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AT THE OFFICE OF THE JEFFERSONIAN.

"Married Yesterday."

Every day in our journal that with the first gleam of the sun is flung within our portals, we read the little sentence—"Married yesterday," and so. Every day there is a wedding feast in some of the mansions of the earth; a clasping of hands and a union of hearts in the dim aisles of some holy temple; a pledging of eternal love and constancy during all the hours that are yet to come down, like spring flowers upon life's pathway. Each day some new marriage crown is put on, and she who wears it, leaning upon him whose love is the brightest jewel set amid its leaves, steals away from the "dear old home," and nestles tremblingly in the fairy cot where love's hand has trained the "honeysuckle over the latticed porch, and placed Eolian lyres in all the casements."

"MARRIED YESTERDAY."

There are pearls and gold shining now amid the flowers that fringe love's pathway and stars gleaming like a chandelier in the ornaments of hope. There are harps tinkling now whose melody is sweeter than the sound of the evening bells, and joy falling like a shower of amethysts upon the hearts that yesterday were wed. Life now has become beautiful. The soul soars upwards from the dust like a dove loosed from its cage.—There is melody in every place; yes, there are angels in every path with crowns for those who are pressing onward with song and prayer.

"MARRIED YESTERDAY."

It seems now a long distance to the grave—a long road to the final rest.—But soon the shadows will come and life loses its summer bloom. Then, as the patter of tiny feet is heard about the grandfather's knee, they who were "married yesterday," mayhap will turn back to the records of the past, weeping silently the while, remembering that their summer is gone, their harvest ended, and that soon gathering up their shavings, they must pass beyond the gates of pearl, where will be but one marriage—that of the Lamb with his chosen people.—Newark Daily Mercury.

Baby Wisdom.—A little girl about five years old, one day heard a preacher of the Chabad order praying most lustily, till the roof rang with the strength of his supplication. Turning to her mother and beckoning the maternal ear down to speaking distance, she whispered, "Mother don't you think that if he lived nearer to God he wouldn't have to talk so loud?"

A CURIOUS HISTORY.—The following is said to have occurred in Livingston county, Kentucky:—"A widow lady took an orphan boy to raise, quite small, and when he arrived at the age of eighteen she married him, she then being in her fiftieth year. They lived many years together, happy as any couple. Ten years ago they took an orphan girl to raise.—This fall the old lady died, being ninety-six years of age, and in seven weeks after the old man married the girl they had raised, he being sixty-eight years of age and she eighteen."

How Sadly True!

The Syracuse Standard says: "When a rakish youth goes astray, friends gather around him in order to restore him to the path of virtue. Gentleness and kindness are lavished upon him to win him back again to innocence and peace. No one would suspect that he had ever sinned. But when a poor, confiding girl is betrayed, she receives the brand of society, and is henceforth driven from the ways of virtue.—The betrayer is honored, respected, esteemed; but the ruined, heart-broken victim knows there is no peace for her this side of the grave. Society has no loving, helping hand for her, no smile of peace, no voice of forgiveness.—These are earthly moralities unknown to heaven. There is a deep wrong in them, and fearful are the consequences."

From the Massachusetts Teacher.

EASY METHODS OF INSTRUCTION.

A Prize Essay.

By MISS BETSEY L. ADAMS, OF BROOKVILLE.

Perhaps I may be allowed to avail myself of the opportunity given by the Association, to present some methods of teaching the branches usually pursued in our common schools. These plans may not be new, but it is believed they will be found practical, as they are such as have commended themselves to the writer during a somewhat extended course of teaching, and with pupils whose ages have varied from three to twenty-one. No method will be proposed that does not aim at thoroughness; and as "there is no royal road to learning," every useful method, like every thing else that is valuable, will require a certain amount of labor. But it is believed, that to teach a thing thoroughly at first, will, in the end, prove the easiest way.

To commence with Reading. Some have endeavored to shorten the process of teaching children to read, by beginning with words instead of letters. This is thought to be almost as absurd as to attempt to teach Arithmetic by presenting combinations of numbers at first, instead of single figures. Not that every letter must be learned before words are formed. The little one, unless remarkably tractable, wearies of the A B C before the twenty-six are learned. Therefore as soon as two letters have become familiar, they may be formed into a word, and this process continued till the whole alphabet is mastered.

Others would teach the elementary sounds of the letters, before, or in connection with, the names. All these sounds must become familiar, if we would make good readers, and there is scarcely any danger that they will be practised too frequently. But the child must be taught one thing at a time. If he attempts to learn the name and the sound at once, he will be in danger of confounding them; and it is believed nothing is lost by leaving the elementary sounds of the letters, till his powers of discrimination have become more fully developed. This method might be more fully discussed, but it would be tedious, and perhaps unprofitable.

In this connection I would insist that words should not be pronounced for scholars. Exceptions there may be, but this should be the rule. The scholar should be led on by gradual steps, and required to spell out every word he cannot readily pronounce. This will teach him to depend upon himself, and will apply to other branches. Even a scholar who is somewhat advanced, should be taught to consider it no disgrace, to pause, as he meets an unfamiliar word, and apply all his knowledge of the laws of pronunciation to the stranger. This is the way to become ready readers.

In regard to expression, much must be left unsaid. The natural utterance of joy, grief, &c. in the child is believed to be a safe example. Unnatural tones cannot be correct, natural ones must be so.—The necessity of cultivating the imagination in connection with reading, is now supposed to be so generally understood and realized by all good teachers, that it is not necessary to dwell upon it. Spelling should be practised in connection with reading. Do you ask whether it should be performed orally or by writing?—I answer, in both ways, though we think oral spelling should take the precedence with children. We know it is said "We have no use for it in after life, therefore it should not be practised." It should be used as a means, not as an end. My principal reason for preferring that oral spelling should preponderate in childhood, is, that it is much the most rapid way. Many more words can be learned in the same time, than by stopping to print them all. But writing the words should by no means be omitted, and with advanced scholars, this method may be pursued to the exclusion of the other.

Many methods of correcting a written spelling lesson have been proposed. The following has been tried with success. A certain class of words is selected for a lesson, or series of lessons, for instance, the names of familiar objects, articles of dress, or furniture, names of persons, places, &c., the class occasionally dictating a lesson, being previously prepared, and each giving out a word. As the words are given out, each one writes them upon the blackboard or a slate. They are then spelled aloud, each word being pronounced correct or incorrect by the one who gave it. Each member of the class is provided with a slip of paper and pencil, and whenever a word in his list is pronounced to be incorrect, he copies it upon his paper. At the close of a week, these papers are passed to the teacher, and the words upon them are given out as a lesson. If any word is still misspelled, it is copied again, and will enter into the review of the next week. In this way every word must be learned.

Little children should not be confined to the columns of the spelling-book,—though far be it from us to call them "nonsense columns." A single word may be given them each day, aside from the regular lesson, to be spelled on the succeeding day, and if the words are wisely selected, a lively interest will be excited. These words the class may afterwards be allowed to give out from memory. One who has never tried this method, will be surprised to find how long a list of im-

portant words may thus be learned by a young class, they meanwhile regarding it only as relaxation, or pastime.

If you would teach Arithmetic with success, observe these directions. Give practical examples, rather than abstract numbers. Render no assistance till it is absolutely necessary. Explain no difficulty till it has been met, and unsuccessfully grappled with, by the learner.—Meeting in a store with a little girl who had just commenced Arithmetic, she pointed to some pencils, saying she bought one of them yesterday. "How much do they cost?" she was asked. She hesitated a moment, then replied, "I gave him a ten cent piece, and he gave me a three cent piece and one cent." This answer taught the necessity of combining the processes in proposing questions to children, and of making them practical. If you speak to a little class of having so many red, and so many yellow apples, when they leave their home, of a kind neighbor adding a certain number to their store, of eating one, of losing two, and giving one apiece to James, Charles, and Henry; how their eyes will brighten as they follow you, and with what confidence will they inform you how many they would still have. Then these last may, in their imaginations, be cut into halves or quarters, or each apple exchanged for a certain number of pears or peaches.

It is an excellent plan to give a separate question to each member of a class before any are solved, requiring each to retain his question in the mind till the solution is called for. When all are supplied with questions, require each one to state his example and perform it. This method makes a recitation interesting, and tends to strengthen the memory and produce clearness of ideas.

Allow children sometimes to propose questions to each other, and though, like one impulsive child, they may ask, "If a flock of geese were flying over, and a gunner should shoot nine of them, how many would be left?" this will only lead them to notice the conditions of a question more carefully.

Never fail to cultivate mental activity, by proposing questions at the close of the recitation, and allowing the one who first gives a correct answer, to go first from the class,—as is now so generally practised.—Be sure to associate large numbers with small ones. If trained aright, a scholar may give the product of six multiplied by thirty, as soon as six times three. Require correctness, as well as rapidity. Allow no guessing. A long list of numbers may be written by the teacher upon the board, added by him at the time of writing them, and the answer retained. Scholars may then go in turn to the board, passing along as they add the numbers. If the board be of considerable length, it will afford amusement to see the active ones passing by their slower neighbors, and coming out first with their answers.—These are carried to the teacher, who, after all have added, reads the answers aloud, naming those who have the true answer. This method affords relaxation, and cultivates rapidity and correctness of calculation.

A little lad is ephering in Subtraction. Yesterday he found a difficulty in the lower number being larger than the one above it. He was shown how he could take one of those tens, and change it to units, just as a ten-dollar bill can be changed for ones. To-day he comes again to the teacher with the question, "How can I subtract these numbers?"—Just glancing at the slate, the teacher replies, "Borrow one from the column of tens." "O, but I cannot now," he replies, "there are none there." On examination, the upper number is found to be ten thousand. Now the process of changing the ten thousand to thousands, one of the thousands to hundreds, and so on, must be fully explained, and you may be sure that the eye will light up as the subject unfolds itself, and subtraction, in any form, is from that time perfectly clear to his mind. This difficulty might have been anticipated by the teacher, and explained beforehand, but think you it would have been as readily seized upon, and as long remembered?

It was formerly the opinion of Geographers, that the pupil should commence the study with his own location, and gradually enlarge the sphere of his observation. But we believe the prevailing opinion at present is, that a general survey of the whole earth should first be taken, and particulars learned afterwards. We leave this question. Let every one be fully persuaded in his own mind as to the true method. A Globe should be used in giving children their first lessons in Geography. As they advance, Outline Maps are exceedingly important, almost indispensable. Take a class who have been studying the historical part of the Geography, and give them a Map lesson, allowing them to study it from Outline Maps with pointers in their hands, and their recitation will evince the increased interest of the class, if it has not already shown itself in their manner of studying. The names of all the towns in the State may soon be learned, with the situation of most of them, by allowing one to point them out, while a class or the whole school recite them in concert. In the absence of Outline Maps, their want should be supplied by having maps drawn upon the blackboard, and making the same use of them as of the others.

Never allow a class to learn the direction of rivers, situation of important

towns, &c., till they are familiar with the mountain ranges. Let them fix their attention upon these, and then determine what must, of necessity, be the course of the rivers; then an examination of the facts will be full of interest.

Do not confine a class in Geography for any length of time to the text-book, the exclusion of the map. Much time is lost in this manner, and a distaste for the study contracted. A careful reading of the surface, climate, soil and productions, except with small children, will generally be sufficient, if care is taken by the teacher to require them to compare states and countries, classing together such as are alike. For instance. Why allow scholars to spend portions of several successive days, in learning the soil, productions, &c., of as many of the Southern States bordering upon the Atlantic Ocean, when at a single recitation, and in connection with a lesson upon the map, they may be made familiar with all that section of country? And it will not be difficult to determine which will be most easily remembered, associated or isolated facts. Again, suppose the subject of the lesson to be the islands off the east coast of Asia. If you would make the lesson both interesting and profitable, speak to them of the importance of the empire of Japan at the present time, of the scenery as a vessel approaches the harbor, of their habits of non-intercourse, of the personal appearance of the people, drawing vivid pictures to the imagination, of the painted faces, half-dressed, enormous sleeves, girdles, fans, &c., and you will probably find, at the next recitation, that none of these facts have been forgotten; perchance they may have added much to their store from other sources.

In commencing the study of Grammar, an interest is best maintained by requiring copious written examples. These may, at first, consist only of the parts of speech; but they will soon be taking their first lessons in Composition, though probably without being aware that they are pursuing a study that is so generally distasteful to the young. Do not enlighten them upon the subject at present. As they advance, repeat to them (it would lose half its interest if read, instead of repeated,) some interesting anecdote with a good moral, and require them to write it from recollection, and present it at the next recitation. As soon as they can parse a few words, give them a sentence or phrase upon the blackboard, to be parsed on the succeeding day. This method may be continued till they are able to parse from a text-book. If this course is pursued, we are confident that there will be no lack of interest among boys or girls, and no need of resorting to various methods, such as choosing sides, to excite emulation, as they will study from the love of it, which is far the better motive.

A word upon Writing, and I have done. Some would not have children learn to write before they are ten or twelve years of age. Much is lost by this delay, and it is doubted whether anything is gained. We have seen children who commenced writing before they were eight years of age, and who, before they were ten, could write a page of which a young lady of eighteen need not be ashamed. And has not such a child a decided advantage in learning spelling, composition, &c., over one who never handles a pen till twelve years of age? Sometimes a child becomes so much interested in writing, as to be reluctant to leave it at the given time. If possible, take advantage of such stimulus, taking care that the energies be not too much exhausted. It will be found that no more improvement may be made in one hour at such times, than in many hours when the task is reluctantly performed.

If more has here been said of thoroughness and correctness, than of ease, in methods of instruction, it is because it is believed that no method will in the end prove easy, that does not combine these two essential requisites.

Speech of Mr. Zachariah Spicer

On the following question, "Which enjoys the greatest amount of happiness, the bachelor or the married man?"
 Mr. President and Gentlemen—I rise to advocate the cause of the married man. And why should I not? I claim to know something about the Institution, I do not! Let him accompany me home. Let me confront him with my wife and seventeen children, and decide.

High as the Rocky Mountains tower above the Mississippi Valley, does the character of the married man tower above that of the bachelor. What is a bachelor? What was Adam before he got acquainted with Eve? What but a poor, shiftless, helpless, insignificant creature! No more to be compared with his afterwards, than a mill-dam to the great roaring cataract of Niagara. [Applause.]

Gentlemen, there was a time, I blush to say it when I too was a bachelor; and a more miserable creature you would hardly expect to find.—Every day I toiled hard and at night I came home to my comfortless garret—no carpet, no nothing. Everything was in a clutter, and in the words of the poet

"Confusion was monarch of all he surveyed."
 Here lay a pair of pants there a dirty pair of boots; there, a play-bill, and here a pile of dirty clothes. What wonder that I took refuge at the gaming-table and bar room. I found it would never do, gentlemen, and in a lucky moment I vowed to reform. Scarcely had the prom-

ise passed my lips, when a knock was heard at the door, and in came Susan Simkins after my dirty clothes.

"Mr. Spicer," says she, "I washed for you six months, and I haven't seen the first red cent in the way of payment.—Now I'd like to know what you are going to do about it?"

"I felt in my pocket book. There was nothing in it, and I knew it well enough."

"Miss Simkins," said I, "its no use denying it. I haven't got the pewter." "I wish for your sake I had."

"There," said she promptly, "I don't wash another rag for you."

"Stop," said I. Susan, I will do what I can for you. Silver and gold have I none; but if my heart and hand will do they are at your service."

"Are you in earnest?" says she, looking a little suspicious.
 "Never more so," says I.
 "Then," says she, "as there seems to be no prospect of getting my pay any other way, I guess I'll take up with the offer."

We were married in a week; and what's more we haven't repented it. No more atties for me, gentlemen. I live in a good house, and have somebody to mend my clothes. When I was a poor, miserable bachelor, gentlemen, I used to be as thin as a weasel. Now I am as plump as a poker.

In conclusion, gentlemen, if you want to be a poor, ragged fellow, without a coat to your back, or a shoe to your foot; if you want to grow old before your time and as uncomfortable, generally as a hedgehog rolled up the wrong way. I advise you to remain a bachelor but if you want to live decently and respectably get married. I've got ten daughters, gentlemen [overpowering applause,] and you may have your pick.

Mr. Spicer sat down amid long continued plaudits.—The generous proposal with which he concluded gained him five sons-in-law.

Peculiarities of Japanese Beauties.

Beauty is rare in Simoda; and there seems to be very few of the higher classes residing there. Some pretty girls were seen, but the married women in Japan disfigure themselves by blacking their teeth with the betel nut, and shaving their eyebrows. This is done that no one may be tempted by their beauty after marriage. An unnecessary precaution; for, like all women who mature early, they fall rapidly. The gross immorality and disgusting immodesty among the lower orders of the people, exceeds everything of the kind to be met with in any other part of the world. The laboring classes are half or entirely naked all the time—"weather permitting," of course. Women may be seen bathing in the streets, in front of their own doors, in an entire state of nudity; and there are two bath-houses at Simoda where the sexes bathe indiscriminately—disregarding entirely all decency, and throwing the fashionable frequenters of Rockaway and Newport quiet into the shade. The dress of the women of Japan is, by no means, to be commended either for its elegance, gracefulness, or propriety. It consists, separately, of body and skirt, both of which are open. The former falls loosely from the shoulders, at times partially exposing the bust in front, or on the side. The latter is very narrow, and drawn tightly around the waist and hips, leaving an opening at the side, only about half doubling. This confinement of the hips, added to the sandals that are worn, renders the gait in walking extremely awkward. The hair, however, is arranged in the most artistic style, which, if it could be once seen by a Parisian *coiffeur*, would doubtless supersede the *Chinois Imperatrice*, or any other most in vogue. In their houses, gardens, streets, and persons, the Japanese are cleanly.

Concubinage is common in Japan.—Besides a wife—who is always the mistress of the family—every man who can afford it seems to have from one to five or six concubines,—depending upon his means or inclination—who are bought from their parents while young. These creatures do not, of course, either black their teeth or shave their eye-brows, and are often quite comely. They are made to perform the duties of maid-servants, and are frequently, through jealousy, very cruelly treated. At Simoda, this class appeared to admire the foreigners very much, and were in consequence, often ordered out of their sight.

Anecdote of Dr. Chapman.

As a practitioner, the late Dr. Chapman, of Philadelphia, was distinguished as much for the charm of his manner in the sick chamber, as for skill and success in prescribing. His lively conversation and ever ready joke were often more effective than a medicine or cordial. Indeed, in cases of trifling importance, the doctor sometimes prescribed little else. In pleasant chat, both patient and physician seemed to forget the object of the visit, and the doctor would depart, and "leave no sign" for pill or bolus. In this connection, we can not forbear introducing a single short anecdote which, we believe, is correctly attributed to Dr. Chapman. He one day received a hasty summons from a lady to attend at her house. On his arrival, he learned that her daughter had accidentally swallowed a shilling piece, and the mother was all anxiety and trepidation in view of the consequences. "Was it a good shilling?" coolly asked the doctor. "Yes." "Well, then, I guess it will pass," he replied, as he bowed and retired.

The Snake-bit Irishman.

A party of gentlemen having gone on a deer hunt, were greatly annoyed by an Irish Jeremy Didler, who quartered himself upon their camp and bored them by his idle boasts and abuse of everything American, and a particular horror of all kinds of snakes, and one of the party determined to take advantage of his prejudice, with a view of getting rid of his company. Accordingly, one night he was "sound a snoring," perhaps dreaming of snakes, the mischievous gentlemen got his hunting knife, and going to where the offal of a large deer had been thrown, cut off about seven feet of the intestines, and securing the ends with twine to retain the contents, tied one end of them fast and tight to a corner of Paddy's linen, that had wandered through a rent in his oh-no-we-never-mention-'ems, coiling it up smoothly by his side, snake-like and true.

All things thus arranged, the conspirators lay down again, and at the conclusion of one of the stag-born snores, one of the gentlemen roared out at the top of his voice: "Ha-wee! ha-wee! a big black snake eleven feet long, has crawled up my trousers, and is tying himself in a double-bow knot around my body!"

At the first shout he gave the Irishman a furious dig in the side with his elbow, and kept up a running accompaniment in his shins with his heels! Of course the noise and hurting awoke him quick and wide; in the first movement he laid his hand on the nice coil at his side, and he himself out "Jasus!"

Making one bound, that carried him some ten feet clear of the camp, and with a force that straightened out the coil, and it crackled like a whip. Casting one wild, blazing look behind, he tore off with the rapidity of lightning around the camp in a circle of forty feet across, and at every bound, yelling: "Saze him! saze by the tail! Och, Howly Vargin, stop him! Och, Howly Vargin, stop him! Och, St. Patrick, tare him till jiblets! A wha, a-wha, he's got me fast hould, och he has! By the Howly Saint he's mendin his hould on me! Och Jasus, gentlemen, take hould on him; catch him! Shoot him in the tail end, noind!"

During this scene, one stood hugging a sapling with both arms and legs, his head thrown back, screaming with laughter; another lay on the ground, rolling in fits of laughter; another, "Pat Jim," stood with his legs about a yard apart, his hands holding his lips shouting at intervals of five seconds, "snake! snake! and the eob seemed to mock him with the return of "snake! snake!" as Paddy made the circle of the end, noind! After circling about thirty times, the poor fellow flew off at a tangent into the dark woods, and the mingled sounds of "snake! murder! howly vargin! fire! help! &c., died away in the distance, and the hunters were alone.

"Umph," said one, "I thought that snake would stop his snoring in this camp at any rate!"

Romance.

During last week a secret marriage took place in Tanagua, followed by a family breeze of considerable force. The facts, as we learn, are these:—A gentleman from the city, reputed wealthy, was boarding at a public house in that borough. With him was his family, one member of which was a daughter some fifteen years of age, and spoken of as very handsome. A young engineer boarding at the same house, became attached to the young lady, and was rewarded by a return of love; but conscious that a union would not be sanctioned by the parents of the lady, they were secretly married. After the ceremony the lady returned to the hotel, but the affair leaked out, and the enraged father with harshness demanded the truth of his daughter. She, frightened at the storm gathering, denied the marriage. The father, but half assured, or else fearing it would be consummated, if not done already, kept a close watch on the movements of the parties. On Friday last, the excitement having somewhat cooled down, and the vigilance of the parents having abated, the young lady in following them to dinner, slipped through a side door, and without bonnet, shawl or cloak sprang into a carriage with her husband, and in an instant was off like the wind. The parents missing her searched the house in vain. After considerable loss of time they discovered the truth, but we believe it was concluded not to pursue them. The young folks fled to Mauch Chunk, where horses and carriage were in waiting for them; from there they bent their course towards Easton to take the cars eastward. We understand that a young man who was sent ahead from Tanagua to secure a team at Mauch Chunk, rode his horse to death. But when the youthful blood is up, horse-flesh and family pride are of but small consequence.—Pittsille Gazette