

HISTORY OF THE JACKSON STATUE.

It is but just that we should give, and that posterity should know, whatever merit is due to those who have done anything in giving to America and to the world the magnificent equestrian statue of General Jackson.

We know not with whom the idea of erecting a statue to General Jackson originated. It was a common thought, and probably had been suggested by many at different times, as we hear every day of statues to Clay, to Webster, and to our other great countrymen.

It was in the year 1849, while the Jackson statue committee were looking for an artist, that Mr. Mills chanced to be passing through Washington city on his way to Italy.

Some friends, admiring his genius, offered the means to send him to Italy; and he was, through Washington at the fortunate moment when the Jackson statue committee was in search of an artist.

J. J. BRUNER, Editor & Proprietor.



NEW SERIES. VOLUME IX—NUMBER 39.

glory of doing this work—of leaving to posterity representations of other heroes and great men of America, and of great scenes and events in his country's history, and above all, of the glory of making a mighty colossal statue larger than anything in the world to the Father of his Country.

He decided to make the Jackson statue. He knew the amount offered would not pay him, much less reward him; but he said, "I will work for a future—that shall be my reward."

What an undertaking for a Charleston plasterer! What an instructive comment on the history of genius, and on the power of republican institutions in developing the qualities of the mind!

Now he commences his work. On a vacant lot of Government ground, near the President's House, at the corner of the 15th street and Pennsylvania avenue, he erected a small frame building for a workshop and a residence.

only twelve thousand dollars, and he, consequently, could not afford such a sum for the casting. What was he to do? Founders and artists had said there was no place in America where such a colossal statue could be cast.

Of this founding, as well as of balancing the statue, scientific men had said it was contrary to experience and to all the known rules of science.

Mr. Mills was not a founder; he had proved himself to be an artist by nature, and a man of great inventive genius; but the practical business of casting he had yet to learn.

When we consider the length of time such works take in their execution in Europe, varying from five to twenty years, and the many casts which are often made there before a perfect one can be obtained, we must be surprised that Mr. Mills has succeeded so well, and performed his work in so short a time.

raised his hand to the statue for the curtain which covered it to fall, and as his speech in response to the enthusiastic plaudits. It was the moment of his life; then, again, he saw that Genius, which had inspired him to action, holding the laurel crown over his head.

The Last New Planet.—The celebrated astronomer, in communicating the elements of the orbit of the seventh planet which he had discovered, writes: "For this early knowledge of the planet's orbit we are mainly indebted to the observation of Mr. Hartnup of Liverpool; and it is only one of many instances where astronomy has benefited the establishment of the fine observatory in that town, which is supported by the enlightened liberality of the corporation."

This planet, which will accordingly bear the name of Calliope, the music of epic poetry, is the seventh discovered by that distinguished astronomer, Mr. Hind, and the 21st not known to exist between Mars and Jupiter.

Wrought Iron Manufactured by a New Process.—An important improvement in the manufacture of wrought iron was made at Newark, New Jersey, two or three years ago, and a few weeks since an association at that place put it into successful operation.

The chief advantages claimed for the invention are that the iron is produced for some twenty dollars per ton less than the puddled or charcoal iron, and that it is worth ten dollars per ton more, on account of its superior quality; that a greater quantity of iron is extracted from a given amount of ore than by the old process, and that it is the only process by which pure wrought iron can be produced.

MAD THROUGH EXCESSIVE JOY.—A writer describing the Lunatic Asylum at Blackwell's Island, says: "Here is a woman whom joy has deprived of her senses. Her husband and child were on board a vessel which was wrecked. Going down to the shore every day, as if with the wish of being nearer the beloved objects that lay buried beneath the sea, suddenly she beheld them landing from a vessel which had picked them up and saved them.

ETIQUETTE IN CHURCH.

There is a good deal of common sense, says the New York Times, in the following suggestions. The reverend gentleman who utters them is a Watertown clergyman:

"A few evenings since, Rev. Mr. Holmes, of the Baptist denomination, of this village, made a very sensible request of his audience, which we hope to see adopted by every congregation. It was that the habit so prevalent in the church, of a whole pew full of gentlemen arising and filing out into the aisle, merely to give one or two ladies a seat in the other end of the pew, should be at once abandoned; and that the ladies when coming into church would take their seats in the end of the pews vacant, quietly, and without disturbing the whole congregation.

"Suppose, then that six men are quietly seated in a pew upon the right hand side of the broad aisle, when a lady proposes to herself the somewhat difficult task of taking possession of the remotest seat, which a foolish custom has assigned for the special occupancy of the elder lady of a household, or in default of her presence, any lady or anything that wears petticoats, though it be but a child. This she proposes to take possession of 'peacefully if she can, forcibly if she must.'"

"The lady, when she sees the coast clear, completes her salute, and advances at once to her position in the pew. The gentlemen break off by files, from the rear, and resume their places. Great care should be taken of course, by other parties not to enter the aisle where this evolution is in progress until it is completed.

If this evolution appears too formidable we have another mode to suggest, by which the evil can be avoided, and that is, let those who come first, take the remotest seat, and as others arrive let them fill up in due order of arrival, without regard to rank. Rank!—there is no rank but goodness in the sight of God, whether it be at the head or foot of the pew."

BOY-MEN.

While seated in our sanctum the other evening, we were aroused from a semi-comatose reverie by the entrance of a young gentleman. (We might give offence were we to call him boy) who, after very politely giving us the top of the afternoon, deliberately opened the stove, lighted a strip of paper, and touching it to the end of a light brown, mild Havana, and proceeded to smoke in the most approved style.

(We hope we shall not have to fight a duel for writing the above.)—War News.

LOVELINESS.—It is not your dress, ladies, your expensive shawl, or golden fingers that attract the attention of men of sense—they look beyond these. It is your character they study. If you are trifling and loose in your conversation, no matter if you are as beautiful as an angel, you have no attractions for them. It is the loveliness of your nature that wins and continues to retain the affections of the heart.

IMPORTANT DECISION.—In the case of Morse, vs. O'Reilly, the U. S. Supreme Court have decided that an art cannot be patented. This important decision fore-shadows the result in any case in which an art is a material element.

in assisting in the duties of General Superintendant of Common Schools for the State of North Carolina, I feel that the occasion is a proper one for addressing a few plain remarks to the officers, agents and friends of the system.

There ought to have been from the start a head and chief director of the system to give it efficiency, and report upon its defects; and had there been such an officer we would not now be groping in the dark, ignorant alike of the past operations, of the present situation and of the future prospects of our Common Schools.

"They have never yet reported progress to the public; and now, while in the absence of information, we are on the point of despairing of their success, the Legislature has made provision for the appointment of a controlling head, and tested that appointment in me. This position, which, from the first, would have been a highly responsible one, has, from the circumstances under which it was created, become one of vast importance; and with my conceptions of the difficulties which surround me, of the greatness of the cause, and of the importance of the duties I owe to the public, I feel oppressed and nearly overwhelmed with concern.

I have no doubt but that much is expected of me, though there are no definite ideas as to the means by which I am to accomplish it; these means I must find in the sympathizing hearts and willing hands of the subordinate agents and the friends of the system. That I may, therefore, do the best I can for the State, I will endeavor to put in active motion a complicated machinery; and in doing so, while aiming at practical results, by practical means, I shall forgo all attempts at personal display, and shall be more concerned to push on the cause than to bring the operator in notice.

I must, therefore, ask the public to await results and not to look for a mere display of zeal; and will begin with a plain talk and some simple suggestions for which I invoke the serious consideration of all concerned.

The Common Schools of the State have not fulfilled the expectations of the public; and this because, perhaps, too much was looked for in a very short time.

Still we might reasonably have expected more; and the reasons why it has not been accomplished, are, 1st, the defects of the system, and the prejudices, misconceptions and ignorance against which it had to contend; 2dly, the inadequacy of the pecuniary means, and 3dly, the want of an active public interest in the cause of popular education.

The removal of the last cause of difficulty will remedy the second; and that it is to this purpose that I wish to direct much of my effort, and I sincerely hope that I will not labor in vain.

The public has not heretofore manifested that active interest in this cause which its importance demands; and many well wishers have been content with mere good wishes, while a little exertion, in the shape of advice, visits at the school houses, attentions to scholars, and examination of teachers, would have been much more effectual.

Much—a great deal—depends upon the example of the leading classes of the community; and if they make it appear that the Common Schools are things in which they have no direct personal interest, and that they desire their success only for the sake of their poorer neighbors, their course will not certainly be productive of good to the schools.

The Common School should be regarded, in every neighborhood, as one of the most sacred institutions of the country—it should be looked on as one of the inestimable advantages of home, identified with the dearest interests of society, and bound up with the hopes of the old and the affections of the young.

If the old will cherish the young will reverence it; and when parents and children invest their affections and their hopes upon it, it will ever be occupied by teachers who will not feel their responsibility, and diligently exert themselves as persons on whom are centered many watchful and jealous eyes.

The Common School house should show in itself, that it is one of the cherished monuments of home; it should be carefully constructed, ornamented and preserved, and become a central point of resort, a place for the public meetings and the social parties of the neighborhood.—When occupied by schools, these houses should not be, as they often are, isolated from the curiosity and the interest of the public; on the contrary, the teacher and the pupil should feel that they are constantly before the public gaze, and the centre of attraction for all classes of the neighborhood.

All the officers and agents of the system ought to labor to enlist the sympathies of the people in its behalf—to try to impress on others their own convictions in regard to the importance of universal education—to manifest their interest in the schools by attending examinations, by sending their own children and getting their neighbors to send—by employing such teachers as they would wish to stand in loco parentis, in the place of parent and instructor for their own offspring—by preparing comfortable school houses, and exercising an active vigilance over the interest of the system.