THE OBJECT OF RECITATION.

An Essay Written by Miss Mary Chambers, and Read Before the Beaver County Teachers' Institute.

There is an object in every act; a motive underlying all thoughts and deeds; else would our life be aimless, without purpose or design. This is not true of the business of the world only, nor yet of its charities, but also of its education. Teaching aims to train, instruct and develop the various faculties and powers of the taught, to make him as perfect as his nature admits, to cause him to fill worthily the place God designed for him. Than this, earth has no higher aim. All studying is a preparation for recitation, and it should be conducted in the manner best adapted to the cultivation of all the mental powers. If the teacher has not the tact to govern the recitation well, if it be a failure, all else is a failure. Both teacher and pupil have a motive then. The teacher has, certainly ought to have, two objects; to ascertain how much of the subject matter of the lesson the pupil understands; and secondly, to furnish him with any necessary information and instruction. The scholar has, at best, one object; either to get through the lesson with as little trouble to himself as possible, as he knows nothing of the meaning of what he is called on to recite, or thirsting for knowledge, he is anxious for the time of recitation, that he may tell what he knows, and have the dark parts made clearer, in the doing of which he is gathering new ideas. The teacher's first object, then, is the ascertaining of how much the pupil knows of the subject matter of his lesson. This can be done by questioning or by having him recite the lesson as a topic. If questioning is used, it must be very skilfully done. Vague and indefinite questions produce very unsatisfactory results. The really thoughtful boy is very much bewildered; wishing to answer just right, but not seeing clearly what his teacher wants, he looks puzzled, is silent and is most likely taken for a dunce. The very confident boy, who does not think much, answers at random, is not certain if he is right, but thus, this thing, then recalls it with, "I meant to say" so and so, and is thus strengthened in the habit of inaccuracy, and the practice of guessing. Then as far as real education and the development of thought is concerned, the pupil is injured by said and ambigious questions. There is another class of questions, that simply require for an answer "yes" or "no." It is almost impossible to propose one of these, without revealing, by the tone, the answer expected. Questions like this, require no effort, elict no thought whatever. Every question ought to require an effort to answer; it may be a considerable one, and it may be but slight; but it must be an effort A question which challenges no mental exertion and does not make the learner think, is worth nothing. If questions must be asked, let them be in such a way that every effort of thought be duly connected with the former, and preparatory to the next, so that there will be a unity in the lesson, an entireness; and what is studied and recited will stand a reasonable chance of being remembered. Let the questions be characterized by system, and let them be answered fully, not lengthy answers, but correct and clear. Many of the great errors of the world are the result of the partial answers, men have given to the problems of education. The questions must be systematic then and exhausted. Let them be asked with animation; slow, heavy, dull questioning wearies children. A dull and lifeless teacher will drag his pupils down to depths of apathy and listlessness, while an earnest, active, zealous instructor leads them onward and upward in the paths of wisdom. "Energy is contagious." The second method: that of reciting by topic; the pupil must first acquire a thorough knowledge of the lesson, then he must learn to recite it; that is, he must learn to express in his own language, the ideas he has acquired. This is a very important point. We very often hear pupils say, when they attempt to recite, "I know the answer, but I can't tell it." The pupil, then, to recite by topic, must make special preparation, for expressing in his own language if possible, the thought of the author, must endeavor to make complete sense of it, and by so doing, he makes the authors thoughts his own. "A part of education is to cultivate the power of expression, so that one can bring out his thoughts with clearness and strength, and exert a moral influence over his fellow creatures. Light may be shining under a bushel, but its rays are so circumscribed as to be of no value; at all events, we are never quite sure we are master of a thing, till we can make it clear to another. This is altogether the pleasantest, and I believe, the most useful mode of recitation. Those unaccustomed to it, will, of course find a little difficulty at first, but the very effort to surmount this difficulty will be as useful in developing and strengthening the intellectual powers, as any other effort which the study requires. Committing to memory the language of the author, may indeed be useful in strengthening the memory; this in itself is well, but still, it is mere knowledge, mere mental perception; to *use* this knowledge is intelligence; higher objects are in view, which will be better attained by the pupil depending on himself for the language in which to express his ideas. Let him exercise his mind, that part of his being which his Maker wills should think and reason.

The teacher's second object; that of imparting necessary information and instruction. The study of books alone is insufficient to give knowledge to the young. As the pupil however advances in his course, his dependence on his teacher for guidance and help ought to diminish. At first, though, difficulties must be explained; questions must be answered; the path must be smoothed; and the way pointed out by a guide who has traveled it before, but let the principle of the teacher be this: Assist the pupil in such a way as to leave him as soon as possible, to do without assistance, in a short time he will be and away from your reach, will have no teacher to consult, and unless you teach him how to understand for himself, he must, necessarily stop suddenly in his course, the moment you cease to help him forward. It is better, then, not to remove all the difficulties, but to teach him to surmount them. Let him see that you are aiming to secure hard study and that the pleasures that you expect he will receive, is that of patiently overcoming difficulty, of penetrating by steady and persevering efforts into regions from which the idle and inefficient are debared, and that is the province of the teacher to *lead* him forward, not carry him. Urge him to think for himself, to think deeply, to exercise all the powers of his mind; for such exercise is essential to their preservation; teach him to love knowledge with a great love, that knowledge that opens to him the kingdom of thought and the boundless realms of conception. Urge him to be stroug; not to be intimidated by the darkness and difficulties that beset him; if persevering, he will, at last, come into the full blaze of day pendent and powerful, and strong for the relations and duties of life. If he is to be *in* the world, and to be a *part* of it, acting, thinking, rejoicing, sorrowing with his fellow men, he must educate his mind from his childhood.

The object of the pupil: Either he is the careless boy, who cares nothing for his recitation, except as a way to pass his time; who shirks his lesson in every possible way, tries to cheat his teacher; peeps in his book if he thinks he will not be observed; endeavors to get his neighbor to prompt him. His whole object, then, and earnest desire is to meet defeat, and counteract the object of his teacher; in this he works hard; exercising great ingenuity in his methods and plans, work worthy of a better object. If he be a diligent student, an earnest seeker after knowledge, he comes to recitation, ready and anxious to tell what he knows, that he may, by the gathering of new ideas, find the subject enlarged and increased. He knows, for he has read it and heard it often, that "knowledge is power," knowledge that is his own, not something merely that his teacher has told him, but what he has dug after himself; he finds every day as he goes along, that the *searching* for hidden truth, the working and delving, the seeking from the books within his reach, from every available source, is of incalculable value to him; it will cause him some additional trouble, but it will multiply, many fold, his interest and success. He has, as an incentive; the words of the sage of old: "A wise man is strong; yea, a man of knowledge increaseth in strength." The earnest, wide-awake teacher whose object is to increase and enhance the attainments of his pupils, has a broad field before him.

If "on earth there is nothing great but man,
In man, nothing great but mind—soul,"

how great his work. Let him use his powers that the most satisfactory results will follow. Let him, in his daily work, insist on habits of attention, of intense application of the mind, to whatever is, at the time, its more immediate object of pursuit. If it be the mathematical problem or the spelling lesson, it should be made *the* exercise and receive perfect and undivided attention.

"Learning by study must be won,
'Twas ne'er entailed from sire to son."

Let him have method; that which is opposed to that listless, inactive state of mind, which is occupied with trifles or with its own waking dreams. Instruction is seed sown by the wayside there; method, opposed to irregular, desultory application; let it be continuous, and what is studied often times reviewed: nothing appears to contribute more to progress in any intellectual pursuit, than the practice of keeping the subject before the mind and daily adding something to the prosecution of it. The habit of correct association is essential, by tracing the relations between new facts and those with which the pupil is previously acquainted, pointing out the manner in which they illustrate one another, or lead to some general conclusion. "Be understood in thy teaching and instruct to the measure of capacity. Precepts and rules are repulsive to a child, but happy illustration winneth him."

"A teacher alive to the importance of his work, will meet occasions during the progress of the lesson, when he can call attention to a moral truth or give strength to a moral habit. He can scatter, now and then, a good seed which will take root." Teacher and pupil come closer in recitation than elsewhere; there is an intimate sympathy between him and them, there, if anywhere. A love of learning may be created and the mind's whole energies summoned to the noble work of obtaining an education, and the teacher will manifest a just appreciation of the industry and perseverance exhibited. Perhaps among his pupils, there is one whose name is destined to fill the earth; some *thinker* who is to move the world, to fire the human mind with new hope and new daring. Be that as it may, the teacher will remember that *each* child educated is to stand up in the great army of loving ones, a man, in God's image, with human sympathies, attachments and responsibilities. "The world turns on the present generation" its solicitous eye," expects to find men and women strong for the work and warfare of life. Let each of us who feel ourselves called to the position we occupy, so do *our* part, that some minds will be larger, better regulated and more enlightened for our share of the moulding and forming.

Let each, both teacher and pupil, bear it in mind, that he is responsible for the manner in which he uses his time and talents, and that energies wasted, opportunities lost, are just as surely taken into account as sins of commission.

MORALS AND MANNERS.

An Essay Written by Miss Maggie Taylor, of Phillipsburg Orphans' School, and Read Before the Beaver County Teachers' Institute.

The union of these is of the highest importance in this age of show and sham, to every intelligent moral agent.

Manners involve morality as much as religion or any other act of the human mind. The motive, as well as the act must be right, therefore a person should not be accepted in society, because of external good manners; if a whited sepulcher, seething with corruption, they should be valued and treated as such. It must be remembered that there is a strong intimacy between moral character and the belief of truth; let it be granted that it is no matter what a man's views are, and it must be granted also, that in a moral view, it is no matter what he does. If a man's belief has no influence on his practice, then that practice is destitute of moral quality; so that, while it is all important to give diligent attention to the things which we practice, it is far more necessary to do so, to the things which we believe.

"Not always actions show the man; we find
Who *does* a kindness is not therefore kind."

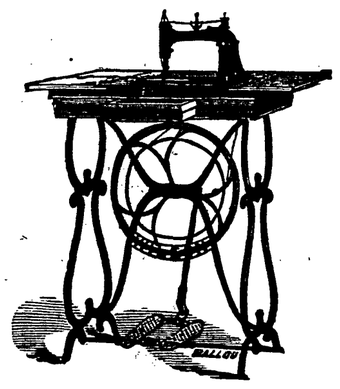
Manners are sometimes a mere pretence, hypocrisy, show to obtain public or individual favor, spring from pride or from vanity, or maybe heartless, worldly conformity, springing from the basest selfishness or avarice, many of them direct *violations* of the moral law, feelings which do not exist, expressed to visitors. Some violate our relations to *others*, creating false distinctions which necessarily cause unpleasant feelings. *Assumed* manners always appear affected and are, therefore, more or less offensive to persons of taste, culture and discrimination.

Good manners are by no means an *expensive* commodity, they are the right and privilege of all; but none can possibly have them unless the heart corresponds with the external manifestations and expressions. One great object with every teacher should be the promotion of general intellectual and moral improvement;—to make our scholars more intelligent and more rational, to elevate the human character and to make more broad and striking, the distinction between the rational and the merely animal creation.

To operate upon and bring into operation and to present in stronger relief that property of our nature which distinguishes it from the inferior order of creation, that is, the capacity of progress and indefinite improvement; to make our race less the creatures of sense, and more the beings of mind, to elevate them above the groveling desires and carnal appetites which corrupt the heart and degrade the character, and make them more enlightened, more virtuous and more happy. Thus, educate the rulers, that is the children that fill our school houses, and develop self control and good manners, and they will be well able to govern themselves, and governing themselves, to govern this great land; but a wild horse is not more unmanageable than an ignorant, and, therefore, unwilful man, clothed in authority. *Utter ignorance* is a most effectual fortification to a vicious state of the mind. Prejudice may perhaps be removed; unbelief may be reasoned with; but the stupidity of confirmed ignorance not only defeats the ultimate efficacy of the means for making men wiser and better, but stands in preliminary defiance to the very act of their application. It reminds us of an account in one of the relations of the French-Egyptian campaign of the attempt to reduce a garrison posted in a bulky fort of mud; had the defences been of timber, the beseigers might have burnt them, had they been of stone, even blocks of granite, they might have shaken and ultimately breached them by the incessant battery of their cannon; or they might have underminded and blown them up; but the huge mound of mud received the iron missiles without effect, so that the mighty engines of attack and demolition were utterly baffled. The pupil must be trained, which involves all those influences and exercises by which he is to be prepared for his future duties in this life and another. The natural corruption of human nature makes the child impressible with folly and vice of every kind, and if not restrained and the energies otherwise directed, it will unfold by years, temptations and opportunities. The humored and neglected child soon forms and increases habits of self-will, disobedience, rebellion, selfishness, idleness, passion and vice, but when inured to study, to submission, to industry, self-control, the government of the appetites, passions, tongue and temper, when quieted, restrained and corrected and required wisdom, firmness and affection to walk in the way, they seldom leave it. The earliest impressions are to a majority of mankind the strongest they ever realize. And when these impressions are made with the seal of virtue, they remain the pledge of future excellence; so when derived from circumstances in our social condition that possess genuine worth or from institutions that assist to confer that worth, they chain the affections with a force which no subsequent changes of fortune can sever. We must strive to make the impressions concerning manners and conduct and principles of actions derived from the examples the child witnesses and the conversation which he hears as pure as possible, must seek to restrain his propensities before they are ripened into habits, and teach him how to govern himself before he becomes the slave of impulses. We should endeavor to impress on his mind that his own personal character is a prime object of his attention, and to do this effectually, must guard well our own daily walk and conversation. No splendor of talents nor advances in knowledge can compensate for the want of moral principles; even vicious men if they would speak truthfully would tell you that they cannot give their confidence to the vicious without fear of betrayal. The immutable distinction between right and wrong is so forcibly impressed on the mind of children even, that however wrong themselves, they require right in others. How careful we should be then to cultivate a good moral character, letting no temptation lead us from the path of rectitude, and in all our teachings, let us remember that mere knowledge is not all that is required to form a human mind, for its temptations and conflicts in this life, and for glory, honor and immortality in the life to come.

New Advertisements.

DO NOT FAIL TO EXAMINE IT.



THE NEW WILSON

UNDER FEED SEWING MACHINE.

BEST IN THE WORLD.

A SPECIAL WARRANTEE FOR FIVE YEARS FURNISHED WITH EACH MACHINE.

MANUFACTURED

IN OPPOSITION

TO THE HIGH PRICED

SEWING MACHINE COMBINATION.

PRICE COMPLETE $50 00.

We take pleasure in showing it.

SMITH & FORRESTER,

NO. 14 SIXTH ST., (LATE ST. CLAIR.,)

PITTSBURGH, PA.

AGENTS WANTED IN THIS COUNTY.

nov15-6m.

A NOBLE CHARITY.

OMAHA LOTTERY,

IN AID OF THE

NEBRASKA STATE ORPHAN ASYLUM

To be Drawn in Public, Dec. 30th, 1872.

TICKETS $1.00 EACH, OR SIX FOR $5.00.

Tickets sent by Express C. O. D., if desired.

1 Grand Cash Prize		$75,000
1 Grand Cash Prize		25,000
1 Grand Cash Prize		15,000
1 Grand Cash Prize		10,000
1 Cash Prize		5,000
1 Cash Prize		4,000
2 Cash Prizes,	$3,000 each	6,000
4 Cash Prizes,	$2,000 each	8,000
2 Cash Prizes,	$1,000 each	2,000

For balance of Prizes send for Circular.

This Legal enterprise is endorsed by the highest authority of the State and best business men.

The limited number of Tickets on hand will be furnished those who apply first.

All Prizes will be paid in full. AGENTS WANTED. For full particulars address

J. M. PATTEE,
dec13-4t General Manager, Omaha, Neb.

GIRARD HOUSE,

CORNER NINTH & CHESTNUT STREETS
PHILADELPHIA.

H. W. KANAGA,
dec11'68:1y Proprietor.

Business Directory.

BEAVER.

DUNLAP, J. F., Attorney at Law. Office in the Court-house, Beaver, Pa. All legal business promptly attended to. my3'72-1y

PURVIS J. H., dealer in Fancy Dry Goods, Choice Groceries, and Notions. (Specialty—Tea and Sugar,) Flour, Feed, and Wooden-ware, corner of Third and Buffalo streets, Beaver, Pa. nov10'71

MUNUTT, DR. J. S., PHYSICIAN AND SURGEON. Special attention paid to treatment of Female Diseases. Residence and office on Third street, a few doors west of the Court-House. apr1l4'71-1y

ALLISON THOS., dealer in Dry Goods and Groceries, cor Third and Elk sts. jy29'70

WYNN A., dealer in Dry Goods and Groceries. Also Civil Engineer and Land Surveyor, Third street. jy29'70

CLARK J. B., dealer in Groceries and Provisions, Third street. jy29'70

SNITGER S. & CO., dealer in Groceries and Provisions, Third street.

BEACOM Mrs. E. H., dealer in Millinery Goods and Trimmings, cor 3d st. and Diamond. jy29

ANDRIESSEN HUGO, dealer in Drugs and Medicines, 3d st. See advertisement. jy29'70

MOORE J., dealer in Drugs and Medicines, Third street. jy29'70

TALLON ROBERT, manufacturer and dealer in Boots and Shoes, Third street. jy29'70

MERTZ H., manufacturer and dealer in Boots and Shoes, Third street. jp29'70

WALTER F., Baker and Confectioner, northeast corner of the Diamond. jy29'70

ANSHUTZ O. R., dealer in Tin, Copper and Sheet Iron Ware, Third street. jy29'70

McKINNEY D., M. D., Physician and Surgeon; Office on Third street, opposite THE RADICAL building. jy29'70

KUHN E. P., Attorney and Counsellor at Law. Office on Third street. jy29'90

H. HICE. FRANK WILSON. H. R. MOORE.
HICE, WILSON & MOORE, Attorneys at Law. Office: Rear of the Court-house.

BRIDGEWATER.

BOYD J. M. & CO., Millinery, Dressmaking, and Children's Clothing, opposite Hurst's, Bridgewater, Pa. apr19-72

LEVIS JOHN C., M. D., Surgeon and Physician. Office, during the day, corner Bridge and Water streets; at night at his residence on Water street. aug5'70

YOUNG J. G., Baker and Confectioner, Market street. Bread and Rusk deliverrd, if desired. aug5'70

HURST A. C., dealer in Dry Goods, Hats and Caps, Carpets, Oil Cloths and Trimmings, Bridge street. jy29'70

STILES & CO., dealers in Groceries, Provisions and Queensware, Bridge street. jy29'70

MULHEIM B., dealer in Carpets, Oil Cloths and Variety Goods, Bridge street. jy29'70

PORTER JAMES, dealer in Tin, Copper and Sheet Iron Ware, and Iron Cistern Pumps. Bridge street. jy29'70.

BLATTNER C., manufacturer and dealer in Boots, Shoes, &c., Bridge street. au029-1y

ROCHESTER.

DONCASTER HOUSE, opposite Railroad Station, D. Wolf, Proprietor. *Pro Bono Publico.* [nov15-1y

SMITH, JOHN F., (New Store,) dealer in Groceries, Flour, Feed, Nails, Varieties and Notions, best qualities and lowest prices. New Brighton and Washington streets, Rochester. aug2,72-1y

BRISBIN MRS., Millinery, Fashionable Dressmaking, and Ladies' Furnishing Goods, first door above Cross's store, New York street, Rochester, Pa. [oc27'71-1y

SPEYERER & SONS, wholesale and retail dealers in Dry Goods, Groceries, Flour, Grain, Boat Stores, Iron, Nails. Water st. oct7'70

ROSE W. A., M. D., PHYSICIAN AND SURGEON. sept23'70

OATMAN & CO., (successors to Oatman, Parsons & Kinzer) dealers in all kinds of rough and dressed lumber. se16'70

BEISEL, Mrs. M. L., dealer in Books, Statonery, Newspapers, Periodicals, Fancy Goods and Wall Paper. Diamond. se16'70

BEISEL H. B., dealer in Copper, Tin and Sheet Iron Ware. Diamond.

SCHROPP CHAS., manufacturer of and dealer in Tin, Copper and Sheet Iron Ware. Roofing, spouting, &c., attended to. N. York st. se16'70

JOHNSON W. W., dealer in Carpets, Oil Cloths, Wall Paper, Window Shades, Trunks and Variety Goods, near RR depot. se16'70

STEFFLER & CLARK, proprietors of Johnson House. Good accommodations and good stables. Near RR depot. se16'70

STREIT GEORGE, manufacturer and dealer in Boots, Shoes, Slippers, &c., Water st. [se16

DAVID AUGHINBAUGH, manufacturer of Tin, Copper and Sheet Iron ware; dealer in Stoves. Tin Roofing made to order. Water st. se3'70

SMITH WILL & CO., dealer in Millinery Goods and Trimmings, Madison street.

FREDERICK GEORGE, Baker and Confectioner, Diamond.

NEW BRIGHTON.

BON TON RESTAURANT and EATING SALOON.—Meals at all hours, table supplied with all the delicacies of the season. Prices low. William Strickland, corner of Falls and Broadway. sept20-1y.

CAREY G. F., general dealer in Groceries, Feed, Queensware, Glass, &c. Rags, Iron and Brass taken at highest prices. Railroad st. oct21

SIEMEN GEO. F., manufacturer of Cakes and Confectionaries. Particular attention paid to parties and wedding orders. oct7'70

GILLILAND A. D. & Co., dealers in Fancy and Domestic Dry Goods and Groceries, Broadway sept23'70

BEAVER FALLS.

TANNEY BROS., House and Sign Painting, Graining and Glazing in all their branches. Also Fresco Painting in Oil, Distemper and Water Colors. Orders executed on short notice, in the best manner and on reasonable terms. Main St., Beaver Falls, Pa. [nov29-1y.

STEVENSON & WITTISH, Real Estate Agents. All kinds of Real property for sale and exchange. Northeast corner Sixth and Penn streets, Pittsburgh, Pa., and Main street, Beaver Falls. sept23'70

BRANCH B. W., Manufacturer of and dealer in Boots and Shoes, Rubber Goods, Trunks, Sachels, &c. Wallace & Cummings Block, Main street. sept23'70

KING Mrs. E., Miliner and dealer in Dry Goods, Notions, Queensware, &c. Corner Main and Baker st. sept23'70.

DUNKEL W. W., manufacturer of and dealer in Boots, Shoes, Gaiters, &c. Corner Race and Main st's. sept23'70

CLARK Mrs. R. B., dealer in Millinery, Fancy Goods and Notions. Main st. se30'70

FREEDOM.

LOCKHART, DR. J. R. se30'70

COOPER T. L., dealer in Drugs, Medicines, Perfumery, &c. se30'70

MERCER, PA.

McCANDLESS & MILLER, Attorneys at Law Mercer, Pa. ja6'71-1y

VANPORT.

CORNELIUS J. M. & CO., dealers in general Merchandise, Dry Goods, Groceries, Queensware, &c. Highest prices paid for country produce. Railroad street, Vanport.

ESTRAY STEER

Broke into the enclosure of the subscriber in Brighton township about the 15th of October last, a red and white muley steer, supposed to be two years old last spring. The owner is desired to prove his property, pay charges and take him away, otherwise he will be disposed of as the law for estrays requires. JOHN ANDREWS.
Brighton tp., Nov. 5, 1872.

GIRLS WANTED.

FIVE FIRST CLASS HANDS ON PANTS AND VESTS. None but first class need apply.
S. & J. SNELLENBURG,
Merchant Tailors,
mar24'71 Broadway, New Brighton.

Directory.

COUNTY OFFICERS.

President Judge—A. W. Acheson.
Associates—Milton Lawrence.
Joseph C. Wilson.
Prothonotary—John Caughey.
Clerk of Court—John C. Hart.
Sheriff—John Graebing.
Register & Recorder—Darius Singleton.
Treasurer—Charles P. Wallace.
Commissioners—Joseph Brittain.
Samuel Torrence.
Hugh J. Marshall.
Clerk of Commissioners—John McGown.
Counsel to Commissioners—Henry Hice.
Coroner—Daniel Corbus.
Auditors—Jas. H. Christy.
Smith Curtis.
Wm. C. Hunter.
District Attorney—J. H. McCreery.
County Surveyor—D. M. Daugherty.
Jury Commissioners—James Warnock,
Robert Potter.
Directors of the Poor—Robert Cooper.
Hiram Reed,
Samuel Gibson.
Trustees of Academy—D. P. Lowary,
S. J. Cross,
John Murray,
Samuel Magaw,
Henry Hice.
Mattison Darragh,
Benj. C. Critchlow.
James M. Smith.

TERMS OF COURT.

Third Monday of March, second Monday of June first Monday of September, and second Monday of November.

BEAVER.

CHURCHES.

O. S. Presbyterian—Rev. D. P. Lowary, Pastor. Services every Sunday at 11 A. M., and 6 P. M. Sunday School at 9 A. M.
United Presbyterian—Rev. J. C. Wilson, Pastor. Services every Sunday at 11 A. M., and 6½ P. M. Sunday School at 9 A. M.
Methodist Episcopal—Rev William H. Locke, Pastor. Services every Sunday at 11 A. M., and 7 P. M. Sunday School at 9 A. M.
Catholic—Rev. M. Gunkle, Priest. Services every 2d Sunday of each month at 10 A. M.

ASSOCIATIONS.

St. James Lodge A. Y. M., No. 457—S. B. Wilson, W. M., J. Morton Hall, Secretary. Meets 1st Thursday of each month.
Occidental Lodge, I. O. O. F., No. 720—A. G. White, N. G., J. N. McCreery, Secretary. Meets every Friday evening.
Banking House—Thomas McCreery.

BRIDGEWATER.

CHURCHES.

Methodist Episcopal—Rev. D. L. Dempsey Pastor. Services every Sunday at 10½ A. M., and 7 P. M. Sunday School at 9 A. M.
Presbyterian—Rev. Jas. M. Shields, Pasator. Services every Sunday at 11 A. M., and 6 P. M. Sunday School at 9½ A. M.
Methodist Episcopal (Colored)—C. Asbury, Pastor. Services every Sunday at 11 A. M., and at 7 P. M. Sunday School at 9 A. M.
A. M. E. Zion (Colored)—Rev. Lyons, Pastor. Services every other Sunday at 11 A. M., and at 7 P. M.

ASSOCIATIONS.

Enola Lodge, I. O. G. T., No. 163—William Carter, W. C. T., Tillie Moorhead, W. S., meets every Friday evening in their hall above A. C. Hurst's Dry Good Store.
Beaver Lodge, I. O. O. F., No. 366—Samuel McCabe, N. G., David Woodruff, Secretary, meets every uesday evening.
Harrison Graham Encampment, I. O. O. F., No. 116—D. Shumaker, C. P., Wm. Morton, H. P., D. Woodruff, Scribe, meets 1st and 3d Thursday evenings of each month in Odd Fellows Hall.

ROCHESTER.

CHURCHES.

Episcopal—Services every Sunday at 11 A. M.
Methodist Episcopal—Rev. T. S. Hodgson, Pastor. Services every Sunday at 10½ A. M., and 7 P. M.—Sunday School at 2 P. M.
Methodist Episcopal, (German)—Rev. —— Miller, Pastor. Services every Sunday at 10½ A. M., and 7 P. M. Sunday School at 9 A. M.
Lutheran—Rev. H. Reck, Pastor. Services every Sunday at 10½ A. M., and 7 P. M. Sunday School at 2 P. M.
First German Evang. Lutheran, St. Paul's Church—Rev. P. Born, Pastor. Services every other Sunday at 2 P. M. Sunday School at 1 P. M.
Catholic—Rev. Mr. Gunkle, Priest. Services every fourth Sunday of each month, at 10 A. M., and every Thureday at 8½ A. M.

ASSOCIATIONS.

Amaranth Lodge, I. O. G. T., No. 294—C R Blanchard, W. C. T.; Emil Smith, W. S. Meets every Wednesday even'g in Conwgy's Hall.
Rochester Lodge, A. Y. M., No. 229—J. R. Pendleton, W. M., John Conway, Sec'y. *Meets every* Friday before full moon.
Eureka Chapter R. A. M., No. 167, meets in Masonic Hall on first Wednesday after full moon. M. E. H. P., S. B. Wilson; Secretary, John Conway.

FREEDOM.

CHURCHES.

Methodist Episcopal Church—Rev. E. B. Webster, Pastor. Services every other Sunday at 10½ A. M., and alternate Sundays at 7 P. M. Sunday School at 9 A. M.
M. E. German—Rev. Mr. Zerkel, Pastor. Services, alternate Sundays at 10½ A. M. Sunday School at 9 A. M.
Presbyterian—Rev. Wortman, Pastor. Services every Sunday at 11 A. M., and 7 P. M. Sunday School at 9 A. M.
German Lutheran—Rev. Mr. Born, Pastor. Services every other Sunday at 10 A. M., and alternate Sundays at 2 P. M. Sunday School at 9 A. M.

NEW BRIGHTON.

CHURCHES.

Friends—Meeting at 11 A. M. every Sunday.
Catholic—Rev. J. C. Bigham, Priest. Services 1st, 3d and 5th Sundays each month at 10½ A. M. Sunday School every Sunday at 2½ P. M.
Church of God—Rev. McKee, Pastor. Services every Sunday at 10 A. M., and 7 P. M. Sunday School at 8½ A. M.
Baptist—Rev. Dr. Winters, Pastor. Services every Sunday at 10 A. M. and 7 P. M. Sunday School at 8½ A. M.
United Presbyterian—Rev. A. G. Wallace, Pastor. Services every Sunday at 10½ A. M. and 7 P. M. Sunday School at 8½ A. M.
O. S. Presbyterian—Rev. B. C. Critchlow, Pastor. Services every Sunday at 10½ A. M. and 7 P. M. Sunday School at 8½ A. M.
Episcopal—Rev. J. P. Taylor, Rector Services at 10½ A. M. and 3 P. M. Sunday School at 9½ A. M. Seats free, and all are cordially invited.
First Methodist Church—Rev. F. S. Crowther, Pastor. Services every Sunday at 10 A. M. and 7 P. M. Sunday School at 8½ A. M.
Methodist Episcopal—Rev. J. R. Mills, Pastor. Services every Sunday at 10 A. M. and 7 P. M. Sunday School at 8½ A. M.

ASSOCIATIONS.

New Brighton Lodge, I. O. G. T., No. 301—E. H. Alexander, W. C. T., Lydia E. Johnson, W. S. Meets every Thursday evening.
Robertson Lodge, I. O. O. F., No. 450—Henry Lloyd, N. G., N. G. Taylor, Secretary. Meets every Monday evening.
Union Lodge, A. Y. M., No. 252—R. L. MacGowan, W. M., R. Covert, Secretary. Meets 1st and 3d Tuesdays of each month.
National Bank Beaver County—John Miner, President, Edward Hoops, Cashier, Broadway.
Banking House—R. E. & H. Hoopes, Broadway.
Young Men's Library Association—Joseph Bentley, President; Hiram Platt, Secretary. Meets every Friday evening.

BEAVER FALLS.

CHURCHES.

Methodist Episcopal—Rev. J. R. Roller, Pastor. Services every Sunday at 10½ a. m. and 7½ p. m.
Methodist—Rev. J. F. Dyer, Pastor. Services every Sunday at 11 A. M., and 7 7 p. m. Prayer meeting every Wednesday evening. Sunday-school at 2½, P. M.
Presbyterian—Rev. Albert Dilworth, Pastor. Services every Sunday at 11 A. M., and 7 ½ P. M. Sunday School every Sunday at 9½ o'clock at same place. T. Noble, Sup't.
United Presbyterian—Rev. J. I. Frazier, pastor. Services on Sabbath at 10½ o'clock, A M and 7½ P M. Sabbath-school at 2½ P M.

ASSOCIATIONS.

Beaver Valley Lodge, A. Y. M., 478—Meets every second and fourth Monday of each month. Wm. H. Grim, W. M.; Wm. Bower, S. W.; J. L. B. Dawson, S. W.; S. M. Hawkins, Treas; Ch. Molter, Sec.
Harmony Chapter, 206. Meets first Monday each month. E. A. Noble, H. P.; W. H. Grim, K.; A. Tomlinson, S.; P. Martsolf Treas.; H. C. Patterson, Sec.
Valley Echo Lodge, I. O. O. F., No. 622—W. H. Hoon, N. G., James M. Nugent, Sec'y. Meets every Thursday evening at 7½ o'clock.
Economy Savings Institute—Henry Hice, Pres't, John Reeves, Cashier.

PHILLIPSBURG.

CHURCHES.

Methodist Episcopal—Rev. Huddleston Pastor. Services, 10½ o'clock, and evening, 6½ o'clock. Sunday School every Sabbath at 2 P. M.
Lutheran—German—Rev. Mr. Born, Pastor. Services every other Sabbath at 10½ o'clock, and Sabbath School at 4 o'clock. *English*—Rev. Mr Jacobs, Pastor. Services every other Sabbath at 10½ o'clock and Sabbath School at 2 o'clock.
Presbyterian—Rev. W. G. Taylor, Chaplain at Pennsylvania Institute for Soldiers' Orphans. Services in Chapel at 2 o'clock, and lecture in the evening at 7 o'clock. Sabbath School at 10½ o'clock.