed—  
The Ocean was rais'd to guard the lonely dead.  
To him his bed doated an ice-built tomb,  
His days were ended with the citizens bloom;  
Mid'st fragrant meadows where the pale stars were,  
His name was number'd with the sleeping brave.  
But yet, methinks, 'tis fancy bids me seek!  
And point again to that deserted beach.  
Where gather'd winds, with misty schooly tone,  
Like wail'd spirits, breathe a plaintive moan.  
But now a gentler spirit whisp'ers peace!  
And for the moment bids those agonies cease,  
While nature bound by her eternal doom,  
Lies vast in coldness and her lifeless gloom.

**THE IRISHMAN.**  
BY AN IRISHMAN.  
There was a lady lived in Leth—  
A lady very stylish too,  
And yet in spite of all her teeth,  
She set her love with an Irishman.  
A needy, ugly Irishman,  
A wild, ungodly Irishman.  
A leering, swaggering, thumping, bumping,  
Rumping, roaring, Irishman;  
His face was by no means beautiful,  
But with small-pox 'twas scarred across,  
And the shoulders of the ugly dog  
Were almost double a yard across.  
O, the lump of an Irishman!  
The whiskey-devouring Irishman.  
The great big rogue with his wonderful brag—  
The fighting, riling Irishman.  
One of his eyes was bottle-green,  
And the other was out on his cheek—  
And the curve of his wicked-looking leg,  
Were more than two feet apart my dear,  
O, the great big Irishman.  
The rattling, bustling Irishman.  
The stamping, rapping, swaggering, staggering,  
Blistering wash of an Irishman.  
He took so much of lundy pot,  
That he used to moisten and sniffle, oh,  
And in shape and size the fellow's neck  
Was as hard as the neck of a buffalo.  
O, the horrible Irishman.  
The thundering, blundering Irishman.  
The smacking, dashing, slapping, crackling,  
Thrashing, heaving Irishman.  
His name was a terrible name indeed,  
Being Timothy Thaddeus Mulligan,  
And whenever he cupped his bowl of punch,  
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This was the lad the lady loved,  
Like all the girls of quality—  
And he broke the skull of the peer of Leth,  
Just by the way of jolly.  
O, the blithering Irishman,  
Barbarous, savage Irishman.

**REPORT OF THE COUNTY SUPERIN-**  
**TENDENT FOR THE YEAR ENDING**  
**JUNE 2, 1856.**  
In some respects the cause of education  
has been actively advancing in the county  
during the past year. An agency has been  
put in motion, under the operation of which  
notwithstanding much friction of machinery,  
and considerable opposition, the schools  
have been improving, and all parts of the  
system invigorated. All the good result-  
expected and desired from the system or  
Superintendency, have not been attained as  
yet; but enough has been exhibited to show  
the native tendency of the system, and its  
favorable working and future success, if  
honestly persevered in, and faithfully ap-  
plied. To those who know in how many  
ways its tendencies have been attempted to  
be thwarted, not only by those who are op-  
posed to the whole system of common  
schools, but by those professing its friends  
from sinister motives and designs, will be  
satisfied with the many good results which  
are apparent, without grumbling, because  
all the reforms that are necessary and desir-  
able have not been effected.  
The system is in the right track for im-  
provement and success, subject only to the  
detention occasioned by the unavoidable  
friction of the machinery, and occasional in-  
stances of unfaithfulness in those who have  
the local management of the system.  
With regard to furnishing the schools  
with competent teachers, for instance, much  
improvement upon former times has been

made; yet the scarcity of teachers, and the  
unavoidable slowness of the process by  
which good teachers are prepared, leave  
many incompetent and defective teachers in  
the schools, because better cannot be obtain-  
ed to occupy their places, and the schools  
cannot be closed. But there is nothing more  
certain, and no statement more reliable than  
this, that teachers are gradually multiplying  
and improving—the good are becoming bet-  
ter, the middling good, and the intolerable  
are abandoning the business.  
The means of improvement are multiply-  
ing daily. Books on the subject of educa-  
tion, and the art and science of teaching, are  
being published continually, and they are  
ought after and read by teachers, and more  
thought is spent in meditating upon, and dis-  
cussing the best modes of communicating in-  
struction, and the best government of schools.  
Normal schools, teachers' institutes and  
academies, are also sending forth an im-  
proved class of teachers every year. Yet  
the supply is not equal to the demand, and  
probably will not be for some time to come.  
It is encouraging that a gradual improve-  
ment is going on among those teachers who  
have taught, and are now teaching, and  
numbers are adding to them each year from  
our academies and schools.  
During the year I have examined 139  
teachers. One hundred and twenty six re-  
ceived temporary or provisional certificates  
of different grades, and 13 permanent or  
professional certificates. A few cases from  
other counties whose certificates I endorsed,  
and these, with the teachers examined by  
me, made a full supply for our one hundred  
and fifty-one schools.  
The districts of Walker, Snowshoe, Mil-  
burg and Bellefonte boroughs, have each re-  
ported one additional school beyond the  
number last year.  
The following districts have reported as  
the number of schools yet required within  
their limits:—Ferguson, two; Gregg, two;  
Marion, one; Snowshoe, one; Spring, one;  
Taylor, two; Worthington, one; Union, one.  
All the schools have been open at least  
four months during the year, except those  
of Taylor and Worthington; the former of  
which was open only about two  
months and a half; the latter three months  
and three quarters; almost the required  
time.  
Special difficulties.—The severity of the  
winter frequent and deep snows and intense  
cold, greatly interfered with the propriety  
of the schools during the season in which  
they are usually kept open. The smaller  
children could not possibly attend and in  
some instances the directors found it neces-  
sary to suspend operations for a time alto-  
gether. Many school houses were inacces-  
sible on account of drifts, for weeks at a  
time. For this reason I hope great indul-  
gence will be given, by the Department, in  
the case of those districts mentioned, which  
have not been able to keep their school open  
the prescribed minimum time.  
And for other reasons besides; they are  
poor and thinly populated mountainous dis-  
tricts, paying a much higher rate of school  
tax than rich and populous districts in our  
most productive valleys. How manifestly  
unequal the cases, when Worth pays a  
school tax of twelve mills on the dollar, and  
Taylor, of nine, and Potter of three mills, for  
both school and building purposes; Penn of  
one and a half mills, Haines of two and a  
quarter mills, and Gregg the same; and yet  
those favored townships complain grievously  
of their burdens. In this connection may I  
not be permitted to suggest the inquiry,  
whether their cannot be some modification  
of the school law, by which the burdens of  
the poorer districts may be lightened without  
diminishing their school advantages? The  
poorer the district, let the State appropriation  
be the larger.  
But even if their be no available remedy,  
the school system is a general blessing to  
the State, as well as to individuals; and let  
no one begrudge the money that is paid  
for education. The man of property, who  
has not a scholar to send to school, reaps so  
many advantages, that it is a question  
whether his poor neighbors, whose children  
he helps to educate, or he, have most reason  
to rejoice in the school system.  
In regard to the statistics of the several  
school and school houses, I am unable to  
give as precise and extensive information as  
may be desirable, on account of the failure  
on the part of teachers to report to me ac-  
cording to the schedule furnished by the  
Department. I had a sufficient number of  
copies of the schedule printed and put into  
the possession of each teacher, with verbal  
instructions how to report; but out of the  
whole number of teachers, have received  
written reports from only seven. Depending  
upon these few minute particulars, I myself  
look only general notes. Besides, owing to  
the inclemency of the winter, there were  
schools which I was unable to reach, and to  
these houses and their state of repair, the  
report must depend on notes and observa-  
tions of the former year.  
School Houses.—All the school houses in  
the county may be arranged under three  
classes: 1. Those which are sufficiently  
well adapted to the designed purpose. 2—  
Those which are susceptible of alteration  
and improvement, so as to adapt them to  
the purpose designed. And 3. Those which are  
unfit for school purposes, and which are in-  
capable and unworthy of any attempts at  
improvement, and which can only be im-  
proved by tearing them down, and erecting  
new ones in their stead.  
There are 150 scattered throughout the  
county. Of these twenty-two come under

the first division. Almost all the districts  
have one or more sufficient school  
houses in them, and which are situated in  
the districts. But as some have none, it be-  
comes necessary to mention those that have.  
The following is the list which I have noted:  
Marion, Spring, Walker, Patton, Ferguson,  
Boggs, Haines, Harris, Howard, Liberty,  
Miles, Rush, Snowshoe and Union.  
The number of school houses of the first  
class are constantly increasing, as new hous-  
es are being built, and models are taken  
from the book of School Architecture, lately  
published by the Department. Marion,  
Howard and Liberty have, each erected a  
school house within the last year, which are  
models of their kind, and especially the one  
in Howard district. And there will be little  
need of completion in this matter in the  
majority of the districts, as the spirit of im-  
provement and rivalry has been greatly  
aroused. A considerable number of new  
and improved school houses will be built  
during the present year.  
As to the furniture of the schools, there  
are none completely furnished as to all the  
apparatus desirable and necessary for school  
purposes. Globes and philosophical appar-  
atus are universally wanting. There are,  
properly speaking, no high schools among  
the common schools of the county. Part-  
ial attempts at grading schools have been  
made in the borough of Mifflin, and in  
Mifflinburg. Out-line maps are about be-  
ing introduced into all the schools of all the  
districts by the directors.  
With respect to the internal arrangement  
of seats and desks, the number and division  
of such school houses would be about the  
same as given under the above head.  
Almost the whole body of school houses  
throughout the county, are destitute of ex-  
ternal accommodations; such as wood hous-  
es and privy. At least there are few which  
have these accommodations in country dis-  
tricts; that the number is not worth men-  
tioning; and even a majority of town school  
houses are destitute of these necessary ac-  
commodations. The desirability of the one, and  
the economy of the other, we think, should  
command instant attention to these matters  
of accommodation.  
All the schools are of a mixed character,  
with three partial exceptions. In Bellefonte  
there were two of the schools exclusively  
composed of female scholars, and other five  
or six female scholars, and in the district  
the more advanced girls from pre-  
sidential motives. In the borough of Mil-  
lery two school rooms under the same roof  
were thrown into one, and both males and  
females were taught together by a male and  
female teacher. There was a third school  
composed altogether of children, male and  
female, taught in the same building, though  
in different apartments. These schools were  
not graded, as admitted in all stages of pro-  
gress were admitted but they were not  
mixed.  
Teachers.—As to the teachers of the county,  
I am unable to classify them according to  
their ages, or to give the places of their  
birth, for the reasons already stated. The  
requisite information on these points was  
expected to be obtained from the reports of  
the teachers themselves; and therefore, no  
notes were taken in reference to them, except  
in a very few instances.  
With regard to the general satisfaction  
of the county as to the "manner of teaching," and  
"general ability to teach and govern," the  
teachers may be arranged under three clas-  
ses, viz: Good, middling, and those who at  
present should be considered wholly unfit  
for the business. The number of each class  
is as follows: Good, or satisfactory, forty-two;  
medium teachers, fifty-three; the unfit  
and those whose services may be dispen-  
sed with, twenty-seven. As already men-  
tioned, the number of good teachers is increas-  
ing, and the demand for such is becoming  
more important each year. And I have  
found throughout the county that there has  
been a willingness on the part of directors  
and the people to advance teachers' wages  
as their qualifications advance, with the ex-  
ception of two or three districts, and these  
cannot hold out much longer.  
While greater inducement is laid out to  
good teachers, than formerly, to continue in  
the profession, because of the increased com-  
pensat on; yet numbers are abandoning the  
profession each year for more steady and luc-  
rative employments. The proper remedy  
for this state of things is not only the giving  
of adequate compensation for the time  
taught—the time in which the teacher is em-  
ployed—but extending the time of employ-  
ment. What if the teacher does get an ad-  
equate and living salary for four months of  
the year, if he is compelled to report to some  
other employment for the remaining eight  
months. No wonder that every year, num-  
bers of good teachers are abandoning the  
profession to the great detriment of the  
schools; so that while there is an annual  
increase of the number of good teachers,  
the increase is in a great measure counter-  
balanced by the numbers leaving the profes-  
sion.  
Miscellaneous.—Under this head I will  
submit some extracts from the teachers' re-  
ports received—only seven out of the whole  
number have reported; or this number only  
have come into my possession. But six of  
them, fortunately, are from as many differ-  
ent districts, and may be considered a fair  
specimen of the whole, as far as the sub-  
jects embraced in them are concerned. To  
these extracts I will add some remarks of  
my own.  
One teacher reports under the head of

miscellaneous—I had quite a number of  
visitors at the school. I had neither exam-  
inations nor exhibitions. The directors, al-  
though they visited me frequently, did not  
visit me as regularly as they might have  
done. However, in this respect, great praise  
is due the parents. Their visits were fre-  
quent, and not confined to one sex alone.—  
The matrons would come, oftentimes bring-  
ing with them some employment—such as  
knitting, &c.—being busily engaged, and  
yet pay attention to the exercises, for three  
hours at a time.  
This report is from Spring district, a very  
exemplary district, both as it regards its di-  
rectors, and people; and the teacher is among  
the best in the county, who know how to  
make the exercises of his school interesting,  
and who gave himself wholly to the duties  
of his school.  
One further extract from the same report.  
"The prevailing sentiment in regard to educa-  
tion is very good. All see the necessity and  
are desirous of having their children edu-  
cated. Yet there are quite a number who  
are opposed to the common school system.  
The cause plainly is, the slimsly dollar."  
I append to the above an extract from  
another teacher of the same district. He  
says—"The number of visitors during the  
winter was twelve. I have frequent exami-  
nations, but no exhibitions. Directors visit  
more than the parents. The majority  
of the visits paid to the school were by  
parents. The prevalent public sentiment  
in the neighborhood with regard to education  
and the school system is rather favorable  
than otherwise."  
The following extract is from a teacher of  
Miles district, which embraces most part of  
one of the richest valleys in our county, and  
also the most beautiful. He writes—"I cannot  
give an accurate account of visitors, but  
there were a good many; but directors only  
visited me twice. In regard to education  
and the school system, they are unfavor-  
able. They have no education themselves,  
and think that their children can do as well  
without it as they did."  
It may be proper and important to say  
with reference to the above extract, that the  
prevailing sentiment in regard to the system  
of common schools may be very unfavor-  
able in the immediate neighborhood of a par-  
ticular school, and a very different sentiment  
prevail in other parts of the district. This  
I know to be the case in some parts of the  
county, and the following extracts are  
generally from which we offer the following  
extracts:  
A teacher of Marion district reports:—  
"Frequent calls by strangers during the term,  
but visits by parents were few and far  
between." Mr. John Harter, director of sub-  
district, discharged his duty creditably by  
paying monthly visits at the school room,  
producing quite a favorable influence there.  
Again—"The general public sentiment in  
regard to the late act authorizing the office  
of County Superintendent is unfavorable.  
Having no disposition to enumerate all the  
following objections is frequently heard from  
citizens: "Formerly teachers could be hired  
for a salary of seventy or eighty dollars,  
but since grantur, geography are introduced  
the same teachers cannot be employed, and  
others have to take their place who cannot  
be obtained for less than thirty dollars per  
month."  
The following extracts are from the report  
of a teacher of Harris district:—"Visitors—  
about twelve during the first three months.  
Directors' visits—whole board once, and  
the director in charge of the school three times.  
Visits by parents and guardians very irreg-  
ular, and not exceeding six in number.—  
Public sentiment favorable to the County  
Superintendency; to the common school sys-  
tem, and to education in general."  
The following extracts are from a teacher of  
Union district:—"Directors' visits—The  
directors have no regular time for visiting  
the schools, but call in when they happen  
to be passing that way. Three of the direc-  
tors, who live some distance from the school  
house, have not visited the school once.—  
The other directors have visited it five times,  
two of them twice each, and the other once.  
No visits from parents or guardians. The  
people are strongly in favor of education,  
and I believe generally in favor of the present  
school system."  
The statements which follow are taken  
from the report of a very excellent female  
teacher of Liberty district:—"I do not often  
have public examinations, but invite parents  
to attend on the last day of school, and ex-  
amine the pupils in their presence." "Di-  
rectors' visits have been neither as regular,  
nor as frequent as was desirable. Parents  
seldom visited the school. Number of visi-  
tors during the term, twenty five." "Pub-  
lic sentiment in regard to the school system  
is unfavorable, on account, it is said, of the  
high taxes."  
From these specimens a pretty accurate  
inference may be drawn in regard to all the  
others. And in review of the whole coun-  
ty, I would state as a fact, that directors  
generally have performed the duty of visit-  
ing the schools, with more fidelity and fre-  
quency than in any former year. When a  
teacher reports that her school has been  
visited frequently during four months, by one  
or more directors, it indicates a very com-  
mendable fidelity on the part of directors, and if  
it is by any means general throughout the  
districts, is certainly an improvement on  
former years. In almost every district, the  
duty of visiting the schools is devolved on  
one or two members of the board, who may  
happen to have most leisure, or most zeal in  
behalf of education. The suggestion lately

made by the Department to the several  
boards of directors, in reference to visit-  
ing the schools, is the best, (as the only  
officer competent under the school law to re-  
ceive any salary) in the visitation of the  
schools of the district, and allowing him a  
suitable compensation therefor, is a good  
suggestion, of which the several boards would  
do well to avail themselves, rather than the  
regular visitation of the schools should be  
wholly neglected.  
As to the geography of the county in gen-  
eral, it consists wholly of alternate moun-  
tains, or ridges and valleys. The valleys,  
are as to soil, rich and productive—as much  
so as perhaps any county in the State. The  
mountains and ridges are chiefly valuable on  
account of their lumber and minerals. There  
are abundance, and in some places coal. Parts  
of the districts of Liberty, Howard, Boggs,  
Huston, Worth, Taylor, and the whole of  
Rush and Snowshoe, are chiefly lumbering  
regions. The balance of the districts, six-  
ty-six in number, are rich agricultural districts  
mainly.  
The population of Huston, Worth, Tay-  
lor, Rush and Snowshoe is sparse when com-  
pared with the other districts, and conse-  
quently much scattered; and these districts  
are much poorer. Therefore, when they  
come to levy taxes for school purposes they  
must lay them at a much higher rate than  
the rich and populous districts. But it is a  
notorious fact, that there is less complaint  
in these districts against the common school  
system, than in the richer districts. The  
districts which lay a tax of eight and twelve  
mills, and those which have occasion to lay  
a tax of only one and a half and two and  
a half mills, are wonderful contrasts to each  
other in this particular.  
Text-books and Attendance.—I may not  
conclude this report without briefly direct-  
ing the attention of the Department, and all  
concerned, to the fact that in a majority of  
the districts the law as to uniformity of books  
in the schools of each district is almost alto-  
gether overlooked in practice. The impor-  
tance of this uniformity to both teachers  
and scholars need not now be urged. The  
substantial reasons for enforcing the rule  
are so obvious that they cannot be re-  
cognized: From year to year it has been  
neglected by directors, on views of economy,  
but it has proved a most mistaken piece of  
political economy. If the law on this sub-  
ject had been rigidly enforced, the  
difficulty would have been all over now,  
and in the end a vast amount saved to the  
parents of the pupils: for the progress of the  
system requires that the law of uniformity  
shall be complied with sometime.  
Another common complaint among teach-  
ers is the irregularity of attendance on the  
part of scholars. There is always a great  
difference between the number on the roll,  
and the number in school attendance upon  
the school. In looking over the reports of  
the several districts, it will be seen the average  
attendance, when an average has been  
made, is in most instances only a little more  
than half the number of the scholars.  
County Institutes.—During the past winter  
the county teachers' institute held a meet-  
ing of three days in Bellefonte. The citi-  
zens very generously extended their hospi-  
tality to the teachers and others in atten-  
dance. We had the presence most of the  
time of the Superintendent of Allegheny  
county, to whose aid the institute was much  
indebted, and also of Prof. Sweet, well known  
and of great experience in educational mat-  
ters, whose very interesting lectures, and  
other services, were highly appreciated.  
We have had no formal Normal school  
during the year, but instead of it, arrange-  
ments were made with the principals of An-  
dersburg and Pine Grove academies—espe-  
cially with Prof. Barrell of the former—to  
open Normal departments, which they have  
done, and a goodly number of teachers are  
in attendance.  
W. J. GIBSON,  
County Superintendent  
Walker, July 30, 1856.  
Over 17,000 persons visited the patent  
office, at Washington, from the 4th to the  
evening of the 6th inst.  
The remains of Dr. Kane arrived at Lou-  
ville, on Friday, 6th inst., and were re-  
ceived by an imposing procession of mem-  
bers, freemen and citizens.  
A widow lady, named Walters, residing  
in Birmingham, Pa., committed suicide by  
hanging herself a short time since.  
There will be a great agricultural exhibi-  
tion at Waterford, Ireland, in August next,  
the managers of which invite contributions  
from the United States, through the Hon.  
Geo. M. Dallas.  
The journeyman ship carpenters at Clif-  
fords, are on a strike for higher wages.—  
They demand \$2.50 per day, and the em-  
ployers are willing to give, but \$2.  
ANOTHER SEARCH FOR SIR JOHN FRANKLIN:  
The British War says that preparations  
are being made in Canada for an expedition  
to go in search of Sir John Franklin. For  
this purpose Dr. Rest is building, in the  
Kingston dockyard, an Arctic schooner, to  
be ready in May next, to go to Quebec,  
and thence to the Arctic regions.  
A little boy, on his return from Sunday  
School, addressed his mother as follows:  
"Mamma, well my dear." "Mamma,  
the teacher says people are all made of dust."  
"Yes my dear, so the Bible says." "Well  
mamma, are white people made of dust?"  
"Yes." "Well, then, I suppose colored people  
are made of coal dust, ain't they?"

**From the Daily Pennsylvania.**  
**LINES ON THE DEATH OF DR. KANE.**  
City of Penn.—Home of the Hesperian dead  
Receives the honored dust of thy brave dead.  
Now borne to thee by falling snow,  
The noble Kane! The far famed task,  
O gallant hero! The great explorer  
Who in the ardor of a generous spirit,  
Unmindful of himself, has perished:  
Nay, sacrificed himself for others good.  
How his memory 'til this tried benighted  
Too active far, for France's decorations?  
Too active far, for France's decorations?  
Call on your sons to emulate his actions,  
And on your daughters, for his cause was their own,  
To weep a virtuous tear upon a holy grave.  
All nations honor'd him, and when they lay  
Of his un'cut mead, will I can't say how.  
From the halls of the nation's fame,  
Will mourn for him—the youth and gallant chief,  
Who in a day's dangers and privations died,  
For'd his bright way to points ne'er reach'd before  
By other voyagers. Put it upon which  
He proudly placed himself an onward trail.  
For this his country,  
For the people of those distant shores,  
This name shall never dwell. At his feet pass,  
A tear will glisten there in many an eye—  
A silent tribute to his memory.

**From the Democratic Register.**  
**EDUCATION.**  
The subject of education is one we have  
long had in our minds to say a word  
about. Lying as it does at the foundation  
of all social happiness, and national safety  
and distinction, it is one worthy to engage  
the attention of every man and woman in  
the community. It is essentially a Home  
Subject, and to our thinking much of the  
comfort of home is interfered with by the  
clumsy and bungling manner in which the  
general process of education is now carried  
on amongst us. We are not about to pre-  
pose a system. We leave that to older and  
wiser heads: to men, and there are many  
thousands of most estimable ones through-  
out the length and breadth of the land, whose  
lives have been devoted to the pursuit of  
Education, and whose experience has placed  
them in a position to have improvement and  
alteration upon an experimental knowledge  
of the wants of the community. We pro-  
pose merely to say what we have seen and  
know of our own knowledge; to state what  
have been our own troubles and experiences  
in the premises. The idea of a school, we  
believe, is the same in all civilized lands;  
and that we do it in ignorance in defining it  
as a place where some portion of our  
population are sitting in rows of benches,  
reading or writing books, and the like. We  
undertake to say that in nine cases out  
of ten in the United States, especially in  
schools of the better, or it would perhaps  
be more just to say, the more pretentious  
class, nothing is taught. We do not mean  
to say that the scholars frequenting those  
schools do not learn anything, but we do  
mean to say that what they learn they are  
not taught in the said school or schools.—  
Examine for a moment the system univer-  
sally permitted, and judge whether the alleg-  
ation be true, sweeping in its nature. School  
hours are usually from nine A. M. to three  
P. M. Six hours, the six best and most  
wholesome hours of the day. During those  
six hours what do the boys of any of our  
city schools do—study? Not a bit of it.—  
You would perhaps imagine that being in  
school, the place of study, the place where  
learning is to be acquired, they would study.  
You are laboring under a most serious mis-  
take. Boys do not study in schools under  
our system. What do they do then? They  
recite. Of course that is a material part of  
school exercise. A very profitable part.—  
They recite six hours a day. What extra-  
ordinary little fellows! Philanthropists  
lift up their hands in holy horror. When  
hard hearted capitalists, manufacturers, mer-  
chant mechanics and so forth, attempt to get  
more than ten hours work a day out of their  
operatives, they go near setting them down  
as fiends in human shape, men devoid  
of all natural instinct and feeling, and de-  
scribed in them all as worthy for their poor  
fellows beings. No doubt philanthropy does  
a very commendable thing when she goes  
to kind of ecstatics over ill ill which affect  
the laboring poor.—  
But it never occurs to our philanthropy  
that children are proper objects of its  
sympathy or exertions. They are weak,  
easily imposed on, easily overtasked, their  
muscles are undeveloped, their physical and  
mental energies requiring care and judg-  
ment to cultivate together, so that the one  
may not outrun the other, or the brain be  
lacked beyond the power of the body to sus-  
tain it. We know all this. We smile at  
Dickens' picture of the Rev. Doctor Blim-  
ber's forcing-brute for youth; smile at  
him for his triumphant pity, and in a slight par-  
tial spirit, thank God we did not send our chil-  
dren to such schools, nor tyrannise over their  
weakness, nor overload their minds, and in  
the spring time of their childhood weigh  
them down and pile hot manna upon them,  
till the very seed of thought which is sown  
up, and never grows at all. Of course we  
are sensible people, and do nothing to  
"lash." But then the fact stares us in the  
face that these same boys who are not used to  
all in this way, after all confined in  
school six hours out of the twenty-four—  
that during those six hours they do not  
study, that they do not go through the exer-  
cises properly called, study, committing  
their lessons to memory, &c., &c., but they  
recite. It follows necessarily that what they  
recite they must know something about; but  
what they know they must find somewhere  
else. Where are they to say? "The  
lessons at home, to be sure, and could be  
school in the morning ready to make up for  
the figure there, and give their instructors the