THE STAR AND BANNER.

BY D. A. & C. H. BUEHLER. "FEARLESS AND FREE." TWO DOLLARS PER ANNUM.

VOLUME XXVI. GETTYSBURG, PA., FRIDAY EVENING FEBRUARY 15, 1856. NUMBER 49.

Professional Cards.

DAVID A. BUEHLER, *Attorney at Law,*

WILL promptly attend to Collections and all other business entrusted to his care. ☞Office in the Diamond, adjoining the Store of A. B. Kurtz.
Gettysburg, Pa., Feb. 1, 1856.

EDWARD B. BUEHLER, *Attorney at Law,*

WILL faithfully and promptly attend to all business entrusted to him. He speaks the German language. Office at the same place, in South Baltimore street, near Forney's Drug Store, and nearly opposite Danner & Ziegler's Store.

M'CONAUGHY, *ATTORNEY AT LAW,*

(Office removed to one door West of Buehler's Drug & Book Store, Chambersburg street,)

Attorney and Solicitor for Patents and Pensions. Bounty Land Warrants, Back-Pay suspended Claims, and all other claims against the Government at Washington, D. C.; also American claims in England. Land Warrants located and sold, or bought, and highest prices given.

Lands for sale in Iowa, Illinois, and other Western States, and Agents engaged locating Warrants there.

☞Apply to him personally or by letter.

DAVID WILLS, *Attorney at Law,*

HAS taken Mr. Stevenson's office North West Corner of Centre Square.

REFERENCE, Hon. Thaddeus Stevens, Esq., Lancaster.

W. L. CAMPBELL, *Attorney at Law,*

OFFICE on Chambersburg street, Gettysburg, two doors from (Geo) Arnold's store, will attend to filing claims for BOUNTY LAND, under the late Acts of Congress, *Pensions,* &c. All business entrusted to his hands will receive prompt attention.

C. E. BRINGMAN,

JUSTICE OF THE PEACE, has opened an office in the front room of his residence in Baltimore street, where he will be prepared to attend to Scrivening, Conveyancing, and collecting claims promptly and punctually.
Gettysburg, April 20.—1y

OLD SOLDIERS.

BOUNTY LAND ACT OF 1855.

THE undersigned, is now fully prepared to file and prosecute *Claims to Bounty Land,* for soldiers of the Revolution, of the War of 1812, and of ALL other Wars in which the U. States have been engaged—and for their *Widows and minor children.* The *new act* embraces them all. In addition to his long experience and success, he would add, that, in all the many claims, he has hitherto filed, (between 100 and 200) he has carefully preserved, and has now every thing necessary to establish the rights of claimants—as also Rolls and Lists of Companies, and facilities for furnishing proofs in all cases that may be entrusted to him.

He is now rapidly filing claims. He has made complete arrangements for *locating Warrants* in the Western States.—Warrants bought—Warrants sold. Apply personally or by letter to

D. M'CONAUGHY.

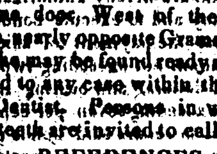
Gettysburg, March 9, 1855.—tf

BOUNTY LAND CLAIMS.

THE undersigned will attend promptly to the collection of claims for BOUNTY LANDS under the late act of Congress. Those who have already received 40 or 80 Acres, can now receive the balance, by calling on the subscriber and making the necessary application.

JOEL B. DANNER.

Gettysburg, March 9, 1855.—tf



Dr. J. Lawrence Hill, DENTIST.

OFFICE in Chambersburg street, one door West of the Lutheran Church, nearly opposite Grammer's store, where he may be found ready and willing to attend to any case within the province of the Dentist. Persons in want of full sets of teeth are invited to call.

REFERENCES.

Dr. C. N. Berlucher,	Rev. C. P. Krauth, D. D.
" D. Horner,	Prof. M. Jacobs,
" H. S. Huber,	" H. L. Baugher,
" D. Gilbert,	" H. A. Muhlenberg,
Rev. B. Johnson,	" M. L. Stoever.

July 7, 1848.

Ho! For Valentine Day!

A. D. BUEHLER has just received a full assortment of handsomely designed VALENTINES, which can be had, at various prices at his Book-store on Chambersburg street.
Gettysburg, Feb. 8, 1856.

LOST AND FOUND!

AT THE CHEAP CORNER,

FALL & WINTER GOODS,

OF every description, will be sold very low for cash. Also a variety of SHAWLS and

Ready-made Clothing,

very cheap. Call and see.

JOHN HOKE.

Gettysburg, Oct. 19, 1855.

PERFUMERY—the largest assortment in town will be found at SCHICK'S. His stock embraces every article in the perfumery line—and he will sell ...
Nov. 2, 1855.

The Poor Man's Grave.

BY ELIZA COOK.

No sable pall, no waving plume,
No thousand torch-lights to illume—
No parting glance, no heavenly tear,
Is seen to fall upon the bier.
There is not one of kindred clay,
To watch the coffin on its way,
No mortal form, no human breast,
Cares where the pauper's dust may rest.

But one deep mourner follows there,
Whose grief outlives the funeral prayer;
He does not sigh, he does not weep,
But will not leave the sodless heap.
'Tis he who was the poor man's mate,
And made him more content with fate—
The mongrel dog that shared his crust,
Is all that stands beside his dust.

He bends his listening head as though
He thought to hear that voice below;
He pines to hear that voice so kind,
And wonders why he's left behind.
The sun goes down, the night is come,
He needs no food—he needs no home;
But stretched along the dreamless bed,
With doleful howl calls on the dead.

The passing gaze may coldly fall
On all that polished marbles tell,
For temples built on church-yard earth
Are claimed by riches more than worth.
But who would mark, with undimmed eyes,
The mourning dog that starves and dies?
Who would not ask, who would not crave
Such love and faith to guard his grave?

THE SNOW.—Prof. Charles G. Page thus discourses of the snow and its benefits:—

The snow was proverbially called the "poor farmer's manure," before scientific analysis had shown that it contained a larger per centage of ammonia than rain.—The snow serves as a protecting mantle to the tender herbage and the roots of all plants against the fierce blasts and cold of winter. An examination of snow in Siberia showed that when the *temperature* of the air was 72 degrees below zero the temperature of the snow a little below the surface was 29 degrees above zero, over 100 degrees difference. The snow keeps the earth just below its surface in a condition to take on chemical changes which would not happen if the earth were bare and frozen to a great depth. The snow prevents exhalations from the earth, and is a powerful absorbent, retaining and returning to the earth gases arising from vegetable and animal decomposition. The snow, though it falls heavily at the door of the poor and brings death and starvation to the fowls of the air and beasts of the field, is yet of incalculable benefit in a climate like ours, and especially at this time, when the deep springs of the earth were failing and the mill streams were refusing their motive powers to the craving appetites of man.

If, during the last month, the clouds had dropped rain instead of snow we might have pumped and bored the earth in vain for water; but, with a foot of snow upon the earth and many feet upon the mountains, the hum of the mill-stones and the harsh notes of the saw will soon and long testify its beneficence. Bridges, earthworks, and the fruits of engineering skill and toil may be swept away, but man will still rejoice in the general good and adore the benevolence of Him who orders all things aright. The snow is a great purifier of the atmosphere. The absorbent power or capillary action of snow is like that of a sponge or charcoal. Immediately after snow has fallen, melt it in a clean vessel and taste it and you will find immediately evidences of its impurity. Try some a day or two old and it becomes nauseous, especially in cities. Snow water makes the mouth harsh and dry. It has the same effect upon the skin, and upon the hands and feet produces the painful malady of chilblains. In Alpine countries snow water has been thought to be productive of the disease called *goitre.* The following easy experiment illustrates beautifully the absorbent property of snow.—Take a lump of snow (a piece of snow crust answers well) of three or four inches in length and hold it to the flame of a lamp; not a drop of water will fall from the snow, but the water, as fast as formed, will penetrate or be drawn up into the mass of snow by capillary attraction. It is by virtue of this attraction that the snow purifies the atmosphere by absorbing and retaining its noxious and noisome gasses and odors.

THE ELEVENTH COMMANDMENT.—At the annual exhibition of the Grammar Schools of Boston, the Hon. Edward Everett closed an admirable speech with the following anecdote:

The celebrated Archbishop Usher was, in his younger days, wrecked on the coast of Ireland, at a place where his person and character were alike unknown. Stripped of every thing, he wandered to the house of a dignitary of the church, in search of shelter and relief, craving assistance as a brother clergyman. The dignitary, struck with his squalid appearance after the wreck, distrusted his tale and doubted his character, and said that, so far from being a clergyman, he did not believe he could tell how many commandments there were.—"I can at once satisfy you," said the Archbishop, "that I am not the ignorant impostor you take me for. There are eleven commandments." This answer confirmed the dignitary in his suspicions, and he replied with a sneer, "Indeed, there are but ten commandments in my Bible; tell me the eleventh and I will relieve you."

"Here it is," said the Archbishop; "A new commandment I give unto you, that ye love one another."

VERMIN ON FOWLS.—Scattering slacked lime on the perches and floors of the henhouse as often as once in ten days, will effectually eradicate the lice and promote the health of the fowls.—*Albany Cultivator.*

AN APOLOGY.—John J. Saxe having been prevented by the storm from fulfilling an appointment to lecture in Albany, remarks in a letter of apology: "I had no motive to brake the engagement, and every

A GOOD ANECDOTE.—An old lady resident of a neighboring place, kept a large family of turkeys, perhaps sixty. She, like a great many other people, thought a great deal of her turkeys, consequently valued them very highly. Opposite her door was a "West India Goods Store."—The man who kept it one day emptied his casks of cherries, intending to replace them with new. This old lady being economical, thought it is a great pity to have all these cherries wasted, and in order to have them saved, she would just drive over her turkeys and let them eat them. In the course of the day the old lady thought she would look after them and see that they were in no mischief. She approached the yard and lo! in one corner laid her turkeys in one huge pile, dead. "Yes they were stone dead." What was to be done?

Surely the old matron could not lose the feathers; she must pick them; she called her daughters and picked them, intending to have them buried in the morning. Morning came and behold there were her turkeys stalking about the yard featherless enough, (as may be supposed,) crying out "quit, quit;" feeling no doubt mortified that their drunken fit had been the means of losing their coats. Poor things, if they had said "quit" before they had begun they would not have been in this "bad fix."

We would advise all young men who are in the habit of drinking, to leave off before they get picked: and to those who do not, let every young lady say *"quit."*

SIMPLE REMEDIES.—Cotton wool, wet with sweet oil and paregoric, relieves the ear-ache very soon.

Black or green tea, steeped in boiling milk, and sweetened with loaf sugar, is excellent for the dysentery.

A good quantity of old cheese is one of the best things to eat when distressed by eating too much fruit, or oppressed with any kind of food. Physicians have given it in cases of extreme danger.

The growth of western cities is marvellous. Twenty two years ago Governor Porter concluded the Pottawatamie treaty on the site of Chicago, and now it is a city of eighty-five thousand population, with at least one hundred railroad trains arriving and departing daily. Twenty years since, St. Louis had less than ten thousand population, and now it amounts to one hundred and thirty thousand.

CORNS.—Soak the feet in warm water, pare off as much as possible of the horny part of the corn, then lay upon it a moistened wafer, and again upon this a piece of buck-skin, with a hole cut through it the size of the corn. Renew the moist wafer twice a day, and in a very few days the corn will work out. The cure is complete.

JUVENILITY.—The editor of a Vermont paper has been much amused at what he terms the *juvenility* of a little boy of his acquaintance. He was about going to bed, and was kneeling at his mother's feet with his hands clasped between hers, as she recited to him the Lord's prayer, which he repeated after her—"Our Father which art in Heaven"—"our Father which art in Heaven"—"Hallowed be thy name"—"hallowed be thy name"—"Give us this day our daily bread"—"O, mamma, let's ask for cakes!"

TYPOGRAPHICAL CURIOSITY.—A Boston paper says that a printer in that city was seen with a pocket full of change.—He was afraid to go past the museum, lest he should be carried in and shown as a curiosity.

The Lynn News tells a good story of two boys, one of whom was boasting of the beauties of his father's house.

"It's got a cupola," said he, "and its going to have somethin' else." "What is it?" asked his interested companion.

"Why, I heard father tell mother this morning, that it's going to have a *mortgage* on it!"

FROZEN PLANTS, if taken at once and thawed out in cold water will not be injured; but left to thaw by atmospheric heat, will be destroyed. Do not give much water to plants at this season of the year, and keep them as far as possible in a temperature of 40 deg. to 50 deg., as by so doing you render them capable of enduring more extremes, and the plant will be much more strong and stocky in the spring. So says an exchange.

A MILITIA CAPTAIN out South on receiving a note from a lady requesting the "pleasure of his company," understood it as a compliment to those under his command, and marched the whole of them to the lady's house.

A REASON.—A lady, walking a few days since on one of the wharves in New York, asked a sailor whom she met, why a ship was called "she." The son of Neptune replied, that it was "because the rigging cost more than the hull!"

THE WAY TO WIN A KISS.—The late Mr Bush used to tell this story of a brother barrister. As the coach was about starting, before breakfast, the modest limb of the law approached the landlady, a pretty quakeress, who was seated near the fire, and said he could not think of going without giving her a kiss.

"Friend," said she, "thee must not do it."

"Oh, by heaven, I will!" replied the barrister.

"Well, friend, as thou hast sworn, thee may do it, but thee must not make a practice of it."

SCRIPTURAL INJUNCTION.—An exchange paper quotes from Paul's writings: "Owe no man anything;" and then adds: "We fear some of our suscribers never read Paul's Epistle." And most of those who read it object to the translation of this

Interesting Facts from the Treasury Report.

The report of the Secretary of the Treasury forms a volume of nearly 700 pages. It contains some curious and valuable statements not heretofore republished.—Hon. Philip Allen, Senator from Rhode Island, furnishes the Secretary with some useful memoranda relative to manufacturers. He estimates the amount of cotton consumed in the United States during the year ending August 31, 1855, at 673,584 bales, of which 80,000 bales were consumed in Virginia and the States south of it.

It is estimated that 701,495,764 pounds of yarn were spun from cotton in England during the year ending January, 1855, of which 440,183,131, were exported, and the balance retained for home consumption. The quantity of yarn produced in the United States is stated at 230,736,000 pounds. The average value of a pound of cotton manufactured is 28 cents, making a total for last year's manufacture of $640,406,660. The value of cotton manufactures exported was $5,857,181. The imports of cotton manufacturers retained for consumption were valued at $18,385,327. The total supply of cotton goods for domestic consumption was $77,134,226.

The average weight of cotton prints is six yards to the pound. The weight of foreign prints is about the same. It thus appears that the raw cotton necessary to produce a yard of calico, or domestic, costs between one and a half and two cents.

Twenty eight print works are enumerated, producing over 3,000 pieces per week. The average number of cotton yarns spun in the United States is said to be 30 or 32. The average number spun in Great Britain is 60. Sixty-one kinds of drugs, dyes, and other auxiliary materials are used in a great cotton manufacturing establishment, of which thirty-two are American and twenty-nine of foreign production.

In the great material for war—gunpowder—we are entirely independent of the world, having exported in 1855, of our own production, $356,051, and imported $4,189 in value. Not so in respect to that other great material—iron. Of iron and steel we imported within the last fiscal year to the value of $17,152,303.—The manufactures of the same materials imported during the same time were worth $6,792,971—aggregate $23,945,274.

The pin question is treated in the report concisely but satisfactorily. The number of pins made per annum in the United States is two billions six hundred and seven millions three hundred and sixty thousand, and it is sententiously remarked, "pins have the American market." If so, it cannot be denied that the market has the pins. And here the question comes up for solution—what becomes of these pins? The population of the country is twenty-six millions. Does each individual consume one-hundred pins a year? for that is the average supply. But it is well known that it is only one sex who consume pins at all. Does each American example of the feminine gender suppress 200 pins a year! From babyhood to maternity, and from that to the grave, the passion for pins, it is admitted, is a part of woman's nature, but we submit that this fact affords no satisfactory explanation of the disappearance of twenty-six hundred and seven millions of pins per annum.

Flax manufactures are at a very low ebb, and the Secretary of the Treasury thinks that, with 15 per cent. duty on the raw material, and only 20 per cent on the foreign manufactured article, no increase of our establishments can be expected.—The greater part of flax used in the few mills we have is imported from Riga, Russia. The manufacturers say our country is capable of producing as much flax as is now raised by all nations put together. But American farmers, as a general thing, raise flax only for the seeds, not understanding the method of rotting or separating the fibre from the woody part of the plant. The following statistics are communicated by Mr. Borden, of Fall river, proprietor of one of the largest flax mills in the United States. The production of flax and flaxseed, in 1850, in some of the States, was as follows:—

	Flax, pounds.	Flaxseed bush.
Ohio,	446,932	188,880
New York,	940,577	57,963
New Jersey,	186,956	16,525
Pennsylvania	530,307	44,728
Kentucky,	2,100,116	75,801
Virginia,	1,000,450	52,318

The discrepancy in the quantity of flax, in proportion to the quantity of seed, in the various States, we suppose, is owing to some of them feeling a greater intrest than others in regard to the fibre.—*New York Times.*

AFRICA.—Rev. Mr. Bowen, a Baptist Missionary, writes home an interesting account of three great cities visited by him in Central Africa. The largest, Iloria, the capital of the Kingdom of Yorabo, he says, is about the largest town, with the exception of London, he has ever seen; and the inhabitants, a superior race of men, jet black, with European features and large beard. They read and write, have no idols, believe in God, have no taint of Mohammedanism, and are serious, solid, sensible people. The climate is healthy, and the demand for missionary instruction earnest and general.

A TEMPERANCE LECTURER, decanting on the essential and purifying qualities of cold water, remarked as a knock-down argument that "when the world became so corrupt that the Lord could do nothing else with it, he was obliged to give it a thorough sousing in cold water." "Yes," replied a wag, "but it killed every darned critter on the face of the airth."

A COLORED CLERGYMAN in Albany, recently gave notice as follows from the pulpit: "There will be a four day's meetin every evening this week, except Wednesdey."

ADDRESS

TO THE TEACHERS' CONVENTION OF ADAMS COUNTY,

BY S. S. SCHMUCKER, D. D.

GENTLEMEN:—When invited by your Committee to appear before you on this occasion, although much occupied by duties connected with my profession, I did not feel at liberty to decline. Here, though I, is an assemblage of men, pursuing one of the most honorable, most useful, and yet most difficult professions. They have associated together for the purpose of mutual improvement in the duties of their vocation, to commune with one another and to hear the counsel of friends on the best method of training the rising generation to become useful and happy members of society, as well as faithful and respectable citizens of our favored country. If in this arduous work I could contribute any aid the question of duty was decided. I felt the more willing to comply with your request, as the value of your services, and the importance of your office, are so often underated by the public, and even by parents themselves, forgetting that you are their most effective auxiliaries in training their children to become obedient, affectionate and happy members of the family, and hereafter ornaments to society and blessings to their country. Ah! if parents more frequently reflected how much the future prosperity of their children depends on proper early training, both in the school and at the domestic fireside, they would number the schoolmaster among their best friends, and strive earnestly to co-operate with him in his duties. They would sustain the just exercise of his authority, and frequently exhort their offspring to industry in study, and to respectful, affectionate and obedient deportment toward their teacher. Yea, they would adopt the estimate of the great Reformer of the sixteenth century, expressed in his own vigorous style: "In short, (says he) I affirm, that an industrious, pious schoolmaster or teacher, who trains and instructs boys with faithfulness, can never be sufficiently rewarded, or paid with any money, as even the heathen Aristotle has confessed."

It has pleased the great Architect of the universe, to send us into this world as little children, and to leave us for years dependent on the kind offices of parents and friends, requiring a long course of instruction and training for the proper development of our physical and intellectual powers. This is the unchangeable law of our being. Mankind in all ages have acknowledged it, and endeavored to accomplish the work of education by different methods, and with various degrees of success, as they themselves have occupied a higher or lower grade in the scale of civilization and of intellectual and moral culture. The most ancient schools on record are those of the Egyptians and Persians, and subsequently, about a thousand years before Christ, the schools of the prophets among the Hebrews. The latter were purely religious institutions, not for boys but young men; but after the Babylonish Captivity, schools for minors were also established, which were sometimes conducted in the Synagogues. None of these institutions however reached the masses of the community. They were most frequently the boon of the privileged classes. *Xenophon,* in his Cyropedia, presents an interesting, but probably more ideal than historical account of education among the Persians.—Like the Saprtans they regarded children, rather as the property of the State than of the parents. Their educational efforts also contemplated the improvement of the body more than of the mind. They consisted mainly of gymnastic exercises, and such other discipline, as tended to the utmost possible development of the physical man. *Lycurgus, Socrates, Solon* and *Plato* all considered the training of the rising generation as worthy of the most respectful attention of the civil government.—*Lucan* informs us that the educational code of *Solon* aimed at the improvement of the entire man, in order "that citizens might become virtuous in mind and vigorous in body."

But neither our time nor present design will allow any further notice of the different systems, ancient or modren. Not to the most perfect school system in existence, that of Prussia and other kingdoms of Germany, or to the schools of the Puritan fathers of New England and their descendants, can any time be devoted.—Our object is practical. We aim to benefit the members of this Association and through them their pupils. We would contribute to the usefulness and popularity of the Free School system, assured that it is one of the main pillars of our republican institutions, and a far better safeguard of our liberties than standing armies and navies.

Allow me then, gentlemen, to propose and answer several vital questions, involving your duties as Teachers of the rising generation.—And should I seem to any of you to exercise too great freedom in inculcating your obligations let an experience of five and thirty years in the business of teaching plead my apology.

And first: What motives should actuate the teacher?

This is a momentous question to you all, the proper adjustment of which, will render your work more pleasant, will sustain you amid its unavoidable difficulties. Doubtless a teacher should cherish the abiding recollection, that a trust of vast importance is confided to his hands. His influence in shaping the character and destiny of his pupils in after life cannot fail to be great; and for the proper exercise of this plastic power he is responsible to God. A desire so to discharge his duty, that he may render his account with joy at the great day, should be a moving spring to his actions in the school-room, as well as elsewhere. As a man he is to exercise benevolent affections towards his fellows; as a teacher he should cherish an especial affection for the tender, confiding, buoyant young immortals committed to his training. Your pupils, gentlemen, will meet you again ages hence in some other portion of the Almighty's dominions, and there either bless you as the benefactors who laid the foundation of their character and happiness, or curse you for having blasted their prospects by neglecting to cultivate the nobler feelings of their nature, and by exciting those selfish, malevolent and deceitful dispositions, which destroyed their principles, and drove them into the paths ruin. Moreover, the teacher should be actuated by an honourable desire to discharge with fidelity the duties of his profession, in order to establish his own claim to public confidence and respect.

Our second inquiry is: *What are the effects which the teacher should aim to produce in the pupil? What are the grand designs of education?*

These designs we suppose to be three, *to develope faculty,* to *form correct habits,* and to *communicate knowledge.* It is a mistaken judgment, which would make the acquisition of knowledge the first and most important object of education. The great design of our schools should be to teach men *how* to think, rather than *what:* to think for ourselves and elaborate our own opinions from the given data, rather than to learn and adopt the opinions of others, and thus accumulate a stock of other men's thoughts. Development of faculty and formation of correct habits are both of greater importance in early life than the amount of knowledge then acquired. Suppose a youth of well developed faculties and correct habits, and another of badly developed mind and irregular habits. If the former were divested of all the knowledge acquired in school, and both started together in life, the man with well developed powers and correct habits would in a few years far outstrip the other even in knowledge, and through life possess the advantage over him. This development of faculties is accomplished by duty and well directed practice. Let the teacher therefore expect reasonable effort of every pupil in the preparation of each exercise or recitation. Let him endeavor to develope all the prominent powers of the mind called into action by the different studies; for though it may in a limited sense be true, that some scholars have less talent for one department of the sciences than another, practice and attention will enable them greatly to improve on all.

Again, the teacher should aim at the formation of *correct and profitable habits.* Habits being the result of oft repeated voluntary actions of the same kind, their formation is very much under our own control. As the teacher directs the voluntary efforts or studies of his pupils, he should be careful to cultivate such habits as favor their intellectual development and moral growth. Let him study to form in them habits of rigid adherence to the prescribed studies of the hour, to the exclusion of others more light and perhaps more pleasing or entertaining; habits of close and exclusive attention to the exercise in progress, habits of promptness in reply and of industry in duty; habits of personal cleanliness and neatness, to the exclusion of all use of that impure and pernicious weed, tobacco, habits of truthfulness and honor, of kindness to their fellow students, of politeness to all others, of respect, affection and obedience to their teacher, and of reverence and obedience to God. Happy, thrice happy the teacher, who is the honored instrument in impressing these noble, and blessed lineaments on the character of the great mass of his pupils!

But the *third* object of the teacher must be to communicate to his pupils the largest practicable amount of knowledge, well understood and well digested in their own minds. Whilst this is confessedly not the principal, it is undoubtedly a highly important object of education. This knowledge will form the *materials* with which the scholar's faculties are to operate, and his habits be employed. As the field of knowledge is boundless, the teacher should endeavor to conduct his pupils through its most important and useful walks and thoroughfares, so that the knowledge they acquire may be that best suited for the purposes of after life, to facilitate the performance of their duties and the attainment of the highest degree of usefulness, respectability and happiness. In this work the teacher will find an important auxiliary in the several excellent series of school books, prepared by enlightened, patriotic and christian men, within the last two decennia. These books embody the most important facts and principles in science, bearing on the great duties and business of life; and the aim of the teacher should be, to trace on the minds of his pupils in distinct and enduring lineaments, as large an amount as possible of this interesting, instructive and useful knowledge. This is especially important in the case of the greater part of the pupils, whose scholastic education will close with the free-schools, and whose attention will then be engrossed by the practical business of life. Such are the various important and difficult objects at which the teacher should aim; and as the success of different instructors is so very different, it becomes an important inquiry.

By what means can the teacher most certainly effect these objects? The general rule doubtless is, seek to gain the *affection, confidence and respect* of your pupils, and strive to govern them by these and other moral motives. To be more particular, I would say:

1. Cultivate a *cheerful, affectionate and dignified manner* in your intercourse with your pupils. Man, said Aristotle, is an imitative animal, and the teacher who cultivates a cheerfulness of disposition himself, and speaks kindly to his pupils, will by his example diffuse the same spirit among them, and make both himself and them happy. The feelings of human hearts in general and of all the little hearts within the walls of your school house, are linked together by strong and unmistakeable bonds of sympathy; and cheerfulness in the teacher will spread like an electric current over his whole school, and be felt by every heart within his little kingdom. The teacher who treats his pupils with kindness and affection, will receive far more love and obedience from them, than he who is characterized by a morose disposition, who never greets his scholars with a smile, and sometimes unnecessarily wounds their feelings. A cheerful, kind hearted teacher will always be welcome to his pupils. They will rejoice to see him approach the school house, even if the hour for study has not yet arrived; because they know he rejoices in seeing them happy, and will not interrupt their amusements before the regular time. But the morose and ill-natured teacher is even unwelcome, and hated by his scholars. He is regarded as the enemy of their happiness, and rarely enjoys the confidence of his school. On the other hand, the teacher, especially of larger boys, should not forget the *dignity of his profession,* nor place himself entirely on a level with his pupils. They should be taught to respect, as well as love and confide in him. Whilst it is proper, that he should witness, approve and control their recreations, we think it in general unadvisable for him to participate in them.

2. Teachers should seek to *make the studies of the school easy and pleasant,* so that the scholars may delight in them. It is a suggestive fact, and not without some philosophic ground, that the ancient Romans termed their elementary schools places of play and of sport, (*ludus*) —and the teacher was termed *ludi magister* or master of the play. It is indeed neither desirable nor possible for the teacher to remove every obstacle, and relieve the pupils from the necessity of study, or to convert his school literally into a house of sport or amusement. This would be to encourage idleness and mental dissipation, and prevent that intellectual effort, which is essential to development of the mind. His great and constant aim should be to explain every subject so far as to bring it within the reach of the ability of his scholars, and teach them how to help themselves, so that by proper effort they may be able to master the task assigned. The teacher that ordinarily turns away the scholar, who failed to accomplish a task after honest effort to perform it, and gives him not even a general intimation as to the cause of his failure, and the method of overcoming it, can hardly be supposed to have discharged his duty. With a view to simplifying the studies, the method of a short, general and easy course or outline for beginners, and at a later stage of mental development a larger and more minute one, is excellent in most sciences, such as geography, history, grammar, arithmetic, &c. The use of tabular views or charts, where the nature of the subject admits of them, and the singing of outline maps, &c., are also judicious means of facilitating study. This method has long since been employed in the institutions of Germany, and we regard its systematic introduction into the schools of our land, as evidence of the willingness of our countrymen to profit by the experience of others.

With this same view, children ought not to be advanced beyond their age, nor sent to school too young. The distinguished German physician *Hufeland,* one of the very first medical authorities of Europe, maintains that nothing is gained intellectually, and much lost both physically and intellectually, by sending children to school before they are seven years old. Children subjected to the confinement and labor of a school at an earlier age, are like hot-house plants, which, though ripened earlier than others, are less vigorous and enduring than those of natural growth. Their health is often undermined, and their intellectual powers tend to premature decay. The proverb, which is usually cited as a specimen of doting simplicity, is not altogether without some philosophical foundation, that *"the child is too smart to live long."* It is historically and physiologically true, that the precocious development seen in some children, results from an abnormal state of their physical constitution, and is ordinarily succeeded by premature decay.

Nor ought too many recitations be assigned for preparation at home, if the usual hours of the day are spent in confinement and study.—One or two recitations at night are sufficient for the younger classes. A different course makes study irksome to children, destroys the pleasure of school hours, and prevents them from acquiring a fondness for their books. In more advanced classes, the business of private study may properly be carried to greater extent, as it requires personal effort and teaches the student to help himself.

3. You should *aim at thorough instruction.*—For this purpose labor to make your pupils understand each lesson before you assign a new one. Of course you will occasionally find a scholar, whose feeble intellect, under the best tuition, will fail to compass the portion assigned. Here the average capacity and progress of the class must be your guide. Make all needed explanations and illustrations, and and aid particularly those pupils whose intellectual necessities require it. Strive, by thorough drilling, repetition, and the *Socratic* method of questioning, to impress on the pupils' minds clear and distinct impressions of the subject under consideration. If you fail in this, and their views remain obscure and confused, they will soon be forgotten; as they are neither deeply impressed on the mind, nor strongly linked by association to the previous stock of knowledge. The less scholars learn for the sake of forgetting it, the better. *Festina lente,* (make haste slowly,) is a useful pedagogic maxim; because, too hasty progress never fails to cause subsequent difficulty and delay.

Another important means of thorough instruction, is found in frequent and stated *repetition* and *examinations.* In addition to the closing public examination of each session, there ought to be private reviews and examinations at the end of every month and every week. These reviews and examinations afford additional impetus to study. The presence of parents and friends at public examinations, also appeals to the better feelings of the heart, a desire to excel, and to gratify those who feel interested in us, by the proof of our success. In Germany it has been remarked, that those schools turn out the best and most thorough scholars, in whose settled plan of instruction reviews and examinations have an important and fixed part assigned them. Nor should a few chapters or pages be selected for examination and review, with previous notice to the scholars; but the whole field of knowledge, passed over during the session or term, should be equally prepared.

4. *Finally. Study to control your pupils by moral means.*

The dignity of the office you sustain, gentlemen, dictates the use of means adapted to it. You are not engaged in training irrational animals, but you have young immortals committed to your care, whom God created in his own image. Now if experience teaches that, even with the brute creation, kindness is generally far more efficient than unfeeling severity; how much more should the law of Christian benevolence and affection prevail in the management of children and youth! We would not affirm that physical correction and coercion should never be resorted to in the case of obstinate transgressors; but even there it ought to be the last resort, after appeals to the nobler susceptibilities of the pupil have proved fruitless, and all other modes of punishment have been tried in vain. They should form the exception, and not the ordinary rule.

Therefore, do not indulge in habitual scolding, abuse or ridicule of your pupils, not even of the disobedient. *"Fathers, provoke not your children to anger, lest they be discouraged,"* is the injunction of revelation to parents, and is no less applicable to teachers. As in the family, so in the school, parents who govern their children by terror, will always have a cheerless fireside, void of all the endearments of affection; and teachers who control their school mainly by the rod, and keep their little children in constant terror, are inhuman tyrants, who embitter those years which the Creator designed for innocent, cheerful enjoyment, and are unfit to train the tender and susceptible mind. They make themselves and all around them unhappy, and utterly fail to develop the nobler principles of their pupils.

Again: Let teachers carefully *guard against indulging in partiality* in their decisions, or in the distribution of favors. Let them show no preference in school, except as the reward of superior merit, and at the time such reward is adjudged. Even the pupil that has been justly punished, should be kindly treated afterwards in expectation of his reformation; if he feels himself cast off by the teacher, he will be discouraged and become reckless.

Having thus taken the liberty to specify some of the errors which should be avoided, allow me, in conclusion, briefly to indicate those nobler, more amiable, and more efficient principles, by which, in my judgment, schools should mainly be controlled.

1. Often appeal to the conscience of your pupils. This inward monitor, implanted into every heart by the hand Divine that made us, naturally demands acquiescence in its dictates. Its imperative injunctions are felt by all; and, though they may be drowned for a season amid the turmoil of conflicting passions, in calmer moments they re assert their claim, and often lead to reformation. Hence, although appeals to the moral sense sometimes appear fruitless, let not the faithful teacher be discouraged, but again address himself to the same motive, and sooner or later its influence will be felt. The dominion of this noble element of our nature, is greatly confirmed by the reading of a chapter from the New Testament without note or comment—a practice which we would cordially recommend to all teachers and directors of schools. Assuredly, Christians of all denominations, should be willing to let their children hear what God teaches and requires. Let this exercise be performed with solemnity, when conducted by the teacher. But sometimes it may be better that the scholars should read the portion, taking each a verse, without taking its number, so that all must constantly attend, in order to perform their part. No arithmetic can calculate the moral influence thus exerted on the future destiny of the scholars, or determine how many may, in after life, be saved in temptation and rescued from ruin.

Again: Great influence may be exerted on the youthful mind, by exhibiting the advantages of the different studies for the purpose