



### TERMS.

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### Poetical.

#### MY BIRTHDAY.

BY THOMAS MOORE.

"My birthday"—what a different sound  
That word had in my youthful ears!  
And how, each time the day comes round,  
Less and less white its mark appears!  
When first our scanty years are told,  
It seems like pastime to grow old,  
And, as Youth counts the shining links  
That Time around him binds so fast,  
Pleased with the task, he little thinks  
How hard that chain will press at last.  
Vain was the man, and false as vain,  
Who said "were he ordained to run  
His long career of life again,  
He would do all that he had done."  
Ah, 'tis not this the voice that dwells  
In sober birthdays, speaks to me;  
Far otherwise—of time it tells,  
Lavished unwisely, carelessly;  
Of counsel mocked; of talents, made  
Inaply for high and pure designs,  
But oft, like Israel's incense, laid  
Upon unholy, earthly shrines:  
Of nursing many a wrong desire;  
Of wandering after Love too far,  
And taking every meteor fire  
That crossed my pathway for his star.  
All this it tells; and, could I trace  
Th' imperfect picture o'er again,  
With pow'r to add, retouch, efface  
The lights and shades, the joy and pain,  
How little of the past would stay—  
How quickly all would melt away—  
All—but that freedom of the Mind,  
Which hath been more than wealth to me;  
Those friendships, in my boyhood twin'd,  
And kept till now unchangingly;  
And that dear home, that saving ark,  
Where Love's true light at last I've found,  
Cheering within, when all grows dark,  
And comfortless, and stormy, round!

### Miscellaneous.

#### MR. WEBSTER'S WILL.

In consequence of the wish expressed by a correspondent, a wish in which we need not say the public heartily concur, we have procured a copy of Mr. Webster's Last Will and Testament for publication. We think it necessary to add that Mr. Webster's Executors, aware how much interest is felt by the community in whatever relates to the life and acts of the great statesman, while they have not been instrumental in procuring the publication of this record, have not expressed opposition to it. We subjoin it entire.—Boston Courier.

#### In the Name of Almighty God!

I, DANIEL WEBSTER, of Marshfield, in the County of Plymouth, and Commonwealth of Massachusetts, Esquire, being now confined to my house with a serious illness; which, considering my time of life, is undoubtedly critical, but being, nevertheless, in the full possession of all my mental faculties, do make and publish my last Will and Testament.

I commit my soul into the hands of my Heavenly Father, trusting in his infinite goodness and mercy.

I direct that my mortal remains be buried in the family vault at Marshfield, where monuments are already erected to my deceased children and their mother. Two places are marked for other monuments, of exactly the same size and form. One of these, in proper time, is to be for me, and perhaps I may leave an epitaph. The other is for Mrs. Webster. Her ancestors, and all her kindred lie in a far distant city. My hope is, that after many years, she may come to my side, and join me and others whom God hath given me.

I wish to be buried without the least show or ostentation, but in a manner respectful to my neighbors, whose kindness has contributed so much to the happiness of me and mine, and for whose prosperity I offer sincere prayers to God.

Concerning my worldly estate, my Will must be anomalous and out of the common form, on account of the state of my affairs.

I have two large real estates. By marriage settlement Mrs. Webster is entitled to a life estate in each, and after her death they belong to my heirs. On the Franklin estate, so far as I know, there is no incumbrance except Mrs. Webster's life estate. On Marshfield, Mr. Samuel Frothingham has an unpaid balance of a mortgage, now amounting to twenty-five hundred dollars. My great and leading wish is, to preserve Marshfield, if I can, in the blood and name of my own family. To this end, it must go in the first place to my son, Fletcher Webster, who is hereafter to be the immediate prop of my house, and the general representative of my name and character. I have the fullest confidence in his affection and good sense, and that he will heartily concur in anything that appears to be for the best.

I do not see, under present circumstances of him and his family, how I can now make a definite provision for the future beyond his life. I propose, therefore, to put the property into the hands of trustees, to be disposed of by them as exigencies may require.

My affectionate wife, who has been to me a source of so much happiness, must be tenderly provided for. Care must be taken that she has some reasonable income. I make this Will upon the faith of what has been said to me by friends, of means which will be found to carry out my reasonable wishes. It is best that Mrs. Webster's life interest in the two estates be purchased out. It must be seen what can be done with friends at Boston, and especially with the contributors to my life annuity. My son-in-law, Mr. Appleton, has most generously requested me to pay little regard to his interests or to those of his children, but I must do something and enough to manifest my warm love and attachment to him and them. The property best to be spared for the purpose of buying out Mrs. Webster's life interest under the marriage settlement, is Franklin, which is very valuable property, and which may be sold under prudent management, or mortgaged, for a considerable sum.

I have also a quantity of valuable land in Illinois, at Peru, which ought to be immediately seen after. Mr. Edward Curtis and Blatchford, and Mr. Franklin Haven know all about my large debts, and they have undertaken to see at once whether those can be provided for, so that these purposes may probably be carried into effect.

With these explanations, I now make the following provisions, namely:—

ITEM. I appoint my wife, Caroline Le Roy Webster, my son Fletcher Webster, and R. M. Blatchford, Esquire, of New York, to be the Executors, and also the Trustees hereinafter named, in all things relating to finance and pecuniary matters, to consult with my valued friend, Franklin Haven; and in all things respecting Marshfield, with Charles Henry Thomas, always an intimate friend, and one whom I love for his own sake and that of his family; and in all things respecting Franklin, with that true man, John Taylor; and I wish them to consult, in all matters of law, with my brethren and highly esteemed friends, Chas. P. Curtis and George T. Curtis.

ITEM. I give and devise to James W. Page and Franklin Haven of Boston, and Edward Curtis of New York, all my real estate in the towns of Marshfield, in the State of Massachusetts, and Franklin in the State of New Hampshire, being the two estates above mentioned, to have and to hold the same to their heirs and assigns, forever, upon the following Trusts:—viz:

First. To mortgage, sell or lease so much thereof as may be necessary to pay to my wife Caroline Le Roy Webster, the estimated value of her life-interest, heretofore secured for her thereon by marriage settlement, as is above recited, if she shall elect to receive that valuation in place of the security with which those estates now stand charged.

Secondly. To pay to my said wife, from the rents and profits and income of the said two estates, the further sum of five hundred dollars per annum during her natural life.

Thirdly. To hold, manage and carry on the said two estates, or so much thereof as may not be sold for the purposes aforesaid, for the use of my son, Fletcher Webster, during his natural life; and after his decease, to convey the same in fee to such of his male descendants as a majority of the said Trustees may elect, they acting therein with my son's concurrence, if circumstances admit of his expressing his wishes, otherwise acting upon their own discretion; it being my desire that his son Ashburton Webster take one, and his son Daniel Webster, Jr., the other of the said estates.

ITEM. I direct that my wife, Caroline Le Roy Webster, have, and I hereby give to her, the right during her life to reside in my mansion House at Marshfield, when she wishes to do so, with my son, in case he may reside there, or in his absence, and this I do, not doubting my son's affection

for her or for me, but because it is due to her that she should receive this right from her husband.

ITEM. I give and bequeath to the said James W. Paige, Franklin Haven, and Edward Curtis all the Books, Plate, Pictures, Statuary and Furniture and other personal property now in my Mansion House at Marshfield, except such articles as are hereinafter otherwise disposed of, in trust to preserve the same in the Mansion House for the use of my son Fletcher Webster, during his life, and after his decease, to make over or deliver the same to the person who will then become "the owner of the estate of Marshfield;" it being my desire and intention that they remain attached to the house while it is occupied by any of my name and blood.

ITEM. I give and bequeath to my said wife all my furniture which she brought with her on her marriage, and the silver plate purchased of Mr. Rush, for her own use.

ITEM. I give, devise, and bequeath to my said Executors all my other real and personal estate, except such as is hereinafter described and otherwise disposed of; to be applied to the execution of the general purpose of this Will, and to be sold and disposed of, or held, and used at Marshfield as they and the said Trustees may find to be expedient.

ITEM. I give and bequeath to my son Fletcher Webster, all my Law Books, wherever situated, for his own use.

ITEM. I give and bequeath to my son-in-law Samuel A. Appleton, my California watch and chain, for his own use.

ITEM. I give and bequeath to my grand daughter Caroline Le Roy Appleton, the Portrait of myself, by Healy, which now hangs in the South East parlor at Marshfield, for her own use.

ITEM. I give and bequeath to my grand son Samuel A. Appleton, my gold snuff box with the head of General Washington, all my fishing tackle and my Selden and Wilmot guns, for his own use.

ITEM. I give and bequeath to my grand son, Daniel Webster Appleton, my Washington medals, for his own use.

ITEM. I give and bequeath to my grand daughter, Julia Webster Appleton, the clock presented to her grandmother, by the late Hon. George Blake.

ITEM. I appoint Edward Everett, Geo. Ticknor, Cornelius Conway Felton, and George Ticknor Curtis, to be my literary Executors; and I direct my son, Fletcher Webster, to seal up all my letters, manuscripts and papers, and at a proper time to select those relating to my personal history, and my professional and public life, which in his judgment should be placed at their disposal, and to transfer the same to them, to be used by them in such manner as they may think fit. They may receive valuable aid from my friend George J. Abbott, Esq., now of the State Department.

ITEM. My servant William Johnston, is a free man. I bought his freedom not long ago for six hundred dollars. No demand is to be made upon him for any portion of this sum, but so long as is agreeable, I hope he will remain with the family.

ITEM. Morrieha McCarty, Sarah Smith, and Ann Bean, colored persons, now also, and for a long time in my service, are all free. They are very well deserving, and whoever comes after me must be kind to them.

ITEM. I request that my said Executors and Trustees be not required to give bonds for the performance of their respective duties under this Will.

In testimony whereof, I have hereunto set my hand and seal, at Marshfield, and have published and declared this to be my last Will and Testament, on the twenty-first day of September, in the year of our Lord eighteen hundred and fifty-two.

[Signed.]

DANIEL WEBSTER. [Seal.]

Signed, sealed, published by the said Testator, as and for his last Will and Testament, in the presence of us, who, at his request, and in his presence, and in the presence of each other, have set our names hereto as subscribing witnesses, the word "our" being erased in the third line from the bottom of the fifth page, before signing.

[Signed] GEORGE J. ABBOT,  
JOHN JEFFRIES,  
CHARLES H. THOMAS.

#### Agricultural Products.—Prices.

We are glad to notice an increasing demand for breadstuffs abroad. Our market price is governed by the foreign demand. There has been no period within the last four years, when the farmer's market was better than now. All kinds of produce command a good price. Wheat, hay, corn, oats, potatoes, pork, beef, poultry, butter, &c., &c., are all commanding excellent prices. The former season was a hard one for farmers in this region, but the last we trust will fully compensate the loss sustained. The farming community embraces much the largest portion of our population. When it is prosperous business cannot be dull.

#### The want of properly qualified teachers is the great want of our School System.

This evil and the remedy are so forcibly presented in the late Report of Mr. Secretary Hughes, that we deem it our duty to publish entire his very lucid arguments. We hope every reader will give it a careful perusal, and that the interest now being manifested on this subject, will not be relaxed until these wise suggestions are carried out.

I now beg to call your attention to the subject of providing competent teachers, which I regard as by far the most important consideration affecting the success efficiency and prosperity of our Common School system. To provide school houses, levy and pay taxes, send the youth of the country to the schools, and let them pass there the whole period of minority; these are comparatively lost, worse than lost, unless the teacher—he who is the medium of communicating the education—possess the requisite qualifications for his post. To fill the position of directing and training the developing intellect and moral qualities of our youth, is certainly a task to accomplish refined and high purposes. To attend upon the loom, to follow the plough, to work in the mine, much more to pursue most of the branches of the mechanic arts, requires skill, training, and adaptation.—But the opinion seems practically to be entertained in many districts that the teacher, like the ancient idea of the Poet, is born. The rudest material—persons either unfit for, or casually out of other employment, without previous preparation or training, and looking to the situation of school teacher as the mere means of support, while the necessary time is consumed in obtaining some other occupation, are in very many instances employed in our public schools. The effect is to render useless, and even a mere burthen, the maintenance of such schools; to waste the valuable time of the pupil, the loss to the state of the intellectual advancement of some of her citizens, and consequent unfitness for their high duties, to degrade the profession of the teacher, and in fact, more than any other cause, defeat the efficiency of the system and thwart the hopes of its friends. Teaching should be properly a distinct substantive profession, for which the professor should be prepared by a due course of previous instruction. It should be a pursuit, as it properly is, requiring peculiar fitness and refined skill. That a very considerable proportion of our teachers are so qualified is unquestionably true, and they may be said to be the source of whatever of vigor our system possesses.—How then shall this great desideratum of COMPETENT TEACHERS throughout the State be obtained? I am of the opinion that its accomplishment is no very difficult task. Any means that will guarantee our districts against the employment of incompetent teachers, that will stimulate their energies, rouse a spirit of rivalry, and disseminate instruction and the improvements in the science of teaching, and will furnish well educated teachers, and as a matter of true economy, give good salaries, will certainly produce this result.

For the supply of these means I beg to suggest the following:

- 1st. The appointment of a competent Examiner, or Board of Examiners, for each county.
- 2d. The division of the State into districts, and the appointment of an officer having supervisory authority, to be called the District Visitor.
- 3d. Increased duration of the periods for keeping the schools in operation in each school district.
- 4th. Normal Schools.
- 5th. A more general employment of Female Teachers.
- 6th. Good Salaries.

The great injustice done to the State, as well as parents and pupils, by the employment in some districts of persons as teachers wholly unqualified, shows that the present mode of examination by directors, or such persons as they may appoint for that purpose, is not efficient. Numerous methods to guard against incompetent teachers have been repeatedly suggested, all of them, however, looking to a preliminary examination by some duly qualified person. As the law requires that all teachers shall annually obtain a certificate founded on examination, setting forth the branches he or she is capable of teaching, it follows that such examinations shall be annual also. The labor and time necessary for making these examinations in some counties of the Commonwealth will be considerable, and for this reason, as well as to avoid evils growing out of certain kinds of patronage, I propose to separate the duty of the examiner or board of examiners from all others. I therefore respectfully recommend that in each county of the Commonwealth there shall be an Examiner or Board of Examiners (consisting of two or more,) who should be persons of proper scientific and literary acquirements, as well as experience in the art of teaching; that it shall be their duty to examine all who shall desire an examination, and give to them, respectively, a certificate setting forth the branches he or she is capable of teaching. Let this certificate be an indispensable pre-requisite for the employment of any one to teach any branch of learning.

The necessity of a supervisory power over schools, exerted by some competent person, whose immediate and personal intercourse with them gives a more intimate knowledge of their condition and wants, has long been felt and acknowledged.—The discipline and method of instruction, the books and branches taught, form subjects of particular and skilful guardianship.

To stimulate ambition among teachers, and create a spirit of rivalry, and desire to keep up with the improvements in the art of teaching that skill and experience may demonstrate, can not fail to infuse a spirit and professional pride among teachers that would produce much practical good. To promote these ends, it is suggested that the State be apportioned into a convenient number of districts; and that for each district there shall be selected an officer called the District Visitor, whose duty it shall be to visit the several schools within his district as often as practicable, note the course and method of instruction, make suggestions, and impart such information and direct such course touching the subjects within his cognizance, as shall be improvements. He shall, at least once in each year, call a convention of the teachers within his district, and at such be ex-officio presiding officer, and shall communicate such information and plans for improvement, as he shall deem expedient.—Addresses and discussions among the teachers should be there elicited, and such other means adopted within their power, calculated to advance the course of instruction and the cause of education. It is a gratifying fact, that many teachers in different parts of the State, are manifesting publicly a laudable zeal in their profession, and have called and held conventions similar to such as are herein suggested. These praiseworthy efforts for improvement on the part of teachers, assuredly deserve to be promoted by legislation calculated to secure their continuance and increase their utility. Should considerations of economy outweigh the purpose of a separation of the respective duties proposed for examiners and visitors, they might be combined, and the officer designated as District or County Superintendent.

A serious cause of embarrassment and difficulty in the way of procuring and keeping good teachers, is the short period for which our Common Schools are kept open during the year. The act of 6th May, 1850, fixes the minimum period at three months and the maximum at ten.—From the table herewith annexed, it will be seen that the average period taught in the districts throughout the State, is but five months. Frequently the time of teaching in each district is divided, into a period in Winter and another in Summer. The Winter school usually taught by a male, and the Summer school by a female. It will, therefore, appear, that the limited term of teaching during the year, and at intermittent periods, necessarily prevents teaching from being pursued as a profession. The teacher cannot, if he would, obtain a support from his employment, and is forced to engage in some other pursuit. As a consequence, in districts where this short and intermittent period system of teaching is practised, but few teachers can be obtained except those who lead an unsettled life, or are casually out of their regular and principal employment. With such persons the profession and science of teaching is not regarded, and proficiency cannot be expected. The schools are kept open truly, but the pupils can scarcely be said to be taught.

Another evil of this frequent change of teachers, is a change of books and discipline in school. The diversity of acquirements, of temperament and other peculiarities, in this way brought to bear on the pupil, prevents the growth of that veneration and sympathy between teacher and scholar so necessary to control and enlist ambition. A frequent change of teachers, of books and of discipline, makes a constant confusion, that with most scholars must create a distaste for the school-room, make it a place of temporary detention and imprisonment merely, while the mental faculties, if not in fact, blunted by this want of continuity in any particular course of study, will derive little or no improvement.

The removal of this vast impediment in the way of the complete success of our school system, must be the work of time, and the result of a higher estimate of the value of education to the whole people.—Yet legislation may do much, and while I would not, at this time, recommend the enforcement of maintaining the schools in operation during the maximum period, I would increase the minimum to at least five months, and require, when the schools are in operation for the minimum period only, that the teaching in any one school be uninterrupted during that time. The consequence of this may be that in a district where there are (say) four schools; two teachers may fill two of the schools during a fall and winter period, and accommodate those who attend school only in the fall and winter, and the same teachers serve in the two other schools during the warmer season, for the accommodation of those

who then wish to attend. The objection to this arrangement would be, that in sparsely populated districts, the two schools might be at points so remote as to be inconvenient to a portion of the population during one or the other of the periods. The proper answer would be, that all portions of the district still get their five months tuition in each of the schools, and that the evil of remote distance from the school house, if supplied with a good teacher, is not so great as the evil of an incompetent teacher & the school house in close proximity. The sound discretion of the directors must make such regulations as to prevent the schools from being too crowded at any one time. That school teaching shall be pursued as a profession—a regular employment—is indispensable. It is equally indispensable for the procurement of competent teachers, that the business of teaching be a separate one, and pursued as a distinct profession. No sacrifice of more convenience in attending the schools can be too great that will secure good teachers—without which all schools are worthless.

The establishment of Normal schools has been repeatedly urged upon the attention of the Legislature by my predecessors, and the experience of other States where they have been established, settles the question of their great utility. The importance and value of previous education, and of training in the art of teaching to make competent teachers, is self-evident. Schools specially established for the purpose, will necessarily promote this end.

In some European countries the seminaries established for the preparation of school teachers furnish the main supply. There, however, the profession of a teacher (like any other occupation in which the party employed has been instructed) is pursued for a life time. The political and other institutions neither affording inducements, nor, for the most part, permitting a change in the occupation. As a consequence of this continuous course of employment, fewer seminaries could supply the demand for a given number of teachers, than in these free States. Here, where democratic institutions open wide to merit the portals of political advancement, while our fertile soil, mineral deposits, magnificent rivers, good harbors, and salubrious climate, afford a country teeming with the elements of wealth, our population pre-eminent for their energy and versatility of talent, are not and cannot be restrained to a particular pursuit. To hope to educate teachers who would pursue for a life time that calling in this country, would be vain. While many would probably do so, the majority of our young men would fit themselves as soon as practically for pursuits more lucrative or congenial to their tastes.

Still, it cannot be doubted that if Normal Schools were established, and teachers thus provided and fitted for their duties at the public expense, such regulations could be adopted as to secure their services as teachers at an average of from five to eight years. Were an obligation to that effect to be required, and its enforcement provided for, the legal and moral obligation to comply, as well as the disgrace of a violation, would certainly secure the end designed. While it would be impracticable to educate a sufficient number to supply by means of Normal Schools the demand for teachers, yet the distribution of them thus prepared and qualified, throughout the State, could not fail to improve the character of teaching. As instructors they would be the objects of imitation, and the information and instruction given to them at the Normal Schools, could measurably be imparted to others by their example, their associations, connections, and otherwise.

There is, however, another kind of school, or rather a modification of the Normal School, entirely practicable and calculated to meet the existing wants with little delay and comparatively small cost.

If a few institutions were established at eligible points throughout the Commonwealth, with a corps of professors, and a hall suitable for the accommodation of six or eight hundred persons, in which lectures were to be delivered and instruction given in the sciences, literature, and the art of teaching, to such of the teachers throughout the State as should attend, the present generation of teachers could be thereby vastly improved. The instructions should be given free of charge, and teachers permitted to attend at such times as their school vacations or engagements would warrant. The cost of sustaining such institutions, would not much exceed the salaries of the professors, while perhaps, no plan that may be devised, will impart more immediate and general improvement. Such institutions might readily be united with the Normal Schools proper, and such practical regulations adopted that would enable both kinds of students to receive due attention. In this way both the present and future could be provided for with but comparatively trifling cost, and without delay.

The expense of maintaining longer periods of, or continuous instruction in the