The teacher must be studious, he should

readable:article; still there is no other exer-

cise that will so effectually call out the latent

Industry is another indispensable qualifica

labor on less valuable materials, to toil where

teach; not a good lecturer; not a shrewd

hand to ask leading questions, so advoids

pear as well as a good one; but apt to com-

It can hardly be necessary to say that the

tude; an uncompromising disgust at every

Finally, fellow teachers, we must be polite.

"I HAVE NO TIME TO READ."-The idea

about the want of time is a mere phantom.

phy and intelectual pleasures. Bonaparte,

with all Europe at his disposal, with kings

in his ante-chamber begging for vacant

thrones, with thousands of men whose desti-

nies were suspended by the brittle thread of

McCollum & Gerritson, Proprietors.

"WE ARE ALL EQUAL BEFORE GOD AND THE CONSTITUTION."-James Buchanan. Montrose, Susquehanna County, Penn'a, Chursday Morning, Jebruary 12, 1857.

Select Poetry.

MISCHIEF MAKERS.

Oh! could there in the world be found Some little spot of happy ground, Where village pleasures might go round, Without the village tattling ! How doubly blest that place would be, Where all might dwell in liberty. Free from the bitter misery Of gossip's endless prattling.

If such a spot were really known, Dame Peace might claim it as her own t And in it she might fix her throne. Forever, and forever: There, like a queen, might reign and live. While every one would soon forgive The little slights they might receive, And be offended never.

Tis mischief-makers that remove Far from our hearts the warmth of love. And lead us all to disapprove What gives another pleasure: They seem to take one's part-but whe They've heard our cares, unkindly then They soon retail them out again. Mix'd with their poisonous measure.

And then they've such a cunning way Of telling ill-meant tales—they say: "Don't mention what I said, I pray-I would not tell another;" Straight to your neighbor's house they go, Narrating everything they know, And break the peace of high and low Wife, husband, friend, and brother,

Oh! that the mischief-making crew Were all reduced to one or two. And they were painted red or blue, That every one might know them! Then would our villagers forget To rage and quarrel, fame and fret, And fall into an angry pet With things so much below them.

For 'tis a sad, degrading part, To make another's bosom smart. And plant a dagger in the heart We ought to love and cherish! Then let us evermore be found In quieteness with all around. While friendship, joy and peace abound. And angry feelings perish!

GOOD OLD TIMES.

I do respect the times of old, the times of beans and pork. When our old clever, bonest Dads, went whistling to their work; When old cock'd hats and breeches were the fashion of the day, And good thick bottom'd shoes were worn

with buckles shining gay !

The times of old—the times of old—when our good mothers were Good home spun stuff-and kept iheir mufis and tippets evermore! When good stout waists were all the rage and cheeks ne'er painted were.

The times of old—the good old times—when home-brew'd beer went round. The merry hearth, where boisterous mirth and apples did abound-When giggling maids would hang their beads

beauty debonair!

in bashful modesty. And sprightly lads would eye their Dads and nudge them cosily!

The good old times, when our Dads were fat and hearty too, With hair comb'd back most gracefully, and done up in a queue-

I do respect those golden days, when fashion was inclin'd To make her votaries wear their coats with pocket holes behind

Alas! they'e pass'd with time away-those halevon days are o'er, And now men dont on green frock coats with

pocket holes before! The women, too, take up their cue, and wear their chains of gold-

O for the lads, like our old Dads, who lived in times of old!

GENTLE WORDS.

The sun may warm the grass to life. The dew the drooping flower, The eyes grow bright and watch the light Of Autumn's opening hour-But words that breathe of tenderness. And smiles we know are time. Are warmer than the Summer time And brighter than the dew.

It is not much the world can give, With all its subtle art. And gold and gems are not the things To sanctify the heart: But O, if those who cluster round The altar and the hearth, Have gentle words and loving smiles.

We are not to suppose that the oak oes common words: wants stability because its light and change-

How beautiful is earth!

Educational.

A LECTURE

Delivered before the Susquehanna County Normal School, by Professor C. R. Co-burn, of Towarda, Brudford County, Pa. The subject which I have chosen for this Lecture, is a practical one, and I shall endeavor to present my views in a plain, schoolmaster-like way, without any attempt at rhetorical display, for the sake of display. I ask your attention first, then, to a few thoughts relative to the qualifications of teachers; and, second, to some suggestions

to parents and school officers, regarding their

duties.

I do not propose to sketch the character, or the literary or personal qualifications of a perfect teacher; this would require the penof a master spirit. Neither do I intend to make an estimate of the least possible amount of learning a teacher must have, that he may get along and keep school; my object is, rather, to state what is requisite for a good teacher to know, one who is qualified to take the supervision of our youth, and train them up for usefulness. Allow me at the outset to give my view of what education is.

To educate a person, is to take a human being, ignorant and helpless, as God created him: the most ignorant and helpless, of any being he has created, among the higher order of animals, and develop, strengthen, direct and control all the faculties, powers, emotions, passions, feelings and affections of the soul: to bring out, build up, cause to grow and become strong, all the organs of the body; until this once helpless, ignorant infant, has become a man, prepared to go out into the portions of the country at least, that it does world and battle manfully for the truth. To educate an individual, is to take a being, originally created in God's image, but who has sadly fallen from that likeness, and bring found upon the maps will be retained in the him back, so far as human agency can restore bim, to the state of moral rectitude in facts should be known, and remembered. which he was left when the Almighte pro- The teacher, when applied to for assistance, nounced him good. It is, in short, what the ought not to be obliged to look as long to word indicates, to draw out what is in the ascertain the fact, as it would take the scholar and modification of all their parts, but he Practice of Teaching, Northend's Parent and the calls for medical aid; the wares of the spirit until he shall stand before the world a to do it himself. The child will not be slow,

ready at all times to do duty in any sphere. this, is not a perfect system. Any teacher ter how it came there, the teacher's usefulwho is satisfied with anything less thorough, ness is at an end, so far as that scholar is conis no such a teacher as the youth of this nat cerned. History being a cognate subject, tion ought to have. Any school in which a should be studied in connection with Geogportion of the latent energies of the soul drawn out and developed, is not such a school raphy can be successfully taught without as should be patronized by Americans.

perceive, that I have not a very favorable of our own country, at least, together with opinion of the system, or the schools that will that of the nations from which the first setallow pupils merely to skim over the surface. Hers of this continent came, should be famil-Thorougness, in everything taught should be the motto of every teacher. Let him know, of history enables an individual to appear in perfectly, what he is attempting to teach, and know too, that when he has done with a subject, each scholar in the class understands all about it; that they have something more certain than a vague, unintelligible idea And borrow'd curls ne'er need the girls with of something about something, somewhere, in some book. This superficial teaching, this smoothing over the rugged asperities of science, and then administering whole volumes at a dose; this external show of learning, for the sake of a polite, genteel, or an accomplished education, while the elements of every subject studied at, or swallowed, undigested. are left untouched, or smoothed over and made so simple that it requires no mental effort to receive them into the mind, in the mass; such teaching renders the mind averse to anything solid, and every school unpleasant and irksome, that requires close thought and rigid investigation. For such teaching I have no sympathy; with teachers who thus teach I have no fellow-feeling.

> Allow me, ladies and gentlemen, to enumerate, and I shall have time only to enumerate, the branches that I deem it essential for a young person to understand, before offering himself as an instructor of youth.

First of all, and above all, the teacher should be a good speller and reader; he must knowledge of the elements of the science; but a understand orthography, by this I mean all teacher must have a thorough understanding the elementary sounds of the alphabet, or, of every principle of the science of numbers. rather, all the sounds in the English lan- It is not sufficient for him to know how guage, in the various combinations and problems are solved, or that certain operaarangements, and the approved methods of tions produce specific results. He must spelling the common words in the language. Inhard why these conclusions are arrived at Orthopy, a branch of this subject, must olso by a particular mathematical process. The be well understood by him. The pronunciation of the teacher, soon becomes the pronun- guessed at, not studied out as they come up cistion of the pupil, if each teacher has a in the class; not skipped, because not undersystem of pronunciation peculiarly his own, stood; not slightly passed over, but known, or he follow no system, which is more likely fully, perfectly known; so known, that no to be the case, we can readily see what the scholar can confuse or bother him, that no consequences would be. In fact, we do see new principle can be brought up of which in almost every district in the State; no ten he has not shought, and for which he is not persons pronounce alike, unless they have prepared. been taught to adhere strictly to some ac- Intellectual arithmetic and algebra, taught knowledged standard. We have such a as they should be, are better calculated to standard peculiarly our own, a work of develop and strengthen the powers of the which every American should be proud, and mind, than most subjects that can be introthrough the munificence of the State hope to duced into our common schools; they call see it placed in every district school house into vigorous exercise the powers of analysis, within its bounds. There is, then, no excuse and cultivate the habit of correct, rapid men-

able leaves dance to the music of the breez- no doubt, to be more extensively spuken than branches, but they should know how to teach es; aor are we to conclude that a man wants say other living language; should not, then, them:

times by teachers, as to themselves, and their scholars. More advanced studies have crowded out the spelling book and dictionary. It has been asserted that a poor speller can never be a good reader. I am not prepared to fulv subscribe to this doctrine; but it is certain that a person who has made bimself familiar with the elementary sounds of the language can read better than one who has not. To be a good reader is desirable, but a rare ac-

complishment; and teachers, above all others, should strive to obtain it. There are but few good readers even among educated men. The cause is to be found in the fact that our youth are badly taught this important branch. and not unfrequently bad habits are contracted when commencing to learn to read. If the teacher is a poor reader, his pupils will be as a matter of course, if he teaches by example. These three subjects, Orthography, Orthoepy and Reading, claim more attention than has of late been bestowed upon them. Our children are growing up poor spellers,

the common words in their native tongue.

No person will, of course, think of offering

himself as an instructor, who has not some knowledge of Geography; still this necessa ry branch of common school education, does not receive as much attention, from teachers and pupils, as its importance demands. It appears to be the prevailing opinion in some not require much knowledge of Geography to teach it successfully. It is not expected that all the names of places and rivers, &c., mind; this is not desirable, but the principal aids the teacher in imparting instuction in the other. Indeed, I hardly know how Geogconnecting with it the history of the nations. From what has been said, you will readily and cities, under consideration. The history iar to every teacher. Besides a knowledge educated and refined society, to better advantage than he could without this knowl-

> edge, whatever his other attainments might These two subjects also are shamefully Schools of all grades are blameworthy in this respect, and teachers, as a general thing, do nothing to break up the apathy that existed by those who are thought to be too young to study anything else, while history is totally neglected by pupils, and not generally understood by teachers. It is hardly necessary to say that every teacher should be, at least, a fair writer. (In the com.non schools most of the instruction received by our youth is imparted). Although no one qualification will do more to introduce a person favorably to the notice of trustees than a good style of penmanship; still in no one thing are teachers more deficient. It has passed into a proverb that teachers, ministers and lawyers are poor writers, as a matter of course.

> The science of numbers is to interwoven with every department of industry; so connected with all business transactions, that no individual can take upon himself the responsibility of life without, at least a partial reason for every step must be known, not

for that teacher who habitually mispronoundtal cultivation; but if not properly taught, they might better be let alone. Teachers, The English, is a noble language, destined, therefore, should not only understand these

tion be should never receive a certificate, or intend to keep up with the times, and be ments. The last which I mention among the tual way, by example. He should be at his appears to have been lost sight of in modern the better is he qualified to communicate inthorough knowledge of integral and differential calculus, analytical and descriptive geometry enables a person to teach simple arithmetic much more successfully than he could without such knowledge. It is of the utmost importance that scholars be thoroughly drilled in the elements of every science pursued, but this is peculiarly necessary in teaching the science of numbers, every rule and principle in arithmetic must be so well understood that he could teach the science successfully if there were no text book upon. the subject in the school. Teachers, especially those who are not experienced in teaching, ought always to prepare the lessons well, or fact connected with the subject, but not most valuable investment in the Bank of lect, and soon he may become learned, with Oh, this half way, milk and water teaching. ing, Rhetoric, Science of Government, Moral one thing in which teachers, as a class, are poor readers, and sadly deficient in the This stuffing the mind with undigested, inknowledge of the proper pronunciation of digestible, uncomprehended, and many times, incomprehensible mental aliment. This pouring in and then drawing out process. This standing before classes to lecture them, and palaver over them, in attempting to fill the mind with a heterogeneous, congloinerated mass of facts, mixed with a very small portion of the principles of score of ics, and ologies, and osophies, and onomies, while the real root of every subject in the whole range of science is left untouched; such abuse of

human intellect I cannot bear with. Language is the vehicle of thought-the xpression of operating mind; and he who instructs the youth should understand its principles and construction most perfectly. He should not only be able to analyze sentences, and tell the relation, agreement, government must know how to form sentences of his own, Teacher, the School and the School Master, lazy merchant, remain on his shelves unsold, man, physically, materially, and morally, a in such a case, in coming to the conclusion and how to arrange them into an essay. His the teacher. When such an idea as this has prompt to correct gramme sand errors. The Any system of education that does not do taken possession of the pupil's mind, no mat- The language of the person actinery, ought at all Schools and School Masters, by Hugh Miller; men; but a lazy schoolmaster ruins immor- was to surprise the British and Headan forces. times to be plain, pu. e with beyond the reach of the most rigid and far reTo be well qualified for the featful. moved from cant phrasid vulgar by-words.
Such rapid strides has been made

in the arts and sciencesa has science been brought to bear us hanical and agricultural pursuits, augreted polific has invention become, that it is inighly important that our youth, have a knowledge of the elements of the sciences that treat of the laws by which matter is governed. The teacher should therefore, be competent to give instruction in Natural Philosophy and Chemistry; not only to ask the questions placed at the bottom of the page, and hear the marked answers; but competent to give instruction that shall be available and practical, and point out the application of these natural laws, to the several departments of industry. neglected in the schools of our country. To explain to his pupils how the minute particles are brought together, and by what they are held in contact; how the sparkling diamond points that garnish the heavens, are upon the subject. Geography is studied only kept in their appointed courses; how though is conveyed, with lightning speed, across continents and oceans; why, by means of boiling water, or heated air, the iron horse is driven with such fearful velocity along our rail ways, dragging hundred of tons, or thousands of human beings in his train, and carrying terror and dismay wherever he goes; by the piercing cry of his whistle, or the thunder of his trend. I say the competent teacher, is able to explain these subjects to his scholars, and make them both useful and interesting. In this way he may stimulate in them a desire to know more of the works

of the great Architect of the Universe. As the business of the teacher is to deal with mind, it seems to be necessary that he know something of the laws by which mind is governed, as well as how, most successfully, to impart instruction. An acquaintance with intellectual philo ophy will greatly aid him in training those committed to his charge.

of but little value to either its possessor careful to be either the first or the last to fol- yet always maintaining proper authority and or the world, without a well developed, heal- low the fashions, his personal appearance enforcing wholsome regulations; communithy physical organization. "The house we should be a model for his pupils to imitate cative, and apt to teach, but not conceited in it, and not for its intrinsic value, or its extravagance in dress; far from it, it is pro- uncommon share of an uncommonly scarce beauty. How can a piece of mechanism, so priety, I desire to see it carried out by every qualification, good common sense, complicated as the human system, be taken individual who comes before youths as their care of, unless we know semething of its or- instructor and example. gans, their structure and functions, and the doctor, or a surgeon, but we do demand that should be in its proper place. high seats, without backs, are not only un- no person is fit to take charge of youth. Inbly produce distortion of the spinal column, tune, fame and character are built. It found time for intellectual conversation. Every and that to allow children to sit in a cur- should therefore be instilled into the minds man has time; if he is careful to improve it comment; it was donated by Good Washington rent of air after active exercise has produced of the young, form part of their habits, and as well as he might, he can reap threefold ton Curtis Reo. The American loss was about

license to teach, whatever his other qualifica- sought after by the directors of our best things for the teacher to learn, is the solence school room before it is time for the dutions may be. It was said, long ago, "That it schools must, at least, understand algebra of teaching, and the method of arranging, ties of the school to commence, instead of was no honor to be a good speller, but a and the elements of geometry. The more managing and governing a school. Many waiting for one of the scholars to ring, the great disgrace to be a poor one." This adage mathematical knowledge an individual has, even now think it requires no previous pre- bell. Every thing pertaining to the exercise paration for this most important and respon- of the school ought to be done in exact time struction in any of its departments. A sible business—that a boy or girl that is six no one thing being allowed to trench upon teen or seventeen years old, and has but just the time of another, not even one second. learning enough to bear inspection, and who Exactness in the time of closing school is as is too lazy to work, and too dishonest to be important as in the time for commencing. trusted with any kind of business, can step The same rigid adherence to this all importfrom the farm, the shop or the kitcken into sut principle should be carried into every the school room, and keep a first-rate school: thing, whether in the school room or at the A person should be prepared to teach, as boarding place; in fact through this whole well and as thoroughly, as he should to life, he ought to be so regular and exact that preach, or practice law, or medicine. When his employers can regulate their time peices this is done, we shall hear less complaint by his movements. about poor teachers and poor schools.

I have thus hurriedly, and without any re- cultivate habits of close application and rigid gard to order, mentioned most of the studies investigation. It would be well for him to usually practiced in our common schools; have one or two studies to pursue during but by no means all it would be useful for the each term. He will, in this way, be continthemselves, before they come before the classes, teacher to understand. There is yet a long unlly enlarging the list of the sciences he is and be prepared to bring up some principle list of studies, each one of which would be a able to teach, as well as expanding his intelfound in the books. Allow me to repeat that Knowledge, from which he should be able to out having spent his seven years in college. thoroughness; THOROUGHNESS, should be the draw at sight. Book-Keeping, Analysis, As- Essay writing might profitably engage a pormotto of every teacher in everything taught. tronomy, Geology, Mineralogy, Music, Draw- tion of his time. Perhaps there is no other Science, are subjects which any ambitious more deficient, than in the ability to put teacher should and will strive to master. their thoughts upon paper, in the form of w

In addition to the branches that are considered properly school studies, the teacher must be a person of general information upon energies of the soul, and build a strong, vigall the common topics of conversation. He orous, intellectual man. In this teachers must be an extensive reader, not of novels, ought frequently to employ themselves. Let or silly, senseless, sentimental, love sick stories, them write articles for publication in the that require no brains to write, and that per- village papers. sons with any brains will never read; not works that will dwarf the intellect and corrupt tion for a teacher; he cannot possibly find the morals. No, not such books would I re- time to be idle. The indolent farmer has commend teachers to read, but the standard poor crops, or none at all; the mechanic, literature of the day, the proceedings of lite- who neglects his shop to loiter in streets, losary and scientific associations, the doings of es his customers; the lawyer that allows his the State and National Legislatures, and cases to go against his clients by default, will above all works upon education. Every soon have no clients; the physician that is teacher should have a teacher's library, in not attentive to his patients, soon discovers which should be found Page's Theory and that his more diligent neighbor secures all the Life of Mary Lyon, the Teacher, Mansfield and his clamor for their demands.

sibilities of an instructor, to be prepared to assume the duties of guiding the youth of the charge of undying souls; rather send him to Keystone State, forming their habits, and watching over their morals, an individual must have other qualifications than those which have been mentioned in the preceding remarks, he must know very many things. not taught in schools, or learned from text that under his hand a poor scholar will ap-

Nature must have nobly done her work | municate-apt in his methods of illustration for him and in him. A teacher, to be suc- - apt in his explanations, and apt in all he cessful and useful, must possess certain per- does in school: apt in making his pupils desonal qualifications, aside from his literary pend upon themselves, instead of their teachattainments. First of all, he must be a gen- er. I cannot better express my views upon tleman. I do not mean a manufactured this subject, than to quote the words of the gentleman got up for the occasion, one of the eloquent Bishop Potter: he says, "If I were modern stamp, who frisks a gold headed to reduce to a single maxim, the concentrated switch, and dangles gold chains and seals, wisdom of the world on the sulect of practithat other men's money has paid for, smokes | cal education, I should but communicate a cigars, chews tobacco, cracks champagne, proposition, which I think will commend it and considers everything that does not come | self to all minds, but I fear is not incorporatup to his standard, "decidedly vulgar," ed as it should be, into the practice of schools modern fop, that bows and scrapes to the land families. That principle is, that in edulordly aristoctat, and talks nonsense to the cating the young, you serve them most effecdaughters of the upper ten, while the honest tually, not by what you do for them, but by is treated with cold neglect. But I mean one | meht." of nature's noblemen, who treats all with genuine unaffected kindness, who knows, in teacher should have a character above tehis associations with his employers and their proach or even suspicion. There are moral children no rich nor poor, who encourages, qualities that inspectors are not required to and applauds virtue, and despises and frowns examine into; such as an aversion to any upon vice, in whatever garb he may find approach toward partiality among his pupils. them, will render all possible assistance to a strong attachment for truth and justice, the scholar that is contending against diffi- an unconquarable abhorrence of falsehood culties which may lie in his pathway up the deception, or injustice in any of their forms hill of science, though he may be clothed in |-the least deviation from the path of recti-

In short, the teacher should be a person, attempt at witty inuendoes, at the doctrines whose whole deportment is in accordance of the Bible, and a respect for, and attachwith the golden rule, the principles of which ment to, the principles of religion. appear to have been forgotten by the Chesterfields of the present day. The teacher without being foppish; firm, but not over-A highly cultivated, vigorous mind is should be neat and tidy in his attire, not bearing or censorious; gentle and forgiving live in" should be cared for, because we live Let no one think that I am recommending or egotistical. In short, we must have an

Love of order, is an important requisite laws to be observed to keep them in a healthy for the teacher, if things in the school room Franklin found time in the midst of all his condition. The teacher, then, should know are suffered to go along without any regard labors to dive into the hidden recesses of enough of Philosophy and Hygiene, to in- to system, he will fail to teach by example science. The great Frederick, with an emscruct his pupils as to the organization of the at least, one important thing for children to pire at his direction, in the midst of war, animal system, and the laws of health. We know, and practice upon, that there is a time which was to decide the fate of his kingdom, do not ask that every teacher should be a and place for every thing, and every thing found time to revel in the charms of philoso

he knows that every person requires pure air Punctuality is another highly important to breathe, and that in large quantities; that qualification for the teacher, without which comfortable but positively injurious, that sit- deed it is one of the cardinal virtues in the his arbitrary pleasures, had time to converse ting week after week bent over a desk, with character of a person engaged in any busi- with books. Cassar, when he enibed the the head resting upon one hand, will inevita- ness, it is the corner stone, upon which for spirit of the Roman people, and was thronged tongue. If an individual lack this qualifica- our common schools, and those teachers who knowing should apply in his school arrange- portance upon his pupils, in a far more effect public.

methal the biglious nonthrouse of re-pre

THE BATTLE OF TRENTON.

BY BICHARD EVERETT. On Christmas day, in /Soventy Sixtonia Our gallant troops with bayoners fixed

To Trenton marched away," The continental army, under Washington was, in the latter part of the year 177d in in very perilous condition, being, about discenganized. In the month of November the American force was reduced to about seven teen hundred men at one period, while darken ness and despondency rested over the paper of liberty. A large and well-conditioned British atmy was stationed in the Middle States. The patriots were discouraged and sorely tried, Congress bills of credit were very much depressed : the public freezury was exhausted and, as an eminent American his torian has remarked, "the sun of American c liberty seemed about to set amid clouds of hopeless despair." Yet the faith of George Washington was firm, undaunted and rootstant he looked forward to ultimate triumph. and with restless zeal he set himself about organizing a new army. It was while the clouds of fortune were dark, and while the patriot's hope seemed eclipsed forever that he planned and triumphantly executed the bet-

tle of Trenton. Reinforcements from the North joined Washington, and recruits were collected by promises of bounties and pay; and the pat-riotism of the people being aroused once more by stirring appeals, the Commander-in Chief found himself, on the 20th, of November, in command of about six thousand effen. tive tten; and with this army he resolved to strike a blow at the enemy, and revive again. the cause of freedom.

The British forces were at that time sent tered in detatchments throughout New Jersey and in the neighborhood of Philadelphia. There was a post at Mount Holly, one at Burlington, one at Bordertown, one at Black Horse, and one at Trenton, while the strong. est force was stationed with the stores and ammunition at New Branswick All these posts up to the latter were to be attacked simultaneously by a body of men under the on American Education, the several volumes | dolence of these men, injures only the estate | while Washington, with two thousand four of the Educational Papers of the State, my or the health, of themselves, or their fellow hundred men, and twenty pieces of artillety,

tal minds, or permits his pupils to grow up at Trenton. command at Trenton about fifteen hundred infantry, and a squadron of occality. Con Donop was stationed a short distance from inactivity will produce less disastrous results. Tranton with two thousand men, but Gent The successful instructor must be apt to Putnam made a diversion in favor of the Americans by sending Col. Griffin, with four hundred men, to threaten Mount Holly. Donop at once moved off in pursuit, and at the time of Washington's attack was too far off to render Raile any service.

Washington selected Christmas night for nis enterprise, and on the evening of December 28, 1776, his troops were paraded at Mo Conkey's Ferry, hearly opposite Trenton, and in the midst of floating ice and a cold snow storm, they commenced crossing the Delgwars. The clothing and equipments of the army were very poor. Few of the men had blankets, scarcely any overcoats, while boots and slives were sadly deficient. Some of the men were almost barefooted, and their frozen bleeding feet left crimson stains to upon the snow. Often have we heard our grandfath er, (who was an officer in the Continental army,) describe the horrors of that might the laborer, who has sense enough to not carry what you teach them to do for themselves. bitter cold, the masses of running lee, the his capital, character and all, on his back, This is the secret of all educational develop- toil of towing and making passage for the boats, and the dark and cheerless aspect of

the winter's sky. It is now the his file off; and Brave General Knox dismounted from his horse and lifted like a giant as he was, at the wheels of his artillery as the guns were put? on board the boats. At length, not far from four o'clock in the morning, the sarmy was I landed on the Jersey shore; and in two die visions pressed on towards the town. One division marched by what was called the upper," and the other other by the lower? road; and each encountered the enemy's pickets about the saine time.

The Hessian and British drums instantly:

beat to arms, and Colonel Kalle with great presence of mind, formed his astonished ments for a stout resistance. The first decided at tack was made by Captain Washington and Lieutenant Monroe, (afterwards Prendent) who dashed forward and seized a battery of several cannon, driving the artillerymen from their guns. Ralle having formed his infantry, endeavored to make an assault butta the Americans pressing forward with cheers and heavy volleye, the Hessians began to waver. At this moment. Colonel Raile fellow mortally wounded, and his troops breaking nto fragments, started on a run stowards Princeton. But colonel Hand, with a buttalion of Pennsylvania militia, beingraffa un mp in the road, the enemy threw adown their arms and annandered.

About six hundred infantry and the troop of light horse escaped at the beginning of the attack. About one thousand prisoners were taken, with six brast field pieces, one thouse sand stand of arms, twelve drums, and four colors. One of the colors was the broad, costly, and somewhat coleptated flag of the Anspiachers, Hessian brigade This daming solidity and strength of mind because he those who attempt to teach it to American Several of the higher departments of mathmay exhibit an occasional playfulness and youth, be perfectly familiar with their native consumption. This much every person may not enough to talk about the importance of fuence in seciety. They can, if they want to obtain proper list imlevity.

Several of the higher departments of mathmay exhibit an occasional playfulness and youth, be perfectly familiar with their native consumption. This much every person may not enough to talk about the importance of fuence in seciety. They can, if they please, frozen to death, so intense was the destinges of our Relevity.

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