

Bedford Inquirer and Chronicle.

A Weekly Paper, Devoted to Literature, Politics, the Arts, Sciences, Agriculture, &c., &c.—Terms: Two Dollars per annum.

BY DAVID OVER.

BEDFORD, PA. FRIDAY, APRIL 24, 1857.

VOL. 30, NO. 17.

Labor Stands on Golden Feet.

"Listen, my lad, quoth Diddy Thaddeus, 'tis the spring. Look for sloes and elderberries, rasp-berries and others for ointment; marjoram, sparge, and thyme, wherever thou mayst and canst. These we will sell to the apothecaries. In summer, gather basketsful of strawberries, bilberries and raspberries, carry them to the houses: they will yield money. In winter, let us gather and dry locks of wool for the saddlers and tapestry-makers, and with the basket and mat manufacturers. From the table of the bountiful God a thousand crumbs are falling for us; these we will pick up. They will give thee cheese to thy bread, and piece of meat to thy potatoes. Only get to work! I will give thee a little barrow, and a belt for thy shoulders."

This was his first essay in business on his own account, and he worked hard and thrived well. His separation from his father taught him how to stand on his own legs—an important piece of knowledge in a world that is full of leavings as of meetings; and when they did come together, and the boy counted out his krentzlers, and the father patted him approvingly on the cheek, that boy would have changed places with no prince that ever sat on a throne. Jonas was at length apprenticed to a girdler, or worker in metals, and the old thinker in due time died, leaving his son the paring adze, to work, save and pray, and a box containing a thousand guilders.

Jonas' apprenticeship passed on pretty much according to universal rule; that is he did the drudgery of the house as well as learned the trade, and received kicks and cuffs from the journeyman. But in five years his servitude was out, and he was a journeyman himself. He was now, by the rules of his guild, obliged to travel for improvement, he spent five or six years in going to and from the earth, and then came back to Altenheim an accomplished girdler. To become a master, it was necessary to prepare his "master-piece," as a specimen of what he could do, and the task allotted to him was to engrave on copper, without rule or compass, the prince's family-crest, and then to gild the work richly. This accomplished, he was received into the guild of masters with much pomp and ceremony, and old-fashioned feasting—all at the charge of the poor beginner. Without reckoning the heavy expenses of his mastership, or of clothing, linen, and furniture, in the hired lodgings and workshops, no small sum was requisite for the purchase of different kinds of tools—a lathe, an anvil, crucibles, dies, grinding implements, steel pins, hammers, chisels, tongs, saws, &c.; and also for the purchase of brass and pitchback ware, copper, silver, lead, quicksilver, varnish, brimstone, borax, and other things indispensable for labor. He had also taken, without premium, an apprentice, the child of very poor people, to help him. He would have been very glad to put the rest of his money out to interest again, but he had to provide the means of subsistence for at least one year in advance, for he had to begin with neither wares nor customers.

Jonas now appears in the character of a lover, and his wooing is one of the most beautiful pictures in the book. His choice has fallen upon a servant girl whom he had known in boyhood. One morning Master Jonas sent his apprentice with a message. "Miss Fuchel was to come to him directly; he had found a good place for her." Martha hastened thither gladly. "Hast thou found a place for me, dear Jonas?" asked she, giving him her hand gratefully. "Thank God! I began to fear becoming troublesome to our kind friends. Come, tell me where?"

He looked anxiously into her joyous blue eyes; then, in confusion, down to the ground, then again upwards to the roof of the room, and around the four sides, as though he was seeking something lost. "Come, tell me, then," repeated she, "Why art thou silent?"

He collected himself, and began, hesitating: "It is—but Martha—thou must not be angry with me."

In surprise, she smiled. "Angry with thee Jonas? If I would be, and should be, could I be!"

"Listen, Martha; I will show thee—I must tell thee—I know a man anxious to have thy heart and hand—who—even who—"

"Oh, Jonas, reproach me rather, but do not make mockery of me, a poor maiden!" exclaimed she, shocked or hurt, while her face lost all its color, and she turned from him.

"Martha, look at me. He is assuredly no bad man. I will bring him to thee; I will give him to thee myself."

"No, Jonas, no! From thee, least of all, can I receive a lover."

"From me, least of all!" asked he, with visible emotion. "From me least of all!"

And if—I don't know—if I would give thee myself—look at me. Martha! Tell me."

Here silence ensued. She stood before him with downcast eyes and glowing cheeks and played with her apron-string. Then, as if still doubting, she looked up again, her eyes swimming with tears, and said, with trembling lips: "What must I say, then?"

Jonas took courage, and whispered, half aloud: "Dost thou love me with all thy heart?"

Half aloud, Martha whispered back, "Thy heart knows it."

"Canst thy heart be satisfied with dry bread and salt?"

"Rather salt from thee than tears from me!"

"Martha, I will work for thee; wilt thou save for me?"

"I will be sparing in everything, except my own pains!"

"Well, then, darling here is my hand!—Take it. Wilt thou be mine?"

"Was I not thine eight years ago and more? Even as a child? Yet no! It ought not to be, Jonas."

Alarmed, he looked in her face and asked: "Not bet and why?"

"Think well over it, Jonas! Do thyself no injustice. Any other burgler's daughter in the town would be glad to give thee her hand and heart, and a good dowry besides. Thou might'st live much better."

"Say nothing about that," cried Jonas, stretching out both his hands imploringly. "Be still; I shall feel that I am but beginning to live, if thou wilt promise to live with me."

"Live, then!" said she, in blushing embarrassment, and gave him her hand.

He took her hand, and at the same time clasped his bride to his bosom, that heaved with unvoiced emotion. She wept on his breast in silent joy.

He would fain, if he had room, add to this the marriage sermon, preached by the bridegroom, and well preached, too; for Jonas had knowledge, although, as he said himself, he never found half so much in books as is lying everywhere about the road.

Martha was just the wife for the honest sensible hand worker; and as it frequently happens with such characters, his affairs prospered from the date of his marriage. He took a large house in a better situation for trade, and, having presented the useless master-piece, which nobody would buy, to the Prince, he was rewarded by the dignity of "Master girdler to the Court."

But still uprightly and hardly the court girdler lived with his wife, just as before; active in the workshop and warehouse, at markets and at fairs. Year after year fled, though, before the last guilder could be paid off of the debt on the house, days of joy and of sorrow succeeded each other in turn. They were all received with gratitude to God, these as well as those."

We now come hastily to the third generation; for Jonas had a son called Veit, who was at first apprenticed to his father, and then sent to travel as a journeyman. The patriarch had no education at all; Jonas had snatched at his just as opportunities permitted; but Veit, went regularly through the brief and practical curriculum fitted for a tradesman's son. He was, consequently, better informed and more refined than either his father or grandfather; and spent so much time in gaining a thorough insight into the branches connected with his own business, that honest Jonas was quite puzzled.

"Where did the boy get all these notions?" said he. "He did not get them from me, I'm sure."

Veit had a bad opinion of the travelling custom, and for these reasons:—"How should these men, most of them badly brought up, attain to any greater perfection in their business if they have left home and school without any preparation for it? No one can understand, if his understanding has been developed. From one publican they go to another, from one workshop to another; everywhere they find the old common track—the mechanical, mindless life of labor, just as in the very first place to which they were sent to learn their trade. At most they acquire dexterity by practice. Now and then they learn a trick from a master, or get a receipt, which had been cautiously kept secret; when possessed of this they think something of themselves. Even the character of these rascals is not seldom destroyed by intercourse with their fellows. They learn drinking and rioting, gambling and licentiousness, exalting and debating. Many are ruined before they return to their native place. Believe me, dearest father, the time of travel is to very few a true school for life; one in which, through frequent change of good and evil days, the head acquires experience, the thoughts strength and clearness, the thoughts strength and

clearness, the heart courage and reliance on God. Very few, even of those who bring a scientific education with them, can gain much of value for their calling in life; extend their views, transfer and apply to their own line of business the inventions and discoveries that have been made in other departments of art and industry."

Jonas understood little of the refinement of his son, but he opened his eyes when Veit obtained a lucrative appointment in a large metallic manufactory, first in London and then in Paris. In a letter informing his parents of this good fortune, were enclosed the whole of the savings from his salary.

Mr. Jonas shook his head at this passage, and cried out, deeply moved, yet as though vexed, while a tear of motherly tenderness stole down Martha's cheek: "No! no! by no means! What is the fool thinking of! He'll want the money himself—a simpleton. Let him wait till he comes to the master-piece. What pleases me most in the story, is his contentment and his humility. He is not ashamed of his old silver water-jet. It is not everybody that could act so. There must be strong legs to support such extraordinary good luck. These the bursch has!"

After years of absence, the young man at last walks suddenly into the paternal home on his father's birth-day, and makes them all scream and weep with joy.

"Hark ye, bursch," exclaimed Jonas, who regarded him with fatherly delight, "thou seem'st to me almost too learned, too refined, and too elegant for Veit Jordan. What turner has cut out near a piece of furniture out of so coarse a piece of timber?"

His stay, however, was short. M. and Mme. Bellarme (his employer at Paris,) had been both, almost afraid, to let him go. The feeble state of health of the former began to be so serious that he durst not engage in bulk of his affairs. In the space of a year both felt so complete confidence in Veit's knowledge of business, and in his honor, that they had taken him as a partner in trade, and in the foundry. Henceforth, M. Bellarme contributed his capital only; Veit his knowledge, care and industry.

The reform of the guilds, and the establishment of a technological school for the young hand workers—both through the instrumentality of Jonas—we have no room to touch; for we must say a parting word on the reunion of the family by Veit's return permanently from abroad. Notwithstanding the prosperity of the now old couple, everything, as everything, was as he had left it years ago—as he had known it from childhood—only Christiane not. There stood yet the two well scoured old deal tables, wrinkled, though from the protruding fibres of the wood; there were the straw-bottomed stools still; and at the window, Mither Martha's arm-chair, before which, as a child, he had repeated his lessons; there still hung the same little glass between the windows; and the wall clock above the stove sent forth its tick-tac as fastly as before. Father Jonas, in his enlarged workshop, with more journeymen and apprentices, snatched and hammered, filed and formed still, from morning to night, as before. The noble housewife flew about yet as busy as a bee; she had managed the housekeeping without a servant since Christiane had been grown up. And yet Veit came back with the same cheerful disposition that he had ever shown. In the simply furnished rooms which Martha had fitted up for him, in the upper story of the house, he forgot the splendid hall, the bon-doirs and ante-chambers of London, Paris and Bellarme estate; the Gobelin tapestry, the gold-framed pictures, the convenience of elegant furniture, and artificial delicacies of the table on silver plate."

Assisted by the patronage of the prince, he established a great foundry in his native town, of ball and cannon, bronze and brass; and on his marriage with the aforesaid Christiane, the sovereign made a handsome present, in a handsome manner, "as a small token of the gratitude to a family that had been so useful to the country."

In addition to the hand-workers' school, there now arose, under the auspices of this family, a training-school for teachers, a labor-school for females, and other establishments. The town was embellished; the land in the neighborhood rose in value; uncleanness and barbarism in food, clothing and houses, disappeared. "Only old men and women, grown rusty in the habits and the ignorance of many years, complain that the times are worse; at the sight of a higher civilization, they complain of the luxury and the pride of the world now-a-days;" as superstition dies out, they complain of "human incredulity, and the downfall of religion."

"The day of judgment," say they, "is at hand."

But Master Jonas, when seventy years

had silvered his hair, stood almost equal to a strong man of thirty, happy, indeed, by the side of the pious Martha, in a circle of his children and children's children, honored by his fellow-citizens, and honored by his prince. He often told the story of his boyhood, how he used to go about knocking with Father Thaddeus, the thinker; and his face glowed with inward satisfaction, when he compared the former period with present changes, in the production of which he could never have imagined he was to have so considerable a share. Then he used to exclaim—

"Have I not always said it? Clear understanding only in the head, love to one's neighbor in the heart, struggle in the stomach, and industry in the fingers—then, Handwork stands on Golden Feet!"

REPORT OF THE SELECT COMMITTEE OF THE SENATE, ON THE BILL, ENTITLED "AN ACT TO PROVIDE FOR THE DUE TRAINING OF TEACHERS FOR THE COMMON SCHOOLS."

The Select Committee, to whom was referred Senate bill No. —, entitled "An Act to provide for the due training of Teachers for the Common Schools," the State beg leave to report:

That the want of proper Schools for the education and training of Teachers for the Common Schools of the State has been long felt and acknowledged. In the infancy of our Common School System, this subject, although its importance was always conceded, was subordinated to the primary object of securing a foothold for the system itself, which then encountered in many sections of the State a bitter and persistent hostility. But as that system gradually overcame opposition, and established itself upon a permanent basis, these efforts which in its early years had been required for its advocacy and defence were directed to its improvement and extension. Much has been effected, and the system has reached a point where its efficiency and usefulness will be most increased by the adoption of some uniform method of Normal Instruction.

The policy of Pennsylvania has been to create and foster, in connection with her Common School system, a popular sentiment upon which that system and all its improvements could lean for support. It is the opinion of your Committee, that they are not in advance of that public sentiment, as its organ, in urging upon the Legislature the propriety of engrafting upon the system, at this time, a suitable method for the instruction of teachers, which will afford the advantages and possess the symmetry and efficiency of a State Institution. It is well known that the most frequent complaints which reach all who are interested in Common Schools, is of the ignorance and inefficiency of teachers. Governors in their messages, State and County Superintendents, and District School Directors have made it the subject of constant official notice. Without elaborating this topic, your Committee would refer to the Reports of the Superintendents of Common Schools for years past, and more particularly to the Reports of the County Superintendents for further information. These documents prove clearly—1st, That the great want of the Common School system is "a sufficient number of competent and well trained teachers;"—and 2nd, That public opinion demands that this want shall be supplied by the establishment of well organized Normal Schools under the patronage of the Commonwealth.

Should Pennsylvania incorporate a uniform system of normal instruction into her educational policy, she will only be following the lead of some of her sisters. The subject has engaged the attention of most of the States of the Union where Common Schools exist, and some of them have already established schools which are rewarding the wisdom of their founders by elevating the standard of education, increasing the efficiency of the Common School and improving the character of the teacher. New England, New York, New Jersey, and some of the Western States, have tried the experiment with eminent success, and the intelligent public sentiment of those States recognizes in Normal Schools a necessary part of any well-organized system of general education. But to Europe is due the honor of their invention. Prussia is the mother of Normal Schools, and it is worthy of Pennsylvania's notice that this system was conceived and established by the scholars and statesmen of that German State, foremost of the kingdoms of Continental Europe in general intelligence and virtue, and in the perfection of her educational system from whence emigrated the ancestors of a large portion of our population. As early as the year 1850, Prussia had over fifty Normal Schools; France nearly one hundred; Great Britain twenty-six; and about one hundred more were scattered

over other parts of the continent. Since that time they have been steadily increasing in numbers and efficiency.

In 1839, Massachusetts had established three Normal Schools; Connecticut one; New York one, besides special appropriations to her numerous academies for the purpose of adding thereto facilities for the instruction of teachers. New Brunswick and Upper Canada have each one of these schools, both of which are most liberally supported; and Lower Canada has recently established three.

Shall the State of Pennsylvania, then, with her teeming population, her widely extended territory, so rich in all elements of prosperity, destined by nature to be the crowning glory in the wide arch of our Union, fall behind her sisters in this great work of progress?

Your committee do not think further statements or arguments necessary to prove that the time has arrived to inaugurate a system of Normal institutions which will be worthy of Pennsylvania and of her educational interests.

How shall it be most certainly and wisely effected? Your committee are of opinion that the bill now in their hands has been framed to supply the wants of our Common School system, and is less objectionable than any scheme which has heretofore been proposed. They consider that it possesses the great merit of harmonizing and adapting itself to that system, without which no plan of Normal Instruction can succeed.

It is quite possible that a system of public education might be constructed which, at first sight, would appear more simple, more symmetrical and more efficient than that of Pennsylvania, but experience would probably show that the improvement was more apparent than real. Whatever its faults or merits the system is our own. After years of struggle it is finally established, it is not to be trifled with, at least in the knowledge of the people; and any project involving organic change or material departure from its method of operation would only if adopted, result in confusion and evil. But it will be admitted that to reach the point of excellence which is its destiny, new parts must be added, although in the addition of such parts, the important truth must be remembered, that to secure their efficiency and success, they must conform to its wants as indicated by its own workings and by public opinion. One of these parts is the Normal school. Theory would affirm that the first requisition of a good system of education, is the preparation of the teacher, and that the first duty of a State, in the creation of such a system, is the establishment of suitable schools for his training. In Pennsylvania, always cautious in the work of progress, practice has settled a different policy. For twenty years she has steadily set her face against such schools as State Institutions, preferring to devote her energies and means to establish and foster the Common School. But now that the Common School has fought its way, not only to recognition but to favor, the reliable, social legislation of public opinion opens the way for the Normal school as its necessary ally and support. The bill now before your committee proposes to give legislative sanction and expression to that public opinion by establishing Normal schools in such number and with such efficiency as to extend their benefits to the whole Commonwealth, without imposing upon the people any additional taxation.

The bill groups the counties of the State into twelve Districts, convenient in form, in each of which a Normal School may be established by private enterprise, under the sanction of legislative enactment. It is neither supposed, nor is it perhaps desirable, that under this bill should it become a law, twelve Normal Schools will at once, or even in the next five years, spring into existence. Their establishment will be slow. The Lancaster district, we are informed, will come fully up to the provisions of the bill, by the end of the summer of 1857, or at farthest by January, 1858, if it pass this session. During the year 1858 the Allegheny and the Chester Districts will probably do the same, and it may be that three others will report soon after. In all probability one of these three will be received in 1858 or early in 1859, thus enabling the plan to start. But the chief good effect of the law will be found in the fact, that it will settle the policy of the State on this question, and thus relieve those who are desirous of investing in this direction, from the risk of competition, or rather ruin, by the establishment of institutions supported by the State Treasury. Again, these schools will at once, even before recognition under the law, began to produce fruit. They will take students, and by the superiority of their instructions, each will strive to increase the number, and to obtain pub-

lic confidence, so that almost from the passage of the act, the plan will be found productive. Four such schools in operation will do much good.

Neither is it supposed, that the Boards of School Directors throughout the State will soon or largely send students, as the bill provides they may, on public account. Nor is it indispensable, although very desirable, that they should. It is claimed, as the special merit of this bill that the plan it embodies, avails itself of private enterprise, and is designed to be self-supporting. Judging from the patronage now received by the numerous small and incomplete schools scattered over the State, the number of outside students will be quite sufficient to fill them all. But when Directors do begin to send, it will be found to be one of the best means, in the opinion of your committee, not only to increase the number of good teachers, but to vivify and stimulate every school in the State.

Should the bill pass, and twelve schools be ultimately brought into operation, the number of graduates will never be found too great for the wants of the community. The course of study will probably be three years. This would graduate one third, or twelve hundred of the whole number annually on the supposition that each school shall have three hundred students. Of this number probably not more than one third or four hundred, if so many, will permanently become teachers. Deaths, removal from the State, disinclination for the profession, and untidiness, will take off large numbers, so that the annual supply will probably fall short of the annual demand. But even if all should continue in the profession, our State can retain the best, and the rest find employment elsewhere.

One great merit of this bill to which the committee would invite the attention of the Legislature is, that it establishes these Schools upon a basis worthy of its important object. However obvious may be the policy of snatching the means for the training of teachers, to suit the indications of educational sentiment and action over the State, at this time, the chief danger to be guarded against is that of lowering the standard of qualification and size in these institutions down to that of the hundreds of small and insufficient schools which will desire to be included. In the opinion of your committee, years of total inaction on the subject would be far preferable to a policy so total.

In concluding their general remarks upon the bill now before them, your Committee would urge its passage, because in their view, now is the time to give form and direction to the Normal School movement. Prominent and enterprising professors and educational men, have been long waiting for the State to establish Normal Schools, desiring naturally and properly, a place in them. They are impressed with the belief that the State will not do so, and they are operating on men of capital and liberality to start private institutions. At this moment the State, by the passage of such an act as the one under consideration, may without cost unite, control, and render thoroughly effective all such feelings and enterprises.

Your committee do not deem it necessary or proper in this report to remark at length upon the details of the bill. But a few observations upon the 9th Article of the 5th Section will not be out of place. It provides that the School Directors of any District may send, and the proper Normal School shall receive one student annually, alternately, male and female, at a cost of not more than five dollars each per quarter, to be paid by the said School Directors, the males not less than sixteen, and the females not less than fourteen years of age; and the 12th Section provides that the students so educated shall be liable to devote the next three years after their graduation to teaching in the Common Schools of the District which defrayed the expense of their instruction, at the medium rate of compensation in such District; and if not so required by their proper District, they shall devote the same period of time to teaching in some other Districts in the State.

These provisions most directly connect the plan of the bill with the Common School system and they deserve especial care and attention. Their object is two-fold, first to provide a supply of teachers for and from our Common Schools, and second, to stimulate and improve all those schools by extending the prospect of this mark of distinction to every pupil.

The cost for instruction is low, (\$20 per annum) but low as it is, its payment is purely voluntary, thus relieving the whole scope of our system from all unnecessary compulsion.

In conclusion, your committee think that the Legislature should not see proper to adopt the plan embodied in this bill, its

consideration will open the way to further investigation of the subject, and they hope, result in the establishment of a system of Normal instruction by which the intellectual wants of the people will be supplied, our common schools raised to the highest standard of excellence, and the blessings of thorough, efficient education be extended, to every section of our beloved Commonwealth. The common schools is the life of the State; for from its bosom must be drawn those streams of knowledge and virtue which prepare freemen for the high duties of our Republican system, and to foster, extend and perfect it, is the plainest lesson of wisdom and patriotism.

T. J. COFFEY, Chairman,
WM. WILKINS,
FRANCIS JORDAN,
GEO. W. BREWER,
D. A. FINNEY.

A BOY FOURTEEN YEARS OLD CONVICTED OF MURDER—His Sentence to Death.—The Toronto (Canada) Globe gives a detailed account of the trial of a boy, named James McGarrigle, between thirteen and fourteen years old, for the murder of James McCall, a boy nine years of age, in October last, in the township of Garafraux, Ont. Ia. According to the evidence, the murder was most deliberate and inhuman. Having had a quarrel with the boy, McCall, he enticed him into the woods, to get apples, and when there, he beat him with a stick, and afterwards took a piece of broken bottle, cut his throat with it, and inflicted gashes and cuts all over his body. He then stripped the body, hid it between two logs, and with the clothes tied up in a bundle, left the scene. When questioned by McCall's father, he denied the murder, but afterwards confessed it, giving its horrible details. He escaped the vigilance of the officers for two weeks, but was subsequently captured.

After the evidence was heard, the jury having retired a few minutes, gave a verdict of guilty of wilful murder, with a recommendation to mercy. The Judge, before passing sentence, asked the boy if he had any thing to say why the sentence of death should not be passed upon him. He replied, "I say they've sworn to a lie. Old Scott says he gave me \$5, and he did not." He then sentenced him to suffer death by hanging, on the 11th day of April inst., stating that he would lay the whole facts before the Executive, but expressed the opinion that there was no hope of mercy from that quarter, on account of the horrible nature of his crime. During the whole trial the prisoner exhibited no signs of sensibility, and received the sentence with an air of callous and careless indifference.

The Republican State Judicial ticket was carried in Michigan by 10,000 votes.—They elected six out of eight Circuit Judges, and the Regents of the State University are Republicans.

The Hon. Jno. Appleton has accepted the office of Assistant Secretary of State, and has announced his formal withdrawal from all practical connection with the Washington Union.

It is easier to praise poverty than to hear it.

Long words, like long dresses, frequently hide something wrong about the understanding.

Bare faced falsehoods—like told by the ladies in the present style of bonnets.

The man who carried out his moral resolutions, did not bring them in again.

Hearty, it is thought, ought to make good house-paper.

One robbery makes a man a thief, a thousand makes him a hero, or an unfortunate gentleman.

There is an inscription on a tombstone at La Point, Lake Superior, which reads as follows:

John Smith, accidentally shot as a mark of affection by his brother.

The lady whose sleep was broken has had it mended.

The deacon who took up a collection has laid it down.

The two neighbors who fell out, have got in again. Neither of them were injured.

Is it only ill-tempered men who can be passionately in love?

Why is a widower like a house in dilapidation? He wants to be re-paired.

The man who made an impression on the heart of a coquette has since become a skillful stone-cutter.