

# THE BANNER.

RICHARD CORBLEY, Editor.

PLYMOUTH IND.

Thursday Morning, June 23, 1853.

**Advertisements** to insure insertion, must be handed in by Tuesday preceding the day of publication.

## SCHOOL TAX.

In this Township on last Saturday, an election was held for the purpose of voting a school tax. About 120 persons voted, about two-thirds of whom voted against any school tax being levied this year.

The people generally in the country appear to be opposed to the Free School system. And those who have no particular objection to it, do not feel interest enough in the matter to go to the trouble of voting. So we go jogging along as formerly. The Trustees cannot build school houses, for the good reason that the people have said by their actions, "we do not want them yet." When they do want anything of this kind we suppose they will make it known.

By a school tax, you can reach the non-resident speculators, and compel them to help build your school houses, and help educate your children, and they ought to do it, for your improvements are enhancing the value of their lands continually, without their doing anything for you as a remuneration for the hardships and privations you have to endure in clearing your lands, making Roads, building Machinery, &c., and who, we ask, has a better right to pay a portion of the school tax, than those persons who are living in some densely populated portions of the country, in affluent circumstances, where they have all the conveniences of life at hand, and whose children can attend high schools? We trust that our good citizens will look candidly at this matter, and all we ask of them is to do what they think will, in the end, be best for all concerned.

## CELEBRATION.

We hear various rumors about celebrating the National anniversary in this county, at different places, but so far there has not been anything done (to our knowledge) towards having any celebration in this town. We are told that some of our citizens purpose going to South Bend, some to Rochester, some to Maxinkuckee Lake, and to divers other places on that day. This they have a right to do. We did look for a different time this time, for some of our citizens had about come to the conclusion that Plymouth was some place. But from what we hear our thriving village will be almost deserted at the time strangers would naturally expect to find us all at home, and our neighbors from the country here on a visit.

If our citizens will take hold of the matter we can have an interesting time, but if they scatter off to the four winds—(at least those who can go,) how will it be? Can't you enjoy yourselves together at such a time better than separate?

If you will go to work right, you can make it an object for others to come here. We have a very good band of music, which will remain with us, if we wish them to, otherwise they will go to some other scene of action and who could blame them?

**IMPORTANT TO WITNESSES.**—The new law allows witnesses 75 cents per day, and four cents per mile in the County. Out of the County, \$1 per day and mileage, but unless the witness claims, he will not get anything. A person subpoenaed to go into another county, cannot be compelled to go unless his fees are first tendered to him, in all cases except State cases, in these the law compels attendance without the fee being tendered. We say thus much by way of hint.

The letter read last night in the House of Commons by Lord Dudley Stuart avowedly from Kossuth himself, would show clearly enough that we are bound to keep some watch upon his movements. He tells us that he is literally "levying war" against Austria everywhere but in England.—*London Times*.

If Kossuth is, as he tells the British Parliament in a letter to that body, literally "levying war against Austria everywhere but in England," of course he is levying war against Austria in the United States. Who are the leaders employed by him in his movements in the United States? What is the plan of operation? Why does not the administration serve out the affair and enforce the neutrality laws of the Republic?

*Louisville Journal.*

The citizens of Boston are about to erect a statue in honor of Daniel Webster.

## For the Banner. THE EYE AND THE EAR: THEIR RESPECTIVE PROVINCES IN ELEMENTARY INSTRUCTION.

The methods of instruction in our primary schools, are beginning to be regarded as of great importance. When children were sent to school to get them out of the way, but little attention was paid to the manner in which they were taught.

The chief end of the school was accomplished, even if they learned nothing.—

But now it has been ascertained that, while children should not be sent to school at too early an age, and should not be confined to the school room long at a time, yet what little instruction is given should be imparted with great care. It is but a very little they need at first, but that little should be of the choicest quality.

We are clearly of the opinion, that success, the highest success, is more difficult and more rare, in teaching the first rudiments of learning, than in guiding the pupil through the more advanced branches. We are speaking of the proper work of instruction, not of gaining the attention of children, or exciting their interest. These are highly important, as preliminary to instruction, but they are not the thing itself.

It is to be feared, that many primary teachers do not appreciate the difficulty of their work, and are really ignorant how unsuccessful they are. They teach as they were taught, not dreaming that they could gain from books, any assistance in teaching a child to read, but little do they think of books to inform themselves, and still less do they think of the responsibility they took upon themselves the day they first entered the school room as teachers.

Thus they are none the wiser for the admirable suggestions contained in the works of Emerson, Palmer and Page—works, of which it is absolutely unpardonable for a teacher, in these days, to be ignorant. And, possibly, some, who have read these and other treatises on elementary instruction, have thought that the methods therein recommended, though successful as practiced by some teachers, would fail in the hands of others; and so, after a few feeble efforts, they return to the hackneyed modes.

We believe there has been an error in relation to improvements in education.

They have been recommended, because of the success which has attended them,

rather than as based on correct principles.

Hence, many teachers are very slow to adopt any new method.

They wait until it shall be found to be successful in a large number of cases.

It may turn out to be no improvement at all,

and they prefer to let others make the necessary experiments, while they await the issue.

This feeling has been fostered by the differences of opinion sometimes manifested, even by eminent teachers.

One is quite positive as to the excellence of a particular mode, for he has succeeded with it far better than with any other;

another is quite as positive in praise of a different mode; and for the same reason,

he has found it successful. There is danger of empiricism in education, as in medicine. We need to look more at principles. It is not enough to say of a method, that it is successful—why is it successful? Real improvements can be shown to be so, aside from the certificates of individual teachers. That which can be demonstrated to be clearly in accordance with the principles of the human constitution, is not to be banished from the school room because A. and B. confidently declare that their experience is all against it. There can be no real conflict between theory and practice.—

True, a poor practitioner may always be unsuccessful, however good the theory.

But that method, which on the whole, is the most successful in practice, we may be certain is the best in theory; and that, on the other hand, which in its support, can marshal the strongest arguments drawn from the nature of the human mind, will be victorious in the severest tests of actual trial.

We propose to examine some of the modern improvements in education, in order to ascertain, if possible, whether they are based on admitted principles,

and if so, on what. In doing this, we hope to show the importance of knowledge to the child; and the necessity of careful inquiry as to which is the proper inlet in a given case. It will not be denied that these two senses are the principal organs by which knowledge is acquired, and it is through these, especially, that the teacher seeks to communicate instruction. To which of them shall we assign the chief place in the beginning of the educational course; and how shall we adjust the balance between them, so that the child shall acquire knowledge with the greatest rapidity, and be able to use it to the best advantage? What branches can be taught most rapidly and thoroughly through the medium of the eye, and what through that of the ear?

More anon.

For the Banner.  
they attempted to write; and that those who had been accustomed to letter-writing, or to the frequent use of the pen in any other way, had the best practical knowledge of Orthography, spelling on states and the blackboard was tried, and with success. In every good school, this method has superseded the oral method, with those pupils who can write.

Now, is this improved method of spelling empirical, or could its superiority, in practical results, have been predicted, before trial? We think the latter. What is the object in learning to spell? Why is it desirable to know of what letters and in what order, a word is composed? That when we have occasion to write, we may know letters to employ. Of course, if each letter in a word represented a particular sound, the sound of the word would suggest the letters composing it; but this is not the case with our language, and it is of that, as it is, we are now speaking. While I am writing, which sense, the eye or the ear, shall be the judge as to the proper letters in a word? The former, certainly. If, as the pen glides over the page, the eye can detect instantly when a letter is misplaced or omitted, or a superfluous one introduced, it is all we need. And if the eye cannot do this, and we must lay down the pen and pronounce audibly all the letters in due order, before we can be satisfied with the accuracy of our manuscript, written composition can not but be an intolable drudgery.

It has sometimes been said that spelling lessons are always learned by the eye, whatever may be the methods of reciting them; that the accuracy of the knowledge acquired does not depend upon the mode of recitation. This may be true, and yet the recitation tests the knowledge, and one mode is better than another, if it is a surer test. The oral method of spelling is not a true test, for what seemed to be accurate knowledge by that method, is found, by the written method, to be quite imperfect. This latter, therefore, reveals to the pupil his ignorance, and he is thereby enabled to correct his mistakes.

The eye, therefore, which is to be the judge of his knowledge of orthography after his school days are over, should be made the judge in school.

But we believe not only that the writing method is a better test of the knowledge acquired than the oral method, but that it aids directly in the acquisition of the knowledge; that where the oral method is practiced exclusively, the ear is employed in learning the lesson as well as in reciting it. In some schools, a great deal of time is devoted to spelling. The pupil hears scores of columns put out and spelled each day, and by continued repetition, the order of letters becomes familiar to his ear. A blind child could hardly fail to become a good oral speller in such a school. And what is learned from the book does not necessarily reach the mind directly through the eye: it may take a circuitous route by the ear. The pupil, instead of connecting the letters and words as visible things, pronounces them to himself, and thus connects them as audible things. So accustomed has he become to this oral spelling, that in learning his lesson, he spells each word audibly to himself, if not to others. How frequently do children, the older as well as the younger, complain of the difficulty of committing to memory, without moving the lips. The mind has become accustomed to the ear, as the great inlet of knowledge, and, as it were, refuses to receive directly from the eye. Thus the ear is cultivated at the expense of the eye—the ear can detect inaccuracies in spelling which escape the eye altogether. When the pupil attempts to put his knowledge of orthography in practice, he finds himself continually blundering, or rather others detect his blunders, for he himself will hardly know it unless told. The method, then, of spelling by writing, seems to be founded on reason. Taking into account the use to be made of this species of knowledge, it is the natural mode; while oral spelling is unnatural and artificial. We see that the writing method not only does make better spellers, as a matter of fact, but that, from the very nature of the case, it must do it. There is an adaptation of the means to the end, which can not be found in the oral method.

The change in method in this case consists merely in using the eye instead of the ear, as the channel of communicating knowledge to the mind. One might suppose that it could make no difference how the mind acquires the knowledge. But we have seen that it does make a vast difference in the matter of orthography.

The employment of the ear to the neglect of the eye, has caused an enormous waste of time. Spelling has been the great thing in many of our district schools; yet every Examiner will bear witness, that whatever else the great body of teachers know, they do not know how to spell.

We think it is manifest from this discussion of modes, that great importance should be attached to the inquiry, how a particular kind of knowledge to be used? and that upon the answer to this inquiry will depend the other: how shall knowledge be gained? In spelling, the eye is the proper organ, and not the ear; in some other cases, we may find that the ear is neglected and the eye is used too much.

More anon.

For the Banner.  
S. M. E.  
Rochester, June 16th, 1853.

The new stamped envelopes are expected to be ready for use by the first of June, but their distribution will not probably commence before the first of July. The price is to be \$3.20 per hundred—\$3 for the stamps and 20 cents for the envelope.

## Obituary.

DIED on the 18th inst., at her residence in Green township in this county, of consumption, Mrs. MARY, wife of CLINTON CHAPMAN, after a lingering illness of many months. She was about twenty-seven years old.

Funeral preached on Sunday last by Eld. HENRY LOGAN to a large and attentive audience.

On the 8th inst., of congestion of the brain, ANN, daughter of Clark and Bithiah Chapman; aged ten months.

On the 14th of June 1853, at her residence in Green township in this county of consumption, Mrs. SUSANNAH, wife of ADAM CROCO, in the fifty-ninth year of her age.

The deceased was born near Pittsburgh, Penn., where she lived until the year 1821, when her husband removed to Holmes county Ohio, at which place they remained until the latter part of May 1844, when they together with their family removed to this county.

Mrs. Croco has long been a member of the Presbyterian church. She was an exemplary Christian until her mind became shattered by disease. Some three years since it was discovered that she had measurably lost her reason and became insane, as is well known in this community.

Two years since she was sent to the insane hospital at Indianapolis, where she remained about thirteen months. Whilst there she caught a severe cold which settled upon her lungs and perhaps done much towards hastening her dissolution. Whilst at the hospital, she became calm and on most subjects quite sane. During the last ten years she has been afflicted with various diseases, and her life was frequently despaired of. Her last sickness appeared to be a combination of various chronic diseases, which run into hasty consumption, and terminated in death. She bore her affliction with meekness and Christian fortitude, looking forward with fond anticipation to the time when the righteous who sleep in their dusty beds shall awake and sing the song of deliverance, when the victory over death, hell and the grave is obtained;

when Abraham, Isaac and Jacob, together with all the holy men and women of all ages, shall dwell in the kingdom of God for evermore—"where the inhabitants will no more say I am sick."

The relatives and friends of the deceased should not sorrow as those who have no hope, but live in such a manner as will insure to them an abundant entrance into the everlasting kingdom, and inherit that land which is promised to Abraham and his posterity as a possession forever.

On the day of pentecost the Apostle Peter said to the Jews, "the promise is to you and to your children, and to all those that are afar off, even as many as the Lord our God shall call." And how are they called? By the Gospel? Then the Bible is the book to rely upon for information relative to what the saints are to inherit in the age to come. And there too we learn what we are called upon to believe and do; and we learn that all are now invited, for "God commands all men everywhere to repent." How few there are who heed the call.

R. G.

The DANGER and THE REMEDY.—In the Washington correspondence of the Journal of Commerce we find the following paragraph:

"From no quarter, except that of our foreign relations, is there any apprehension of an interruption of our prosperity. But causes are at work before every one's eyes, from which vastly more danger to our institutions may be expected. For instance, look at the immense and increasing immigration of foreigners into this country—their numbers fast approaching, yearly, to the aggregate of the natural increase of our population. If the principles of our constitution stand this infusion of heterogeneous material, they can withstand any difficulties with far greater power."

This should be a serious thought with the American people. We need not fear our external enemies so long as we are an educated and a united people. Not our militia, nor our military spirit, but our Common Schools—our great system of popular education—is the sure bulwark of our Constitutional liberties. Let that system be crushed; let rampant bigotry and sectarianism rear their exclusive systems upon the ruins of our Common Schools and the peace, the strength, and the glory of the Republic are at an end.

We need not fear the immigration of foreigners if we only take care to have them and their children taught "the principles of our Constitution." Let us bear this duty in mind when zealots and demagogues tell us that it is despotism for the State to provide for its safety? May God always preserve loyalty in the hearts of the American people to this kind of despotism. Let their watchword be "Our Union, its Constitution, and the Education of the people."—N. Y. Sun.

More anon.

S. M. E.

Rochester, June 16th, 1853.

The new stamped envelopes are expected to be ready for use by the first of June, but their distribution will not probably commence before the first of July. The price is to be \$3.20 per hundred—\$3 for the stamps and 20 cents for the envelope.

There is a child in Fairhaven, Mass., fifteen months old, which is said to have eight fingers upon one hand.

HORRIBLE CASE OF HYDROPHOBIA.—A

about four weeks since, Mr. Joseph Shearer, a journeyman tailor attempted to kill a dog that had the hydrophobia, in doing so the enraged animal flew up and bit him in the face, dreadfully lacerating the face. This occurred on the corner of Walnut and Twelfth streets. The dog was killed, and Mr. Shearer conveyed to the Commercial Hospital. When after undergoing medical treatment for ten or twelve days, he was to all appearances cured, and resumed his business. On Friday last he was attacked with all the symptoms of hydrophobia, which continued during the day and night, and on Saturday morning he was secured by chains and carried to the Commercial Hospital.

A large number of our city physicians visited the unfortunate man, and every known treatment was administered, but without avail. The poor victim at times was rational, and begged in the most pitiable manner to be killed. He lingered on between one and two o'clock in the afternoon, when he died in the most intense agony and suffering.—Cin. Paper.

ADVERTISING ESTRAYS.—By the new code all estrays taken up are to be advertised in the nearest paper, instead of being sent to the Indianapolis paper, as formerly. Sec. 6 of the "Act regarding Estrays and articles adrift," approved June 16, 1852, [Revised Statutes, p. 277] reads—

"Estray property exceeding in value ten dollars, and property adrift exceeding in value ten dollars, shall be advertised in some newspaper of the county if there be one; if not, in the paper in the State nearest thereto; and the Clerk [of the Circuit Court] shall forward to the printer a copy of the register thereof, marked outside 'estray paper,' together with a fee of one dollar, out of which the printer shall pay the postage."

A GOOD ONE.—The Spirit of the Times tells a good joke upon a verdant limb of the law, who resided upon Nanticoke creek, and in times of the absence of the pastor of 'district meeting' acted as clerk. He had a strange way of manufacturing a word when at a loss for one. Well upon a certain occasion, when he deemed his service in request he undertook to 'give out a hymn,' in which the word 'doxology' occurred; as he couldn't get hold of the word, he requested the congregation to sing four verses and 'sackdolager'!"

HAIL THREE FEET DEEP.—The Roanoke (N. C.) Republican, published at Halifax, referring to the recent hail storm which took place in that section says:

Mr. Benjamin Johnston, who was one of the principal sufferers by the hail storm alluded to, informs us that the hail was at least three feet deep on his premises.

This he says he is willing to testify to, and that others who saw it will testify to the same. Mr. Johnston is a respectable farmer, and we believe his statement to be true.

GOLD MINE IN INDIANA.—The Hagerstown (Wayne county) Herald, says:

"Mr. Henry Harris, a citizen of this place, made the discovery, on Thursday last, that gold exists in some of the hills adjacent to the village, in considerable quantities, and that it may readily be obtained by washing. This is no humbug. We have seen the specimens, and they are genuine. A pan full of earth taken from any part of the surface, will yield a sufficient quantity of dust to pay well for the labor of washing. Messrs. Wisman and Williams have been out prospecting, and they are firmly of the opinion that, with the requisite machinery, mining might be profitably carried on at this place."</