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Select Poetry.

THE DRAINED WIDE AWAKE.

All marching in a row,
 And wore a shiny oil cloth cape,
 About two years ago.
 Our torches flared with turpentine,
 And filled the streets with smoke;
 And we were sure, whatever might come,
 Success was a joke.
 O, if I then had only dreamed
 The things that now I know,
 I ne'er had been a Wide-Awake
 About two years ago.

I said the South would never dare
 To strike a single blow;
 I thought that they were cowards then
 About two years ago.
 And so I marched behind a rail,
 Armed with a wedge and nail;
 With honest Abe upon a flag,
 A boatman gaunt and tall.
 O, if I then had only dreamed
 The things which now I know,
 I ne'er had been a Wide-Awake
 About two years ago.

My work was good, my wages high,
 And bread and coal were low;
 The silver jingled in my purse
 About two years ago.
 In peace my wife and children dwelt,
 Happy the life-long day,
 And war was but the fearful curse
 Of countries far away.
 O, if I then had only dreamed
 The things which now I know,
 I ne'er had been a Wide-Awake
 About two years ago.

My wife sits pale and weeping now,
 My children crying low;
 I did not think to go to war
 About two years ago.
 And no one now will earn their food,
 No one will be their shield;
 Oh help them when I lie in death
 Upon the bloody field!
 O, if I then had only dreamed
 The things which now I know,
 I ne'er had been a Wide-Awake
 About two years ago.

One brother's bones half buried lie
 Near the Antietam's flow;
 He was a merry, happy lad
 About two years ago.
 And where the Chickahominy
 Moves slow towards the sea,
 Was left another's wasted corpse—
 I am the last of three.
 O, if I then had only dreamed
 The things which now I know,
 I ne'er had been a Wide-Awake
 About two years ago.

get with great accuracy but as the gunner has a large family dependent on him for support, he refused to apply the match.—The government was satisfied without firing and ordered six of the guns at a million of dollars a piece. The guns to be furnished in time for our next war.

The last weapon subject to trial was a mountain howitzer of a new pattern. The inventor exclaimed that its great advantage was that it required no powder. In battle it is placed on the top of a high mountain and a ball slipped loosely into it. As the enemy passes the foot of the mountain, the gunner in charge tips over the howitzer and the ball rolls down the side of the mountain, into the midst of the doomed foe. The range of this terrible weapon depends greatly on the height of the mountain and the distance to its base. The government ordered forty of these mountain howitzers at a hundred thousand dollars apiece, to be planted on the first mountains discovered in the enemy's country.

These are great times for gunsmiths, my boy; and if you find any old cannon around the shops, just send them along.

STEPHEN A. DOUGLAS.

The Chicago Times, indignant at the efforts of the Abolitionists to appropriate any share of Judge Douglas' fame to advance their vile purpose, revives the following, which took place in the Senate of the United States on the 25th of March, 1861. The Republicans had just passed territorial bills, which contained Judge Douglas' great principle of popular sovereignty, (since repealed however) when the Judge referred in a playful manner, as follows to the previous Presidential campaign. Said he: "That is a very good policy—a much wiser and better one than I had expected or hoped for from a Republican administration. I do not know that I should have made as great efforts to defeat them, if I had thought they would have acted with as much wisdom and patriotism.

Mr. Clarke—You did not defeat them.
 Mr. Douglas—No; nor would I have made as great efforts to defeat them.
 Mr. Clarke—you did not do harm.
 Mr. Douglas—if I did not defeat you it was not my fault. I used my best efforts to do it.
 Mr. Clarke—you could not quite come it, and you see the consequence. Seven States are out of the Union, civil war is impending over you, commerce is interrupted, confidence destroyed, the country is going to pieces just because I could not defeat you! No man in America believes these consequences would have resulted if I had been successful in my efforts to defeat you. You can boast that you have defeated me, but you have defeated your country with me. You can boast that you have triumphed over me, but you have triumphed over the unity of these States. YOUR TRIUMPH HAS BROUGHT DISUNION, and God only knows what consequences may grow out of it.

ADVANTAGES OF WOMEN.—A woman says what she chooses without being knocked down for it.
 She can take a snooze after dinner while her husband goes to work.
 She can go into the street without being asked to "stand treat" at every saloon.
 She can paint her face if it be too pale and powder it if too red.
 She can stay at home in the time of war and get married again if her husband be killed.
 She can wear corsets if too thick—other fixings if too thin.
 She can get divorced from her husband whenever she sees one she likes better.
 She can get her husband in debt all over until he warns the public not to trust her on his account. That's so.

GOOD GROUND FOR EXEMPTION.—A Scene in Surgeon Haller's Office.—"Doctor, if the foot won't answer, I have another all sufficient reason—one that you cannot refuse me exemption for."
 "What is it?" asked the doctor.
 "Why the fact is, I have not got good sense—I am an idiot," soberly replied the applicant.

"Ah!" said the doctor, "what proof have you of that? What evidence can you bring?"
 "Proof conclusive," said the applicant.
 "Why, sir, I voted for Abe Lincoln; and if that isn't proof of a man's being an idiot, I don't know how idiotic could be proven."—Vandalia Democrat.

I O U, this many of our subscribers can say; then why not open your eyes?
 The Irish definition of an 'open countenance' is not a bad one: 'A mouth from ear to ear.'

The Schoolmaster Abroad.

EDITED BY SIMON SYNTAX, ESQ.

Teachers and friends of education are respectfully requested to send communications to the above care of "Bedford Gazette."

Report by Geo. Sigfrids, Co. Surg't., on The Necessity of a Uniformity of Text-books.

Read before the Teachers' Association, June 27.

Uniformity is one of the laws entangled upon nature at the beginning of time. The motions of the planets are uniform. The times in which they complete their revolutions, are uniform. The return of the seasons, caused by these motions, is uniform. Where there is uniformity there will be order—where there is want of order, there will be disorder, jargon and confusion. Order is nature's first law, and by it "stars their courses move." Heaven is said to be a place of order; and so should be the school room.

That there is a great want of conformity in the school room to these great fundamental laws of nature, none will doubt, who is in any degree familiar with the daily scenes and transactions in our schools. As every effect must have a cause, and conversely, every cause must have its legitimate effect, we may justly inquire, whence cometh this want of order, industry and application so manifest in many of our public schools? In attempting to answer this let us inquire:

First, Have we uniformity of text books in the several districts of the county, as required by the school law?
 Secondly, What are some of the evils attendant upon this want of uniformity?
 Thirdly, What can be done to remedy these evils and to bring about that uniformity of text books so much needed in our schools?

Lastly, Show some of the good resulting to the schools by a uniformity of books.

First then: Have we uniformity of text books in the several districts of the county as required by the school law?

This question we are compelled to answer in the negative. The borough of Bedford being, perhaps, the only district in the county where entire uniformity has been attained in all the schools. Several other districts have adopted a uniform series of text books, but have failed to enforce that provision of the law which makes it obligatory upon parents to furnish their children with the "adopted series of books," or be deprived of the privileges of the school, the indigent poor excepted, who should be provided with the necessary books at the expense of the entire district. Other districts have never taken any action on the subject, permitting each teacher who may have charge of a school, to require of the pupils to procure such books as he or she may please to dictate. Thus leaving the selection of text books for each school in the district to the whims of each teacher who may chance to be employed in the district for the school term of four months, to be succeeded the next term by another, who, also, will have his preferences; always, of course, recommending those books with which he himself is most familiar, and from which he has gained what he may chance to know on the subject.

In this way we have had introduced into our schools, such a contrariety of books, that it is almost impossible, in some schools, to find books enough of the same series, to form one respectable class in any branch taught in the school.

We will not enter into detail in relation to all the deficiencies which might be given, and which existed in many districts in the county, during the last winter school term. We may remark that the want of uniformity of books was not confined to one or two districts only; but it existed to an injurious extent in all the districts in the county, with very few exceptions. Also, that the deficiencies in some districts were confined chiefly to the text books on English Grammar and Written Arithmetic. In other districts there was a want of uniformity in most all the books used in the schools; and in some schools children were sent to school with books, (perhaps those used by their grand-parents,) printed forty or fifty years ago. And if teachers object to these antiquated books being used in school, they will at once, from the parents of the children, receive the stereotyped reply: "These books were good enough for us when we went to school, and they are good enough for our children; they are no better than we were. If they are not better, it is greatly to be hoped that when they became men and women they will be wiser at least. In proof of the foregoing facts, we will give a few of the leading text books used in the schools of this county on the important branches of English Grammar and Written Arithmetic, namely: of English grammars, we have Brown's, Pines's, Green's, Clark's, Ballou's, Smith's and Kirkham's. Of written arithmetics, we have Ray's, Greenleaf's, Davie's, Parke's, Clark's, Pike's, Rose's, Brooks', Stoddard's, Tracy's and Smith's!

To show the manner in which these books are distributed in the schools of different districts of the county, we will make a few quotations from our visitation book. In Cumberland Valley, on written arithmetic, were used in the same school, Stoddard's and Greenleaf's. In another, Smith's, Ray's and Davie's. In another, Rose's, Greenleaf's, Smith's and Davie's, and again, Ray's, Greenleaf's, Smith's & Parke's. In Cohansey, were used in the same school, Davie's and Greenleaf's; Davie's and Ray's; Davie's, Tracy's and Greenleaf's. In Middle Woodberry, were used in the Potter school, Parke's, Ray's, Davie's and Greenleaf's; in another, Ray's, Greenleaf's and Brooks'; and in four others, Ray's, Davie's and Greenleaf's. In South Woodberry, Ray's, Davie's and Greenleaf's. In Hopewell, Ray's, Davie's, Greenleaf's & Smith's; in Broad Top, Ray's, Davie's, Rose's, Smith's and Parke's. In Napier, Ray's, Parke's, Rose's and Pike's. In these instances I have mentioned the books in which the greatest want of uniformity existed in these particular branches in

the above named districts. But the same might be said of almost every other district in the county, and of many of the other branches taught in our schools.

Secondly, Let us mention some of the evils attendant upon this want of uniformity of text books in our schools. The first evil resulting from this want of uniformity in text books, is imperfect classification. Every experienced teacher knows the importance of having his school well classified. To accomplish this, all the scholars in the school studying the same branches should have the same text books. Then all who are of the same degree of advancement in any branch, may be assigned to the same class, and may have given them the same lesson to prepare, and all may recite at the same time. Now the object of recitation is to ascertain whether each pupil in the class has properly prepared his lesson, and whether he thoroughly understands all the more dark and intricate points in it. This may be determined by asking questions, or by requiring each to give an exhibition of his work upon the black board or slate, and in this way a class of twenty or thirty may be heard recite in one-third of the time required to hear the same number with three different series of text books. Again, a respectable number of scholars in a class seems to be almost indispensable, to having a proper degree of rivalry and laudable emulation, which contribute much to the interest of the class, as well as to the advancement of the individual members of the same. Without uniformity of text books, in most of our schools, the organization of such classes is utterly impossible, and, in consequence, the progress of the scholars is greatly retarded; for, instance, last winter a year, in our visitation of schools, we found one school with six grammar classes, and only about ten scholars studying that important branch. The teacher complained that he had not sufficient time to devote to each class, and the scholars complained that they were learning but little, as there was not sufficient time given them in which to recite. Often one single scholar is permitted to constitute a class and to consume one half hour daily in recitation, just because the parents refuse to procure a text book the same as that used by the balance of the school. Now, this is all wrong, and never should be allowed or tolerated in any school, by either the teacher or directors. It is no better than robbery, taking the time which belongs to the entire school and giving it to a scholar who should be driven from the school until he comes with the necessary books. Where want of uniformity of text books in any single branch exists to any considerable extent, is sufficient, itself, to greatly mar the harmony and hinder the success of the school. But, where this want of uniformity extends to the books used in almost every branch taught in the school, where can there be any hope of much success on the part of either teacher or pupils? The most accomplished teacher can never bring order and harmony out of such a chaotic mass of incongruities. He truly may toil and labor, but to little purpose. The school, so far as improvement is concerned, almost might as well be closed, and the money thus expended be cast to the winds of heaven. This limited time left to be devoted to each recitation is only sufficient to hastily glance at the lesson, or to pass it over without a recitation, which is very frequently the case; and in this way, instead of training the pupils to close investigation and thought, in the preparation of their lessons, we are only inculcating and training them to habits of laxity and indolence. They soon form the habit of skimming over their lessons without properly understanding them, and finally, they lose all interest in their studies, and give themselves up to mischief and misrule in the school. Hence the teacher often finds the scholars who, at the opening of the term, were attentive and obedient, before the close, to be the most indolent and unruly in the school. All this having sprung from the fact, that from the multiplicity of books (and consequently of classes) the teacher had not time to properly instruct them in their studies.

Again, the want of uniformity of text books in our schools is a source of continual expense, as well as of fault finding, to parents. The books used in school by their children one term, may not be the books required by the teacher of the next term, and so on, ad infinitum; thus the parents who are willing to procure the necessary books for their children, are subjected to this continual expense of having to buy new books almost every term for their children; and these again to be laid aside in their turn for others; whilst the parents who refuse to procure the necessary books for their children, send them to school and receive all the attentions and benefits of the school, without any expense for books whatever. Is this just and right, and can directors be said to do their duty who will tolerate it?

Again, any teacher to be prepared to assign lessons, and to give instruction from a text book, must be conversant with the contents of the same. He must have mastered all the knotty and intricate points which it may contain, and be able to explain them, to his pupils on application, or he will very soon lose their confidence and esteem. Now from the multiplicity of text books permitted to be used in some districts in the county, this would be utterly impossible for the young and comparatively inexperienced teacher to do. It would require him to be posted in all the text books which he may chance to meet in his peregrinations through the county as a teacher; and hence he is often called upon to give instruction from books with which he is wholly unacquainted, and the duties of his school will not allow him the necessary time to make himself sufficiently familiar with all the text books he may chance to meet on entering a new school.

Thirdly, What can be done to remedy this great evil in our schools? The remedy by the provisions of the school law is wholly placed

within the power of the directors and teachers, and the responsibility must rest with them. The law provides that the school houses of each district shall, each year, with the advice of the teachers employed, adopt a uniform series of books to be used in all the schools of the district, and none other shall be used, on penalty of the teacher forfeiting his wages on violating the requirements of the board, by permitting other books to be used in the school than was authorized, without the knowledge or consent of the majority of the board of directors. This provision of the law itself would effectually remedy the evil complained of if enforced by the proper authorities. But it is said by many, adopt a uniform series of text books in our district, and at once one half of the school would be compelled to buy new books. Admit it, more than one half of all who would be required to buy new books, have old and antiquated books half worn out, and which should have been laid aside long since for new ones. And admitting that the balance of those required to buy new books, have books of more value and of more modern date; still they would be the gainers finally. The advantages of having the privileges of a well classified school will far more than compensate for the required change in text books. The old adage that "time is money," seems not to be comprehended by many parents in these modern days, when considered in relation to the time squandered in the school room by their sons and daughters, who spend weeks, months, and often years in nursing a few old antiquated books to little or no purpose. Thus they pass their school days, and enter upon the duties and responsibilities of life, wholly unprepared to meet them. Whereas, on the other hand, had these same children been provided with the new, improved and interesting text books, now extant throughout the county, far different results would have been attained by these children. With the advantages of a well classified school, and with the necessary books, they would have taken an interest in their studies, and have acquired a liberal business education, and thus have been prepared to enter upon the stern realities of life, with fair prospects of success. Many young men in the county, thus permitted to grow up to manhood, under the present guidance, now find themselves so deficient in the rudiments of an English education, that they are obliged to leave home and go to some Normal school or academy, and remain there three or four terms, at least, at an expense of two or three hundred dollars, and the loss of their time, (worth one dollar per day to any educated young man.) Whereas, with the necessary books, he might have acquired a thorough knowledge of these branches in the public school, when his time was not so valuable, and where his board and tuition would have cost him nothing. This is that economy which throws in with a spoon, and out with a shovel. Yet many parents are yearly practicing this very economy in the education of their children. To save a dollar's worth of books now, they will subject their children to the expense of hundreds of dollars when they grow up to manhood.

But it may be said, "there are many poor in our district, and if the directors require a uniformity of text books, many of them could not use the books they now have, and they are too poor to buy others." This may be true, for it is written: "the poor ye always have with you." But it is not, as a general thing, the poor who make the above objections, but the misery and comparatively rich; those who concern themselves more about the cultivation of fine crops, fat horses, cows and hogs than they do about the morals and intellects of their children. It is a fact known to all who are conversant with the county, that there are but few who are externally poor, but admit that there may be some, in every district, who would not be able to procure the necessary books for their children, required by the School Law, is this any reason for delaying the necessary change? The State has undertaken the education of all the children, rich and poor together. She builds school-houses, employs teachers and throws open the doors of the school-room to the rich and poor man's children alike. But children cannot be educated without books, and the indigent poor are not able to procure the necessary books. Shall their children, therefore, be compelled to grow up in ignorance and crime, without the refining and restraining influences of the public schools, in the formation of their manners and habits for life? This would be defeating the very end had in view in the establishment of free schools by the State. The law on this subject provides that the directors of each district shall procure the necessary books at the expense of the district for the children of all parents who do not provide the required books, and who are too poor to do so. In our humble judgment, it would be a greater saving pecuniarily to any district, to collect all the school books used in the district, and burn the whole in a bonfire, and then procure books for the children of all the schools at the expense of the district, thus securing uniformity, than to continue on with the multiplicity of books, as are now found in the schools of some districts in the County.—This want of uniformity of text books must and will continue until there is a united effort made by both teachers and directors to rid the schools of all books, contraband to the adopted series. When that shall be accomplished what will be some of the happy fruits!

First, you will see every school in the County well classed, so that each pupil will receive his due proportion of the teacher's time.
 Secondly, you will see pupils more deeply interested in their studies and school, making the hearts of their parents glad to witness their rapid improvement.
 Thirdly, the teachers of the several districts will post themselves in the books used, so that they will be prepared to give their pupils instruction upon any of the intricate questions which may present themselves in the course of

their studies, thus securing the confidence and respect of the entire school.

Fourthly, there would be less disposition to go from one school to another on the part of teachers, and a less disposition to have a change on the part of the people. This constant changing of teachers every term, is one of the great hindrances to the progress and success of our schools. And why so much changing of teachers? It has its origin, in a great measure, in the deficiencies of the teachers. They fail to maintain the confidence and esteem of their scholars; and too often this is because impossibilities are required of their hands.

Lastly, we would hear less complaints about this thing of buying new books. Then the established series might be permanent for years, and the same books carefully used would serve in turn for the younger members of the family and thus much money might be saved, which, after all, is the *sansum bonum* with most people in these days.

"THE SITUATION."

We are told that there is to be another "change of base," but we are not clearly informed whether this change is voluntary or compulsory, or whether for the better or the worse. The intelligence from Washington is not very satisfactory. Things seem somewhat muddled and mixed. The only clear and well defined point is that "Richmond is to be taken in ten days!" Bull! It is believed that the "backbone of the rebellion will be broken" and the whole rebel army "bagged" several days before Christmas.

Our government is pursuing a "strong vigorous policy" again. "Action" is now the word. Old Abe is aroused—he has not told a fair-splitting nor a side-splitting anecdote for several days—there has not been a dance at the White House for a week, nor any new jinnicks bought for the mantle piece. Things are looking comparatively solemn around that building, indicating that the great head of the nation is seriously engaged in the work of "putting down the rebellion!" Dana, one of the editors of the New York Tribune, is about to be appointed Assistant Secretary of War, Fremont has undertaken a new suit of warlike apparel, and Jeff Davis is supposed to be writing his will. "Their lively work on hand, which may prove deadly work to many, as usual."

The army is "wild with enthusiasm." Collector Thomas is in Washington—so is Cameron. They have been appointed Governor of Texas, and will hold his office on a gunboat in Matagorda Bay; the President has presented a brace of pistols to the Kings of Denmark and Sweden; all government stores have been removed as far in the advance toward Richmond as Alexandria; a general retrograde movement of our army is being made; "Stonewall" Jackson is left out in the cold; (poor fellow!) nearly a thousand officers are now absent from duty, "without leave," and a Provost-Marshal has been sent after all of them; the lovin' has been taken, the people being perfectly willing to trade one denomination of Chase's paper for another—"anything for a change!" the rebels, though given to dissipation, have not yet "got the rams," and everything looks favorable for the speedy smothering of the rebellion and the emancipation of the slaves. "Will Mr. Birgefield please 'strike up' our Grand National Hymn—"John Brown's body lies moldering in the grave, but his soul is marching on!"—(Forney)—Evening Journal.

REPUBLICAN DISLOYALTY.

The New York World of Saturday, in an editorial bearing the above heading, says: "Having taken time to digest the Tribune came out yesterday in a long leader, obviously the spirit of that journal for the last eighteen years, in which it paves the way for resuming its former advocacy of disunion. We copy a characteristic paragraph:—

"Is it possible not to see that it is the rule with the Northern Democracy to hold out against any demand of the slave power, no matter how outrageous, until it is pressed with menace, and then to give way to it? Hence we favored, in the infancy of secession, the policy of letting the Cotton States go, if it should appear that their people really desired to cut loose from the Union. We felt that the Northern Democrats would pursue their inveterate habit, really take the part of the slave power in any contest that might inaugurate or provoke with the Union—that the combination would prove too powerful to be conquered—and that it would be better to let the Cotton States 'elope, leaving no more enemies on hand than we could successfully deal with. We believed then, as we realize now, that events would fully justify our recommendation."

The World then adds: "The Republican scheme for the immediate future; such the work laid out for the short session of Congress ending on the 31st of March. Meanwhile, the emancipation policy is to be urged in the manner the most offensive and exasperating to the Southern States, thus excluding all possibility of their return until this gigantic piece of political gerrymandering has been tried. If it miscarries, the fact will be known by the 4th of March, when the Republicans will retain control only of the President and Senate—that is to say, of the treaty-making power. They will then become the bold advocates of separation; they will declare their insensible repugnance to a new union partnership with slaveholders, finding that they no longer any chance of ruling the restored Union; they will consent to his division as a means of restoring the other side of the balance; and Republican traitors—Republican President will negotiate and a public or Senate treaty a treaty of peace and friendship in such a hope of rescuing their party from final extinction and its leaders from a political death which would know no resurrection."