

Educational Department.

The relation which we sustain to the Common Schools of Huntingdon county makes it desirable to have a means of communication with teachers, the patrons of schools, and those who are officially connected with them. But in attempting to establish an Educational Department in this paper, we have a higher and greater object in view than merely to suit the objects of our mission. However, the parties alluded to form so large a part of the reading community, that no apology would be necessary for attempting to establish a well conducted Educational Department in this or any other paper.

The office of School Director is often laborious, thankless and troublesome, and it requires a great deal of good judgment to execute its duties with justice to all.

With parents—patrons of schools, the educational subject is the great subject after all. Men talk earnestly of trade and the prospects of gain, wisely of public institutions and improvements, and sarcastically of parties and political changes; but the great subject for grave, sober thought, and home reflection,—the subject which rises above and paramount to all things else, is that which provides for the present and future welfare, safety, honor and happiness of their children. These are to be their representatives and inheritors—the inheritors of their fame and their fortunes, their talents and their virtues.

The profession of teaching, which is now advancing in merit, numbers and influence, holds an important rank between the advancing and the retiring generations of men.—Where knowledge is limited no just appreciation of the profession can be entertained;—the work of education is entrusted to incompetent hands, and this two-fold error proves disastrous to the profession and to progress. It is only where an enlightened intelligence surrounds, supports and approves the well ordered efforts of the teacher, that the whole work becomes really effective, exalted and progressive.

We feel confident, then, that wisely directed efforts to advance the general interests of education will be approved and be beneficial. How far we shall succeed in the attempt remains yet to be seen. For twelve years we have diligently pursued our profession along the Valley of the Juniata, and through all discouragements we have felt an increased attachment to the profession. With us education is like a religion: we cherish it for its own sake; we glory in its numerous advocates, and we covet for the whole human family a literature that will honor God and bless mankind.

ALBERT OWEN.

THE NECESSITY OF SYSTEM.

Allow me, in suggesting a few thoughts on popular education, to call your attention to the importance of system, and the means of success, in this laudable enterprise. It may not be proper for me to laud or censure, but in some way, or in some manner, we must have some law, or anarchy and confusion will ensue. What is the condition of the family, the church, or the state, where nothing is in the time, nothing in place? Let the confusion and poverty of disorganized households, the imbecility and stupor of such a church and the fearful wretchedness of a state without a law, answer this question. Turn your thoughts to the recent movements in Kansas, and you will see the management of human affairs, the encroachment and depredations of ruffianism, witness the waste of property, the interruption of business and jeopardizing of life, and then say if society can exist and prosper, without order. But, in no human system more desirable, or essential, than in the management of our educational interest. Indeed, popular education cannot be promoted without system; a small class among men, might secure advantages without general and well regulated arrangements, but the masses cannot be reached. There must be boundaries and limits to districts, there must be suitable houses for the specific purpose, and there must be men invested with authority, whose business it shall be to superintend and regulate the whole, or the interest will not be advanced. All experience is evidence on this subject.

If we look back but a few years, and compare the condition of Public Schools of this, with the State of New York, we shall see a striking contrast between these two contiguous commonwealths. Then there was no definite system in this State, but individuals to employ a teacher for a few months in the year, on such terms as they could meet,—for there was no public fund, and the few who patronized the school must foot the bill—must pay the whole. Many families could not sustain the expense—and of course must keep their children at home. Very little regard was paid to the qualifications of the Teacher, for there was no Board of Directors, or trustees, no Superintendent to test his qualifications; but such as he was, he took charge of the school, filled up his time, received his compensation and left. Such was the condition of things in the Keystone State; while in New York a rigorous system had long been in operation, which created an increasing public fund, appointed men to keep the plan at work, and to suggest improvement where there were defects—the results of which

might be seen in every part of the State.—Schools and Teachers there were, as a whole, far in advance of ours.

But how will these States compare now? Is there not as much interest in life, and as much advancement in our educational matters as theirs? We may be in some things behind still, but facts would probably show, that we are steadily advancing towards the ascendant in regard to our neighbor. In the cause of popular education, an unusual feeling is almost everywhere manifested; a new and more active element is at work in the public mind, which must produce the most happy results. The people begin to appreciate the importance of system, and to desire to have it made a part of their education. There is an almost spontaneous and simultaneous effort on the part of the friends of education, to awaken the public mind to the importance of the subject, and to a proper sense of its duty, to give the Common Schools of Pennsylvania a prominence which the cause of education demands.

What, it may be asked, has produced this state of things? What has thus awakened the people to this important subject? An answer may be found in the fact, that a system has been devised, which, notwithstanding its brief history, has developed these results. It may be imperfect, for it is of human origin; but it is a system, which, to some extent at least, harmonizes in its parts, and thus sets the machinery at work; and will yet do greater things than these, and men will wonder why it was deferred so long.

We already see the importance of a system in regard to our Public Schools by the imperfect workings of the system which has but begun to act. The indifference and inefficiency which pervaded the community when no such system was known, teaches the same lesson; a time, a place for everything pertaining to our schools, is as desirable, and as indispensable, as in our civil and domestic relations. If our schools are left to casualty, as it respects time, place and management, they will be like every thing else, which chance controls; all will be disordered and very little accomplished. But having thus briefly spoken of the importance of system and order, in regard to the general interests of our Public Schools, let us more particularly inquire into the best means of rendering such system effective.

And first of all, it is indispensable to sincerely adopt and vigorously carry out, the plan which is now before us; for nothing can avail which is not thus adopted, and even a defective arrangement is altogether preferable to confusion. I would not be understood as charging defects upon this plan, or it may be as perfect as any plan can be in the present state of the public mind; but even though it is not what it should be, and what it must be, it is still vastly superior and preferable to an entire want of all plan; many may oppose it, but all should remember, that it is often much easier to point out defects than remove them. We may find fault when we possess very little ability to correct those defects. It is not certain that a system is bad, because it is opposed; for the man who can censure and condemn every thing he looks at, may not be a wise man. Even an idiot can do as much. Wisdom dictates that we make the best of what we have, and if it is found wanting, seek to make it better. In many instances men complain of defects, which they have no desire or expectation of removing, but for the sake of complaining; and if there were no faults they would complain all the more. The best way to ascertain the qualities of any thing is to put it to the test, see if it can do what it proposes to do. The most important machinery, the best ox or horse, might, to the eye of the critic, or the philosopher exhibit imperfections; but finding the defect, will not make it better. But the plan to work, and that will determine whether it can work, and in what respect it needs modifying. If we do not avail ourselves of the system we have, the danger is we shall be without system and so without success. I repeat,—an important means of prosperity, in the cause of education, is the faithful working of the plans already devised.

There are many things involved in this system, such as comfortable well lighted school houses—there must be something attractive and comfortable in the school-room;—if we hope for success. But we have not time to dwell upon the importance of well ventilated, well warmed, and neatly constructed edifices for schools; for however desirable these things may be, it is to be hoped that the system under which we are acting will, in due time, remove the sheds and hovels which sprang up without system, and replace them with such buildings, as the cause demands. Besides, there are other things equally and perhaps more important for the success of our schools. Neither a good plan nor a good house, nor these combined, can make a prosperous school. There must be a competent teacher, whose mind is deeply impressed with the responsibility of the position which he occupies. A teacher, to fill his place efficiently, must be thoroughly acquainted with those branches he undertakes to teach. Total ignorance, or a partial knowledge of those subjects, is an insupportable, in the man who proposes to direct the minds of children and youth. He may be thoroughly versed, in what are called higher branches, but these are not sufficient, for they are not demanded in his vocation.—He must be acquainted with the rudiments of science, the foundation of all branches, or he cannot succeed; he may be able to solve the most difficult problem in trigonometry, but this will not simply add to the mind of the child. He may tell the names and distances of the planets, but this will not determine the geographical location of places on the earth. He may be versed in the "oration of Cicero and the liad of Homer," but this will not instruct the child in the complex sounds of his own alphabet. If the teachers of our public schools are not familiar with orthography, geography, arithmetic and grammar, they are not qualified to instruct the youthful mind. A defective education in these branches, or a partial knowledge of these subjects, is a principal cause of the weakness and faults of many of our Public Schools.

A false notion of what constitutes an education has long existed in the minds of many, and the effect of this evil may be seen in those who attempt to teach. The child is urged forward to the study of algebra and geometry, before he is acquainted with common arithmetic. He must have at least a superficial knowledge of Greek and Latin or of German and French, even though he is ignorant of the grammar of his own language. Here is the mistake of both parents and teachers, and the consequence is, we but half educate our children. They soon learn that the merest smattering of the various branches they attempt to study, is all that will be required.—With such a sentiment in the public mind, it is not strange that our teachers so often evince an almost entire deficiency, in the simple things which a large majority of their pupils most need, and which should be well understood before they attempt to instruct others.

But however well qualified the teacher may be in all the branches which his pupils may need, he may still be incompetent for the work before him. He must know how to govern, by which it does not mean that he must have strength and dexterity in wielding the rod, nor a state of heart that can look on with indifference, or be pleased with the tortures which he inflicts. Frequent and severe flagellations are rather an evidence of a want of governing power than otherwise. There must be control of ourselves, if we would hold others in subjection. The teacher must hold his own spirit and passion in obedience to law, if he expects his pupils to observe the law which he attempts to enforce. A good share of common sense is indispensable in the government of youth. Men may bluster and make a noise about order, while all their pretences are out of order. Alas! how many both in families and in schools, by parents and teachers, are sadly misruled. Every young pupil will very soon learn to disrespect the teacher, who is not himself under due restraint. The teacher must have a plan, and with a dignity of character to execute it; he must be independent, yet reasonable. He may be tyrannical and despotic but not a tyrant; he may be despotic but not a tyrant; he may be reasonable, but not a tyrant; he should not be entrusted with the training of the juvenile mind. Bad examples may undo all that prudent attempts, and thus the effort prove worse than a failure.

But with all the good qualities of the teacher, and all the attractions of the house, there may still be want of efficiency in our schools. Parents and patrons, may, by an injudicious course, counteract all that otherwise might be accomplished. Every plan and every effort may be defeated, just for want of co-operation on the part of those who, of all others, are most deeply interested. The school may be made a secondary consideration, and business or pleasure allowed to occupy the thought and time which the school demands. Parents often consent to rides or parties, if they do not directly promote them, and thus nearly all the labor and expense of the school are lost.—There may be cases of delinquency which parents cannot control, and in such cases, the responsibility rests not on them; but in every other instance, parents must take the blame. Ordinarily, parents can as easily send their children to school in time as out of time, and send them prepared for all the duties before them, as well as in entire unfitness for these duties. It too often happens that children are kept at work, or sent on errands, or suffered to lounge in bed, until they must necessarily be late at school. The evils of such a course may be easily anticipated. Time is thus lost and ambition in the mind of the child unavailably checked. Children thus treated, can scarcely fail to perceive that the parent has little regard to propriety, and that any efforts which they can make will not overcome this defect. How sadly is intellect crippled, and laudable ambition depressed and crowded until it gives place to almost utter carelessness and neglect. Who has ever known a pupil to excel under such circumstances, or the world furnished with more than ordinary householders. Men and women, such as the world demands, must come from orderly and better regulated families. Nor is the evil of such a course confined to these families alone; the whole school is disturbed for the time, if not disarranged for the day.

But there is still another and perhaps greater evil than the above named. Parents sometimes interfere with the interests of the schools in a more direct way. They sometimes insist into the minds of their children, a disregard for the school, and well grounded aversion to their schoolmaster, and sometimes send up to them a counter order of things.—If any one engaged in teaching, has not been informed that father, or more frequently, mother says, "I may do so or may not do so," I may have a seat or I may not sit with such an one," he is more fortunate than most teachers; for such orders are not at all infrequent. There may be times, when such interference is not quite so direct, but no less injurious. The teacher is informed that Mr. A., the last who had the school in charge, managed quite differently, and much more to the satisfaction of those concerned; yet Mr. A.—and often been instructed in the same manner, respecting some one else.

Such parents do not consider that they are bringing their own children into difficulty, and introducing disorder and confusion into the school, where order and harmony should ever abound. If the teacher is what he should be, he must repel such interference, and insist, and thus perhaps incur the displeasure of some of his patrons; or, if he is so weak and wanton as to conform to the rule thus introduced, he will meet the frown of all who are led by better judgment. Parents should understand that order in school is of the utmost importance; and that each teacher, if at all adapted to his position, must have a plan of his own. It is right for parents to send and regulate their own children in school, but they should take upon them the management of all that pertains to it; for no teacher can manage a part and leave others to themselves; or to do what mother says.

Would we see our schools efficient and prosperous, we must have harmony of views and concert of action, between parents and teachers. There must be good and well qualified teachers; and parents must co-operate with such teachers, and enter heartily into all that pertains to the common public interest. We must repel such little parties, which grow out of the selfishness of the human heart. Our action, must correspond with our better judgment, and our children must be early and habitually impressed, with the importance of their advancement in all that pertains to a good education. Parents do much to encourage both teachers and pupils by visiting the school, and by evincing such an interest as the cause demands. With such teachers and such parents, with such system and order, our public schools will soon take hold of the best feelings of the community, and our children and our youth will be prepared to fill the places which their parents must so vacate, both with honor to themselves and benefit to the world.—*Pennsylvania School Journal.*

SELF-PRAISE.—There is not one wise man in twenty will praise himself.—*Sabbath.*

PROFESSIONAL & BUSINESS CARDS.

DR. JOHN McCULLOCH, offers his professional services to the citizens of Huntingdon and vicinity. Office at Mr. Hildebrand's, between the Exchange and Court House, Aug. 28, 75.

T. P. CAMPBELL, Attorney at Law, Office in the brick row near the Court House.

SCOTT & BROWN, Attorneys at Law, Office same as that formerly occupied by Mr. Scott. Huntingdon, Oct. 17, 1855.

JOHN N. PROWELL, Attorney at Law, Will attend faithfully to all legal business entrusted to his care. Huntingdon, July 29, 1855.

JOHN FRISCH, Watch Maker, Can be found at E. Suter's Jewellery Store. All work warranted. March 13, 1855.

J. SIMPSON AFRICA, County Surveyor, Huntingdon, Pa. Office on Hill street.

DRS. MILLER & FRAZER, Dentists, Huntingdon, Pa. Office on Hill street, opposite the Court House, and North East corner of Hill and Franklin. Jan. 9, 1856.

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HUNTINGDON & BROAD TOP RAIL ROAD, SPRING ARRANGEMENT.

Table with 4 columns: Train, North leave, South leave, and Time. Lists various train schedules and departure times.

THE BEST CHEESE always on hand at 14 cts. per lb. LOVE & MEDVIT'S.

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THE HUNTINGDON FOUNDRY IN

BLAST AGAIN!—The subscribers take this method of informing their friends and the public generally, that they have rebuilt the Huntingdon Foundry, and are now in successful operation, and are prepared to furnish every description of castings, in the best quality, and at the lowest prices. They are manufacturing the Hunter Plough, which is the best in the market, and is now in successful operation. They are also manufacturing the Hunter Plough, which is the best in the market, and is now in successful operation. They are also manufacturing the Hunter Plough, which is the best in the market, and is now in successful operation.

SPECIAL NOTICE—R. C. MCGILL wishes to inform his friends and the public generally, that he has bought the Alexandria Foundry, and is now in successful operation, and are prepared to furnish every description of castings, in the best quality, and at the lowest prices.

TO THE PUBLIC.—The undersigned informs his friends and the public generally, that he has leased the Alexandria Foundry, and is now in successful operation, and are prepared to furnish every description of castings, in the best quality, and at the lowest prices.

LIVERY STABLE.—He has also provided himself with a good stock of Horses, Carriages, &c., for the accommodation of the public, at reasonable charges. HENRY MCMANIGILL.

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NEW GOODS! NEW GOODS! AT 100 Superior Gold Pens with Silver and Gold cases, from \$1 upwards. Also Pocket and Pen Knives of Rogers' and other best manufacture.

3,000 pieces Wall Paper of the latest and prettiest styles, just received from New York and Philadelphia, prices from 10 cts a piece upwards.

500 beautifully bound and gold gilded Window Shades at 44 cts, and upwards. The public have but to call and examine, to be convinced of the beauty and utility of the shades, and also save money. Remember the place, corner of Montgomery and Railroad streets. W. M. COLON.

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