

A Psalm—To the Men of the Arctic.

The gallant of the Arctic, each tale we hear do  
That of the noblest race, ye heroes, saved the  
But, by heaving him you notice, there was surely  
Can you tell us how the gentle ones, and helpless  
There were infants and fair maidens, left shivering  
And mothers with their cherished ones, clinging to  
The aged, too, and sick were there—O tell us how it  
That all these helpless creatures, were swallowed by  
And did you not stay by them? reached forth no  
Those dear ones of the country, from such a cruel  
No! were all left to perish?—and—his, ye gallant few!  
The nearest other thing alive, I'd be, than such as  
The history of ocean hath many a gloomy page,  
Recording scenes of terror, from man, and nature's  
But ye gallants of the Arctic, tell the blackest story  
I wish no worse to you, than life—and never to for-  
A cry sweeps o'er the ocean, its anguish who can  
From other lands 'twill echo back in tones of lasting  
Our stoutest ship was struck at noon, there were  
Yet not a child or woman saved, of all who suffered  
Then men the yards, my hearties! raise every color  
Sound cannon, drums and trumpets, fill their music  
Cheers! for the gallant engineers, subordinates and  
By all that floats! they saved the boats—what  
braver, could they do.—N. Y. Tribune.

COMMON SCHOOLS.

A Lecture to the citizens of Tioga County, delivered  
by invitation of the School Directors of Wells-  
borough, at the Court House, October 17th, by Rev.  
J. F. CALKINS, Superintendent of Common  
Schools for said County.

FELLOW-CITIZENS:—For whatever trial to  
your patience you may endure, or benefit you  
may derive from what I have to say on this  
occasion, you are indebted to the School Di-  
rectors of this place. Nevertheless, I am glad  
of the opportunity their invitation affords me  
to give thus publicly my views in regard to  
this subject. That these views are essentially  
different from those entertained by enlight-  
ened educators, here or elsewhere, I am not  
aware, or that they will give much light to  
those who have duly studied this subject, I  
do not flatter myself. Yet, occupying the  
position I do, I cannot refuse any tribute I  
can bring to the cause of universal education.  
You will readily perceive that I am not to  
lecture on the general subject of education,  
or the necessity of a thorough education in  
this country. Your Colleges, academies,  
seminaries and schools professional, I have  
nothing to do with on this occasion. Com-  
mon Schools is my theme—common schools  
in Pennsylvania.

1. Of the definition and origin of our com-  
mon schools, allow me in the first place to  
say a few words. As far back as the days  
of William Penn, (1683) a council was held  
in Philadelphia, to take into consideration the  
necessity of having a school-master. In  
that same year, nearly 200 years ago, and  
to the first Frame of Government organized  
by the Province, public Schools were taken  
under the patronage of the State, or Province.  
What Pennsylvania should not feel proud of  
this early origin of the concern of the  
government for education. That the school  
should be a State establishment, is a doctrine  
more than 200 years old; nay, it runs back  
to the old Republic of Greece and was wisely  
engrafted upon the very origin of our coloni-  
al settlements.

The first general common school law of  
Pennsylvania, was passed in 1834—estab-  
lishing a school system for all. Eighteen years  
passed in various unsuccessful experiments,  
modifications and heavy expenditures, with-  
out meeting the earnest, but weary-grown  
hopes of the friends of the system. In 1849  
'52 and '54, the greatest and proudest strides  
were taken towards improvement in our leg-  
islation on this subject. With unflinching  
faith in a State patronized system of univer-  
sal education, our best educators awoke and  
went to work. They had precedents before  
them in Europe and many States in this Un-  
ion. By consulting these, they could glean  
the excellencies from all, and avoid their de-  
fects and the experiments wherein they had  
failed. They knew that theories, however  
beautiful, were liable to fail when reduced to  
practice. Many such beautiful theories had  
been exploded by the practice of other States  
and countries. Pennsylvania might, and did  
profit by all these. Many school laws of  
many States were familiar to the originators  
of our laws. The efforts of philanthropists  
in this department of legislation for 200 years  
and more, had settled many important prin-  
ciples; and we are saying nothing more for  
the School laws of Pennsylvania than has  
been said by many of the best educators in  
the United States, with their acknowledged  
defects, they are the best in our country.  
This is not saying that they are perfect, or  
as complete as they can be made by man,  
and "it should be the pride as it is doubtless  
the duty of all good citizens to sustain and  
perfect them by every means in our power."  
In the Report of our excellent Superintendent,  
the doctrine is well asserted that "The  
children of the Commonwealth are public  
property, and the government, as a faithful  
guardian cannot discharge the trust without  
preparing them for the rights and duties of  
citizenship."

2. Allow me now to call your attention to  
the mission of these schools.  
They are not sectarian. Wisely have our  
laws thus refused any division of the  
School fund for religious or church education.  
It is not Catholic, or Protestant, or native,  
or foreigner that are to be educated as such;  
but Catholics and Protestants, natives and  
foreigners—all children are to be edu-  
cated. This is the design of the law. These  
schools are to seek, not favorable localities,  
where a large and popular school can be  
gathered, but all localities where children are  
to be found, through every city, ward, vil-  
lage, town, block and corner where children  
can be gathered in groups of half a dozen or  
more. Here, these State established schools  
are to go. The design and mandate of the Con-  
stitution is that "the poor shall be taught  
gratis." We are to be diligent in coming up to  
the work. Pennsylvania is behind no other State  
in the Union in the provisions she now ex-  
tends to all classes to become educated.

THE AGITATOR.

Dedicated to the Extension of the Area of Freedom and the Spread of Healthy Reform.

M. H. COBB, EDITOR. W. D. BAILEY, PUBLISHER.  
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As this education is not to be sectarian, as  
it is to leave the child free as the air on our  
hills to choose his church and religious as  
well as political creed, so is it not a profes-  
sional education. Back of the professions  
and callings of many in this life, is the foun-  
dation of all knowledge, the elements of all  
success, usefulness, and honor. This foun-  
dation the State speaks, so lay in every neigh-  
borhood, in every family. Reading, and writ-  
ing, Arithmetic, Grammar and Geography;  
these have no sectarian, professional, or political  
bias. So intimately is our honor and credit  
as a State, our existence as a free nation,  
connected with this fundamental education,  
that this State has determined to throw  
the temple of knowledge this far at least wide  
open to all.

A very delicate and interesting question  
here arises. After the State has made pro-  
visions for the education of all classes, all  
children, has she a right to compel the at-  
tendance of such children as the parent will  
not? Parents we have who can neither read  
nor write, and who, alas! are deterred from  
their children shall not. "Uneducated mind  
is educated vice." Ignorance and vice are  
elements which lie at the bottom of all insub-  
ordination, and hence just in proportion as  
they prevail, tend to undermine any free gov-  
ernment. In a monarchy the education of the  
governors may preserve the government. But  
in America the governors are the people, all  
the people. Our Commonwealth has recog-  
nized and assumed the great duty of edu-  
cating the people as a matter of self-respect  
and self-maintenance. Has an obstinate,  
bigoted parent a right to throw himself be-  
tween this bountiful repast and his own chil-  
dren, thus starving their minds, and turning  
loose upon the State a mass of intellect to-  
tally incapacitated for self-government. Prussia  
says no—Massachusetts virtually says  
no—common sense says no. Kent says "a  
parent who sends his child into the world un-  
educated, does a great injury to mankind as  
well as his own family; for he deprives the  
community of a useful citizen, and bequeaths  
to it a nuisance." Here are whelped and  
suckled those tiger passions, which instigate  
the mobs and riots, burnings and lynchings  
of the present day. Macaulay very forcibly  
says, "the right to hang includes the right  
to educate." The right to punish vice must  
include the right to restrain it. In Prussia,  
if the parent refuses to send his child to  
school the time required by law, he forfeits  
the privileges of the parent, the government  
assumes that relation and sends the child to  
school and the parent to prison.

3. Respecting Common Schools very much  
might be said.  
There are three ways for which this sup-  
port is provided in different States.  
a. The first is by means of funds held in  
reserve for that purpose. Pennsylvania so far  
as I can learn has no such fund. Connecti-  
cut has a school fund of \$2,000,000, Ken-  
tucky and Tennessee each have a school  
fund of \$1,500,000, Illinois, \$1,000,000,  
Indiana, \$5,000,000, and the largest school  
fund of any State, if I am informed right, is  
that of New York, amounting to upwards of  
\$6,000,000, subject, however, to the disposal  
of the Legislature in general educational pur-  
poses, the Colleges receiving large benefits  
from it.  
b. The second plan is that of taxation.—  
Massachusetts, Vermont, New Hampshire,  
Maine are examples substantially of this  
character.  
c. The third plan is a combination of both  
the previous: i.e., the school fund is appro-  
priated, and the citizens are required to raise  
by taxation a sum proportionate, or other-  
wise to this public money, and after that a  
tuition bill, more or less, is charged for each  
scholar. Ours is substantially the second  
plan mentioned, viz: by taxation; though  
indirectly we receive the encouragement con-  
templated by the fund, inasmuch as the State  
appropriates \$2,000,000 to the various dis-  
tricts for school purposes; and for the last  
year in consideration of the expenses of the  
County Superintendents \$30,000 was added  
to this appropriation. A large school fund is  
a great advantage to a State, but does by no  
means secure the best schools. Connecticut,  
while relying on her princely fund to make  
good schools, sunk down to a most inefficient  
standard of public education. A correct public  
opinion awake, interested, alive and stir-  
ring is worth more than millions of money.  
Dr. Wayland says, "the school fund should  
never be so large as to render a good degree  
of personal effort on the part of the parent  
unnecessary." Nothing will quicker wake  
up parents to their schools than an appeal to  
their pockets. In the absence of a fund and  
in presence of a law like that in Penna., the  
school fund embraces the entire taxable prop-  
erty of the State. A safer investment cannot  
be found. Experience hath shown that this  
principle of bringing the citizens of the  
State in direct alliance with a system of pub-  
lic instruction by taxation has, in all States  
and countries, secured the best schools, the  
most scholars and greatest interest of the  
parent. The principle is a sound one accord-  
ing to all the wisest legislators; that the prop-  
erty of a State should educate its children.  
This principle is the same where the direct  
taxation is diminished by a fund. On the  
score of economy it is a wise policy. It is  
cheaper to calculate our population than to  
send their difficulties by law, punish them in  
prison or hang them on a gallows. Ignorance  
is the curse of the people of Pennsylvania more  
than education. If we should double or quad-  
uple the real tax of education on the people  
of this State above the \$2,000,000 annually,  
which this State now pays for education, we  
should be more corrupt. If anything could  
be done to moral demoralization, it is that  
every dollar paid by the citizens of this State

for Common School education saves them  
more than twice that amount to cover the evils  
of ignorance resulting in pauperism and  
crime, besides increasing the value of prop-  
erty and the productivity of labor, also to  
more than twice the amount thus paid. We  
are aware that the comparison we have here  
introduced detracts much from the dignity of  
our subject. Education is not to be brought  
in competition with dollars and cents. All  
the farms and temples of this fair State are  
irradiating in comparison with its educated minds.  
Yet it is not improbable that the support giv-  
en to Common Schools by the laws of this  
State may have been a source of some uneasiness.  
But a more comprehensive view of  
the economy of this measure would allay all  
uneasiness, and bid the School Directors on-  
ward in their noble work of diffusing light  
and elevating the citizen child to a qualifica-  
tion worthy of the post which Dr. Duff re-  
cently declared in England, was the expecta-  
tion of every boy in the district schools of  
America, viz: that he should be President  
of the United States before he died.

4. The management of these schools de-  
serves a brief survey. If the people would  
establish a system of public education, then  
the people must manage it in some way, and  
the best way is a great question. "In the so-  
lution of this question the most enlightened  
educators of New York, Connecticut, and  
many other States think the citizens of Pen-  
sylvania may congratulate themselves as  
having at present adopted the best plan, tho'  
not yet as good as it can be made." We  
have in the first place a head of Common  
Schools, called the Superintendent for the  
State, whose business it is to take an over-  
sight of the whole matter, who is expected to  
make himself acquainted with all the leading  
writers on, and systems of public instruc-  
tion. This is intended to form an education-  
al department of State, and is at present con-  
nected with the office of Secretary of State.  
It will doubtless ere long be separated, and  
constitute a separate department, much to the  
relief of the State, and advantage of the edu-  
cational department. We have next in each  
county a Superintendent to co-operate with the  
State Superintendent, and set the system  
going uniformly and efficiently in each coun-  
ty. This office is new in the State, and ex-  
posed to much scrutiny and jealousy. The  
cause of any opposition is supposed to arise  
from two sources. First, its draught upon  
the State appropriation for Common Schools.  
Second, its supposed interference with or  
overriding the business of the School Direc-  
tors. To the first objection it is sufficient to  
say that the State appropriation of the  
present year is more than the salaries of all  
these Superintendents above the appropriation  
of any preceding year, and further, that  
the districts themselves have no more funds  
to recommend an increase of this State pat-  
ronage to their schools than these same Su-  
perintendents. The continuance and faithful  
discharge of the duties of this office will be  
the surest and most speedy way for the dis-  
tricts to merit and secure liberal State appro-  
priations. The second objection it is believ-  
ed springs from a misapprehension of the na-  
ture of the office. He is to be in all cases  
the helper and co-laborer of the directors,  
never to supersede them in their duties; nor  
has he the least right, as we hope he will in  
no case have the disposition, to interfere with  
their greater authority. From the onerous  
task of examining teachers, the Superintend-  
ent is to relieve them. But in the manage-  
ment and control of the schools, the employ-  
ment or salary of teachers, the kind of books  
or the levying or collection of taxes, or ap-  
propriation of those taxes, the Superintendent  
cannot interfere. When this office was over-  
borne by party political considerations in New  
York, it was regarded as a great calamity  
by the most enlightened educators of the  
State. Teachers and School Superintendents  
of the State continue to this day to deplore  
the suppression of this office—the present  
sad effect in the supervision of their schools,  
and pray for the restoration of the office of  
County Superintendent. Their schools which  
began to feel the inspiration of a new life un-  
der that provision of the law, seem to have  
felt the death blow of its discontinuance, and  
have been languishing ever since, save where  
they have good private supervision, independ-  
ent of their present law. The directors of  
our schools, now, to use a common phrase,  
have all the say about it, and the office of  
County Superintendent is to assist them to  
carry out that say so, their own authority,  
and wish within the purview of the law, by  
awaking a general interest among the people,  
and diffusing a vitality and uniformity thro'  
all the schools. Such a supervision is so  
much a felt necessity in western New York,  
that the teachers themselves, from their own  
limited salaries, have hired a man at \$1,000  
a year to go around among the schools and  
teachers, and stir up a public interest. It  
is this a shame to the Legislators of a State  
whose educational fund is more than \$6,000,000.

The control of our public schools, then is  
wholly in the hands of the people. In the  
language of Bishop Potter, "Our people have  
absolutely the control over the whole subject  
of education." If the people were fully  
awake to its importance our excellent system  
would soon receive the praise and patronage  
it deserves. They elect in each district six  
directors, who are a corporate body, to levy  
taxes and collect and disburse the same, and  
control the same, establish new schools, visit  
by one or more of their number each school  
in the district at least once a month, exam-  
ine the students, or unworthy teachers, de-  
cide upon the books to be used, the branches  
to be taught, elect a County Superintendent,  
and fix his salary, &c. &c. &c. of these three  
go out every year, and two or three

are elected, so that the whole question of the  
school management is in the hearts of the  
people. The supervisory officers, whether  
State or County, cannot interfere with the  
people, or their Directors, in placing the  
standard of their schools where they please,  
within the provisions of our Common School  
Law. If a township could be found that was  
determined to have no schools, they could  
carry out that determination, if they were  
unanimous. But six citizens of a better  
mind, could establish schools in that district  
by applying to court, getting directors ap-  
pointed, laying a tax, &c. But this would  
be a hard and discouraging task, against the  
feelings of the citizens generally. A good  
school law can only offer the privileges of edu-  
cation to all, as the great Benefactor proffers  
the still greater blessings of religion to our  
race. If the blessing is spurned the retribu-  
tion must fall where it belongs.

5. On the subject of the standing of our  
public schools a few words should be said in  
this lecture. It will be freely admitted that  
they are not what they should be. The pre-  
valence and prosperity of select schools and  
academies where so many scholars are  
gathered in our cities and villages, that are  
of a suitable age to be educated in our pub-  
lic schools, is sufficient evidence of this fact.  
Their character should be such that the most  
wealthy and refined families of the State  
would look to them as the proper home of  
their children's education. This is their right  
because it is the property of the State, their  
property that sustains these schools. Why  
then are they not of this elevated character,  
is the great question. To this question a  
few answers will be submitted.

a. The responsibility falls first on the peo-  
ple. As we have seen they have full control  
over the character and standing of their  
schools. They can make those schools what  
they will. They delegate their power to six  
directors, and these directors are empowered  
to make the schools under their charge as  
good, as refined, as attractive, as efficient  
every way as it is possible for private enter-  
prise to make them. But can a steam rise  
higher than the fountain. These directors are  
supposed to reflect the views and feelings of  
the people on the subject. We need then  
this whole question of the elevation of our  
Common Schools agitated before the people  
till they arise in their legitimate rights and  
aided by the State, and a good law, place  
these schools where they should be.

b. But leaving this primary source of pow-  
er, I turn to the people's delegates, the Di-  
rectors, and hold them responsible for doing  
what they are delegated to do by the people,  
and enjoined to do by the law. When they  
accept the office, they can go to work from  
the foundation, and put the school just where  
they want it. If they make a better school  
house, provide it with a better teacher, and  
furniture, and apparatus, and surround it  
with a better fence and shade trees, and gen-  
eral attractions than the people want, the good  
people can arise in their wrath and turn  
them out when the time comes. But while  
they are in office, they are bound to their  
constituents, the State, and the children of  
the district, to let no school of private or  
ecclesiastical patronage surpass their own  
State school, in all the attractions and ad-  
vantages that any primary or graded school  
can possess. Here in this borough, and in  
all the villages of this county, the directors,  
if they would avail themselves of the power  
which the law gives them, without altering  
that law one jot or tittle, could establish a  
school, graded from the infant to all the high-  
er departments, which would satisfy the most  
fastidious parent, render useless all the at-  
tempts of private enterprise to provide better  
schools for our own population, and rival the  
best schools of Philadelphia, New York, or  
Boston. This the School Directors of Penn-  
sylvania could do in all our districts to an  
extent fully commensurate with the wants of  
a thorough business education. The law  
contemplates nothing short of this, and if  
this were done our public schools would be  
an example to the world. No parent would  
ever be compelled to send his child from home  
to seek a good school for a good English edu-  
cation. Your low, unhealthy and repulsive  
school houses that are enough to breed con-  
tagion to body and mind, would soon give  
way to a neat and tasteful building, the at-  
tractive nucleus of the neighborhood. Your  
indolent, tobacco-chewing, nothing-else-to-do  
school teachers would soon vanish to other  
callings, and all other schools, save the profes-  
sional, and the higher seminaries or colle-  
ges would not be called for.

c. The want of competent teachers has  
been a fruitful source of the low standing of  
our public schools. But for the convention  
of County Superintendents called by our  
worthy State Superintendent last July, and the  
construction and understanding that was  
there given to our law, one half of the teach-  
ers of this State would have been driven to  
other employments on the examination of  
their Superintendents. If others well qual-  
ified could have been called in to take their  
places, this might have been well. But such  
teachers are not to be had. They must be  
educated and fitted for the calling. A good  
person can be found for any other profession  
easier than that of teaching. But even this  
great want is in a degree traceable to the in-  
difference, the low estimation of the impor-  
tance of education. Teachers salaries are  
so low that there is no incentive for young  
gentlemen and ladies preparing themselves  
for this profession. And this compensation  
has driven those who do thus prepare them-  
selves for the business, to establish schools  
for their own or enter into academies, where,  
by reason of the superior qualification of the  
teacher, parents turn from the public schools  
which their own money has established, and  
voluntarily pay from four to five times as

much money again to educate their children.  
If the directors would command the services  
of the best teachers by increasing their salar-  
ies, your teachers would soon be found, and  
poor ones would go to callings they are bet-  
ter qualified to honor. If the continuance of  
the office of County Superintendent for three  
years does not show an increase in the salar-  
ies of teachers, or very great improvement  
in the efficiency of teachers, and a general  
revival of interest in our public schools, thro'  
out the State, then the most sanguine hopes  
of the educators of this State will be sadly  
disappointed. But allow me to say to teach-  
ers that a determined spirit on your part to  
understand your business, will command for  
your profession that honor and emolument  
at the hands of the people which its nature  
justly deserves. You can redeem the reputa-  
tion of these schools. You can show that these  
people's colleges are emphatically the colleges  
for all the people. The fact that parents  
send their children to other schools, and  
often from home, at a very heavy ex-  
pense, to find a good school, shows that they  
are ready to appreciate and reward skill,  
science, merit, in the teachers' profession.  
Fear not the reward. It will come if you  
prepare yourself for it. The failure of the  
public to appreciate these Common Schools  
as they ought, is not an anomaly. Begin-  
nings of things are apt to be overlooked. Yet  
what mighty results are springing from them.

d. The moral atmosphere of these schools  
had been one of the most potent causes  
of their being deserted. How many parents  
have mourned over the influence which these  
schools, and often private and higher schools  
have had upon the moral feelings of the  
children. How many mothers have been  
surprised at the many new and coarse words,  
and vulgar ideas the child learns the first day  
or week it goes to school. This is not pecu-  
liar to Common Schools, and if it prevails  
more in them than other schools it is attrib-  
utable to two causes. 1st. The elements of  
which the school is composed. 2d. The  
character of the teacher. These schools are  
established for all. In every place the moral  
training of different families of children, is  
different at home. They will range from the  
most scrupulous to the most loose and indif-  
ferent, respecting the department and language.  
They all meet together in the Common  
Schools. The virtuous, the moral, the relig-  
ious, the profane. The school directors or  
teacher of the present generation is not re-  
sponsible for the home influences. But if a  
teacher is employed who will not discounte-  
nance, nay, absolutely suppress, *vi et armis*,  
if necessary, all vulgar or profane language  
or uncomely habits, he should be turned out  
of the school, *peremptorily*. A teacher that  
will wink at, and not lay a strong hand at  
once upon every and any species of vice or  
immorality, in thought, word or deed, so far  
as he can obtain a knowledge of it in school,  
or about the school during intermission, is  
not only unfit to teach school, but is more  
than the pestilence in the school house. The  
air and spirit of a school teacher are conta-  
gious. If his deportment be not dignified,  
his language chaste, his spirit pure, his affec-  
tions delicate, his heart feeling, his conscience  
enlightened and sensitive, he is not a safe  
man in the school-room. Directors should  
be discriminating on this subject, as they be-  
come, in an important sense, the guardians  
of the morals of all the children of the dis-  
trict. The vicious are not to be precluded  
unless they refuse to reform, or refrain en-  
tirely from all immoralities at school. There  
is no reason why the atmosphere of a school  
room should not be as healthy, in a moral as  
well as physical point of view, as the parlor  
of the pious homestead. Our laws require  
evidence of a good moral character from  
every teacher. A good moral character  
must be built on the principles of the Bible.  
Without a deep reverence for this founda-  
tion of morality, no man or woman has the fun-  
damental spirit of a good teacher. We say,  
not that sectarian, but that religion should be  
inculcated in schools; that religion, which  
consists in the fear of God, veneration for his  
commands, and abhorrence of all that is  
wrong. To this end it is well that a certain  
portion of scriptures should be read in our  
schools every day, and better still, if all the  
scholars that can read, were required to read  
around once or twice every morning on open-  
ing the school. In addition to this, the  
teacher should open the school with prayer  
it must exert a happy influence. If all this  
could not be done without bringing along  
with it the evils of sectarianism, then it should  
not be done at all. But the truth is morality or  
immorality, religion or irreligion will be in-  
culturated in every school. There are certain  
great moral and religious principles in which  
all are agreed—which belong peculiarly to  
no church. Truth, the ten commandments,  
the golden rule, the love of God, His Bible,  
His Sabbath, the honoring of our parents,  
the respecting of all mankind, being lying,  
swearing, cheating, stealing. Surely this is  
not sectarianism. And it is by the inculca-  
tion of such principles in our common schools  
that we are to do away with all objections  
against the immoral tendencies of these  
schools.

6. I hasten to conclude what I have to say  
by a brief reference to the fruits of these  
schools; and here a multitude of facts come  
to attest their utility and necessity. In the  
constitution of the United States, and of al-  
most every State in the Union, encourage-  
ment is given to universal education. These  
schools have called from obscurity some of  
the most brilliant characters of this nation.  
Here Daniel Webster learned the A. B. C.  
of that mighty intellectual power which has  
been the admiration of both hemispheres.  
In one of the best public efforts of this great  
statesman; he used the following language:  
"We seek to educate the people. We seek  
to improve man's intellectual, moral and reli-  
gious condition. In short, we seek to work  
upon minds as well as upon matters. We  
know that we work upon material things  
mortal and imperishable, but they will bear  
the impress which we place upon them through  
endless ages to come. If we work upon  
marble, it will perish. If we work upon  
brass, time will efface it. If we seek temples  
they will crumble to the dust. But if we  
work upon men's immortal minds, if we imbue  
them with high principles, with the just fear  
of God, and their fellow-men, we engrave on  
those tables something which no time can ef-  
face, but which will brighten and brighten to  
all eternity."  
Genius and talent come not necessarily  
from noble blood; nor are they cradled  
alone in the mansions of the rich, or the edu-  
cated. Go into the humble walks of life,  
go to the cottages of the lowly and you shall  
often find not only the most eminent exam-  
ples of piety, but the clearest heads, the most  
towering intellects. Jewels are found in the  
most inaccessible places. So, eminent men-  
tal power often springs from a very obscure  
source. So it has been in all ages past, not-  
withstanding the obstacles those minds had to  
encounter in emerging from their obscurity,  
to light. Give to this nation the advan-  
tage of these common schools; send them  
on their noble mission to all classes and con-  
ditions; let them reach up to the palaces of  
the rich and down to the obscure hut of the  
poor, whose greatest wealth consists in the  
large family of hearty children that swarm  
around the fireside, and who does not see that  
amid this wide range through the whole field  
of immortal minds, not only the mass will be  
elevated, which is the great security of this  
nation, but here and there an intellectual jewel  
must be found that will sparkle pre-emi-  
nently in the world of spirits here and here-  
after. The present and future generations  
of men in this nation are destined to exhibit  
more great men than any that have preceded.  
Great—we trust not, in the battle field, or in  
the arena of angry debate. Brilliant—not  
as the blazing comet, or the glare of a city  
in flames; but in the peaceful march of the  
sciences, the sublime uprising and progressing  
of the human family, to intelligence and vir-  
tue, these truly great will come forth, emu-  
lating the example of the Saviour of the  
world—great as they are good, brilliant as  
they are useful.

"Chisel in hand stood a sculptor-boy,  
With his marble block before him;  
And his face lit up with a smile of joy  
As an angel-dream passed o'er him.  
He carved the dream on that shapeless stone  
With many a sharp incision,  
With heaven's own light the sculpture shone—  
He had caught the angel-vision."  
Sculptors of life are we, as we stand  
With our soul uncarved before us;  
Waiting the hour when at God's command  
Our life-dream passes o'er us.  
If we carve it there as the yielding stone;  
With many a sharp incision,  
Its heavenly beauty shall be our own—  
Our lives that angel-vision."

Nor bad.—The Piscataquis Observer is  
responsible for the following:  
A gentleman called at a hut in the Acrostok  
valley, and requested some dinner.—  
The lady, her spouse being absent, refused to  
supply his necessities, for money or the love  
of humanity.  
"Very well," said the hungry traveler, as  
he turned his footsteps from the inhospitable  
abode, "you will want nothing to eat to-mor-  
row."  
"Why not?" inquired the woman.  
"Because," answered the weary man, "the  
Indians are digging a tunnel at Moosehead  
Lake, and they are going to turn all the wa-  
ters of the Lake into the Acrostok valley,  
and you and all the rest of the people are to  
be drowned."  
Upon this intelligence the old lady hurried  
off to the priest to inform him that a flood  
was to overflow the valley, and to ask what  
was to be done in the emergency.  
The priest endeavored to quiet her fears  
by telling her that God had promised that he  
should never send another flood upon the  
earth.  
"But," exclaimed the frightened woman,  
"it isn't God that's going to do it—it's the  
cursed Indians."  
The traveler went into the house and helped  
himself to the old woman's provision but when  
she came back he had absconded.

CAUGHT IN HIS OWN TRAP.—If it be  
policy for a tradesman to run down the goods  
and character of his competitors, the follow-  
ing may be considered an exception to the  
general rule:  
"What's the price of that coat?" inquired  
a countryman the other day, of a merchant  
in the city.  
"That? The price of that, sir, is eight  
dollars, and very cheap at the price," an-  
swered the merchant.  
"I can't exactly agree with you then,"  
said the customer; "I only paid six for the  
one I have on!"  
"That may be," replied the merchant,  
"and I should consider that you have been  
horribly bitten if you had paid but half that  
for it. I don't sell such goods as that.—  
Why, just look at it! It is miserable stuff,  
and merely basted together at that; and the  
man who sold it to you, knew it at the time.  
He is a great cheat, whoever he is, and de-  
serves to be publicly condemned."  
"That's just the opinion I've had ever  
since I made the purchase," said the custom-  
er. "I bought this coat of you some months  
ago!"  
STARBUCK.—There is no better way that I've  
or tried, for making nice starch for shirt bos-  
oms, than to boil it thoroughly after mixing  
adding a little salt, and a few shavings of a  
star or spermaceti candle. I have found the  
star or pressed lard candle quite as good as  
spermaceti. Let the starch boil at least ten min-  
utes, and it will give a gloss, if neatly ironed,  
fully satisfactory to the exquisite taste of a  
dandy.  
If there is any thing that will swell a man's  
eyes about as large as a row of pumpkins, it  
is to see a girl's heels half way out of her  
stockings. Such a view of delusion is invariably  
badly put together.  
Tom Judd defines public sentiment to be  
the average prejudice of mankind. Tom  
had seen a thing or two; I reckon.  
He who fears, and makes no use of his  
learning, is a beast of burden with a load of  
books, hitched to him.