The Columbian.

G. E. ELWELL, J. K. BITTENBENDER, } Proprietors.

BLOOMSBURG, PA., FRIDAY, DECEMBER 28, 1888.

THE COLUMBIAN, VOL. XXII, NO 51
COLUMBIA DEMOCRAT, VOL LII, NO 28

PROFESSIONAL CARDS.

A. L. FRITZ
ATTORNEY-AT-LAW,
OFFICE—Front Room, Over Postoffice.
BLOOMSBURG, PA.

J. H. MAIZE
ATTORNEY-AT-LAW,
OFFICE.—Room No. 2, COLUMBIAN building.
BLOOMSBURG, PA.
Jan. 20th 1888, tf.

N. U. FUNK,
ATTORNEY-AT-LAW.
Office in Ext's Building. BLOOMSBURG, PA

JOHN M. CLARK,
ATTORNEY-AT-LAW
AND
JUSTICE OF THE PEACE.
BLOOMSBURG, PA
Office over Moyer Bros. Drug Store.

C. W. MILLER,
ATTORNEY-AT-LAW.
Office in Brower's building, second floor, room No. 1
Bloomsburg, Pa.

B. FRANK ZARR,
ATTORNEY-AT-LAW.
Bloomsburg, Pa.
Office corner of Centre and Main Streets. Clark's Building.
Can be consulted in German.

GEO. E. ELWELL
— ATTORNEY-AT-LAW, —
BLOOMSBURG, PA.
Office on second floor, third room of COLUMBIAN Building, Main street, below Exchange Hotel.

PAUL E. WIRT,
Attorney-at-Law.
Office in COLUMBIAN BUILDING, Third floor.
BLOOMSBURG, PA.

H. V. WHITE,
ATTORNEY-AT-LAW,
BLOOMSBURG, PA.
Office in ...owers' Building, 2nd floor.
may 1-tf

S. KNORR. L. S. WINTERSTEEN.
KNORR & WINTERSTEEN,
Attorneys-at-Law.
Office in 1st National Bank building, second floor, first door to the left. Corner of Main and Market streets Bloomsburg, Pa.
Pensions and Bounties Collected.

F. P. BILLMEYER,
(DISTRICT ATTORNEY.)
ATTORNEY-AT-LAW.
Office over Dentler's shoe store, Bloomsburg, Pa. [apr-30.86.

W. H. RHAWN.
ATTORNEY-AT-LAW.
Catawissa, Pa.
Rooms, corner of Third and Main Streets

MICHAEL F. EYERLY,
Conveyancer, Collector of Claims.
—AND—
LEGAL ADVICE IN THE SETTLEMENT OF ESTATES, &c.
Office in Dentler's building with F. P. Billmeyer, attorney-at-law, front rooms, 2nd floor Bloomsburg, Pa. [apr-9-86.

DR. HONORA A. ROBBINS.
Office and residence, West First street, Bloomsburg, Pa. nov28 88 1y.

J. B. McKELVY, M. D., Surgeon and Physician, north side Main street, below Market

DR. J. C. RUTTER,
PHYSICIAN & SURGEON,
Office, North Market street, Bloomsburg, Pa

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ALL WORK GUARANTEED AS REPRESENTED.
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—DENTIST,—
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All styles of work done in a superior manner, work warranted as represented. TEETH EXTRACTED WITHOUT PAIN by the use of Gas, and free of charge when artificial teeth are inserted.
Office in Barton's building, Main street, below Market, five doors below Kleim's drug store, first floor.
To be open at all hours during the day.
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RICE, SPICES, RICHES SODA, ETC., ETC.
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Orders will receive prompt attention

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oct. 24. 1y

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Hartford of Hartford	5,285,609.97
Phoenix of Hartford	4,778,469.13
Springfield of Springfield	3,069,963.96
Fire Association, Philadelphia	4,312,784.69
Guardian of London	20,603,923.71
Phœnix, of London	6,924,565.48
Lancashire of England (U. S. branch)	1,642,196.00
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Losses promptly adjusted and paid at this office.

J. S. WILLIAMS, AUCTIONEER.
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Real Estate Bought and Sold.
Parties desiring to buy horses and wagons would do well to call on the above.
Jy 30 '88.

HAVE YOU BEEN DISAPPOINTED
buying the ordinary ready-made Clothing, that either wears badly, loses its color, and has no style? or
DO YOU OBJECT
paying excessively high prices for made-to-order Clothing, and want its equal ready-made?
OUR LONDON READY-MADE CLOTHING
Will suit you exactly. It is *Perfect in every particular.*
SPECIALTIES:
Full Suits, $13.50 and upwards.
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N. B.—Our Fashion Catalogue mailed to any address, free of charge.

ORPHANS' COURT SALE
OF VALUABLE
Real Estate!

By virtue of an order of the Orphans' Court of Columbia county the undersigned executor of Isaac Bower late of Briarcreek township, deceased, will expose to public sale on the premises in Briarcreek township, Columbia county, on

SATURDAY, JANUARY 5, 1889.

at 10 o'clock a. m., the following described two tracts of land situate in Briarcreek township aforesaid, the one being bounded and described as follows: Beginning at a stone in line of land formerly James Adams', thence north 10 degrees, west 81 and two-tenths perches to stone, north 52 degrees, east 13 and seven tenths perches to stone, thence north 10 degrees, west 64 and one-tenth perches to stone, north 48¾ degrees, east 79 and four-tenths perches to stone, south 10 degrees, east 151 and three-tenths perches to stone, south 52¾ degrees, west 108 and three-tenths perches to stone, the place of beginning, containing

SIXTY-NINE ACRES

and twenty-two perches of land, about all improved, with

FRAME DWELLING, BARN

and outbuildings.

The other piece of land in same township, adjoins the above and is used with same as one farm, bounded and described as follows to-wit: Beginning at a stone in line of N. Stout, thence north 8 degrees, east 92 perches to pine, thence by land now or formerly Jacob Sitler north 10¾ degrees, west 37 perches to a —— thence south 50 degrees, west 92 perches to a pine knot, thence by the first described, south 10¾ degrees, east 87 perches to place of beginning, containing

TWENTY ACRES of LAND.

TERMS OF SALE.—Ten per cent. of one-fourth at the striking down of the property, the one-fourth less the ten per cent at the confirmation of sale, and the remaining three-fourths in one year thereafter, with interest from confirmation nisi.

ISAIAH BOWER.
JACKSON, Atty. Executor,
Dec 14 Berwick Pa.

ORPHANS' COURT SALE
OF VALUABLE
Real Estate!

By virtue of an order of the Orphans' Court of Columbia county, the undersigned administrator of Joseph R. Patton, late of Greenwood township, said county, deceased, will expose to public sale on the premises near Rohrsburg, on

THURSDAY, JANUARY 10, 1889.

at 10 o'clock a. m., the following described real estate:

No. 1. A certain lot or piece of land situate in the township of Greenwood, Columbia county, bounded by lands of the heirs of Samuel Gillaspy, Jacob Gerrard, Joseph P Dewitt and the public road, leading from Rohrsburg to Millville, and containing

ONE ACRE, MORE or LESS.

No. 2. A certain lot or piece of land situate in the said township of Greenwood, adjoining the above mentioned lot and lands of Cyrus Faus, Jacob Gerrard, Jacob Lemon, Joseph P. Dewitt and the aforesaid public road, containing

4 ACRES and 21 PERCHES,

more or less. The said two pieces of land, though purchased separately are used as one tract and so enclosed, whereon are erected a good sized

Two-Story Frame Dwelling House,

new frame barn, wagon shed, and other outbuildings. There is a good well of water, fruit trees and vines.

TERMS OF SALE.—Ten per cent. of one-fourth at the striking down of the property, the one-fourth less the ten per cent. at the confirmation of sale, and the remaining three-fourths in one year thereafter, with interest from confirmation nisi.

O. P. PATTON,
BARKLEY, Atty. Administrator,
Dec 14 Rushtown Pa.

EXECUTORS' SALE
OF VALUABLE
Real Estate!

There will be exposed to public sale on the premises in Fishingcreek township on

WEDNESDAY, January 9th, 1889.

at 10 o'clock a. m. the following described property owned by the estate of John Laubach, deceased: Beginning at a post along the public road to a corner, to lands surveyed for Richard Bright, thence along said Bright's survey and adjoining lands of Lemons & Pealer north 26 degrees, west 110 perches to a post, thence by lands of Whitenight Bros. south 23 degrees, west forty-two and three-tenths perches to a hemlock corner, thence by lands of J M Laubach south 29 degrees, east forty-one and seven-tenths perches to a chestnut oak, thence by the same south 21¼ degrees, east one hundred and two perches to stone corner, thence by the same north 61 degrees, east 27 perches to place of beginning, containing 28 acres more or less.

TERMS OF SALE:—Ten per cent. of one-fourth of the purchase money to be paid at the striking down of the property; the one-fourth less the ten per cent. at the confirmation of sale; and the remaining three-fourth in one year thereafter, with interest from confirmation nisi.

J. M. BUCKALEW,
Dec 1 Executor.

A GOOD SUGGESTION.

ECONOMY, as wise folks say,
Is wealth pronounced another way,
So while "hard times" the people cry,
The Toilet Soaps they should not buy.
Let all who buy such Soaps take care
To weigh the cake exact and fair,
And find they pay in figures round
A dollar, more or less per pound.

What course should people then pursue?
In short, the only thing to do,
Though rich in bonds, or worldly poor,
The "IVORY SOAP" they should procure.
Which may be bought from coast to coast,
At sixteen cents per pound at most,
And does more satisfaction grant
Than all the Toilet Soaps extant.

A WORD OF WARNING.

There are many white soaps, each represented to be "just as good as the 'Ivory';" they ARE NOT, but like all counterfeits, lack the peculiar and remarkable qualities of the genuine. Ask for "Ivory" Soap and insist upon getting it.

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QUICKEST REMEDY KNOWN
For backache, and all sudden, sharp, or long-standing pains or weaknesses of every kind. Virtues of fresh hops, hemlock and pine balsam combined. It is wonderfully
SOOTHING, PAIN-KILLING, CURATIVE and STRENGTHENING.
MY BACK!
It satisfies every time.
TRY ONE NOW.
25 Cts. 5 for $1.00.
Sold everywhere, or mailed for price.
OH! for one of those HOP PLASTERS.
Look for signature of the proprietors, HOP PLASTER CO., BOSTON, on the genuine goods.

CLOTHING! CLOTHING!
—:o:—
G. W. BERTSCH,
THE MERCHANT TAILOR.
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Gents' Furnishing Goods, Hats & Caps
OF EVERY DESCRIPTION.
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Suits made to order at short notice and a fit always guaranteed or no sale. Call and examine the largest and best selected stock of goods ever shown in Columbia county.
Store—next door to First National Bank
MAIN STREET,
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AGENT FOR THE
KEYSTONE DYNAMITE POWDER CO.
manufacturers of the celebrated Keystone Dynamite. This explosive is giving universal satisfaction. Quotations cheerfully given. [Aug 18

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Northwestern Masonic Aid Association, members 41,243. Paid to beneficiaries $4,051,628.17. Insures non Masons.
Travelers Life and Accident of Hartford.
FIRE.

CONTINENTAL of New York,	$5,238,981.28
AMERICAN of Philadelphia,	$2,30[illegible],857.66
NIAGARA of New York,	$2,260,479.86

Liverpool, London and Globe Fire Insurance Co., of London, the largest in the world, and the Imperial of London.
A liberal share of the business is respectfully solicited and satisfaction is guaranteed.
J. H. MAIZE, Agent.
June 1, 1888, tf.

J. R. SMITH & CO.
LIMITED.
MILTON, Pa.,
DEALER IN
PIANOS,
By the following well known makers:
Chickering,
Knabe,
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Can also furnish any of the cheaper makes at manufacturers prices. Do not buy a piano before getting our prices.
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Catalogue and Price Lists
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ESTABLISHED 40 YEARS
For the treatment of Youthful Imprudence, Loss of Vigor, Nervous Debility and Special Diseases. Consultation by mail free of charge. Book Sent Free.
Office hours from 8 A. M. to 2 P. M., & from 6 to 9 P. M.
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THE DEAF HEAR
The New England Medical Journal, says: "Wales' INVISIBLE Sound Disc, for deafness, concentrates sound waves on the drum, and outranks all devices of our age and its possibilities are great."
For sale by - A. WALES, Bridgeport, Ct.
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CROWN ACME
THE BEST BURNING OIL THAT CAN BE MADE FROM PETROLEUM.
It gives a brilliant light.
It will not smoke the chimneys.
It will not char the wick.
It has a high fire test.
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WE CHALLENGE COMPARISON
With any other illuminating oil made.
We Stake Our Reputation,
As refiners, upon the statement that it is
THE BEST OIL
IN THE WORLD.
Ask your dealer for
ACME OIL COMPANY.
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Trade for Bloomsburg and Vicinity Supplied by
MOYER BROS.,
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sep2-1y.

GUNS REVOLVERS. Send stamp for price list to JOHNSTON & SON, Pittsburg, Penn. sept 24-d-4t.

DAY'S HORSE POWDER
Prevents Lung Fever!
Cures Distemper, Heaves, Glanders, Loss of Appetite, Founder, Fevers, &c.
1 lb. in each package. Sold by all dealers.

DR. BULL'S Cures Dysentery, and Diarrhœa.
Cures Wind Colic, &c. BABY SYRUP
Relieves Griping and Summer Complaint.
Facilitates Teething!
Regulates the Bowels!
Sold by all druggists. Price 25 cents.

25 CTS A BOTTLE
SALVATION OIL
KILLS PAIN

BULL'S COUGH SYRUP
"THE PEOPLE'S REMEDY"
For the cure of COUGHS, COLDS, Asthma, Incipient Consumption
Hoarseness, Croup, Whooping Cough, and for the relief of Consumptive persons. For Sale by all druggists. 25 cents.

SMOKE LANGE'S CUBEB CIGARETTES for Catarrh! Price 10 Cts. At all druggists.

EXCHANGE HOTEL,
W. R. TUBBS, PROPRIETOR
BLOOMSBURG, PA.
OPPOSITE COURT HOUSE.
Large and convenient sample rooms. Bath rooms hot and cold water; and all modern conveniences

GET YOUR JOB PRINTING DONE AT THE COLUMBIAN OFFICE

CHEAP FARMS AND HOMES
Prices low. $100 to $30,000! healthy climate; fine soil; close to cities by water or railroad; safe water luxuries abundant. Send stamp for price list; map 10c. MELVIN & MANCHA, Annapolis Md. Dec 17-4-p.

TEACHERS' INSTITUTE

(CONTINUED FROM LAST WEEK.)

TUESDAY MORNING.

Prof Noetling of the Normal School next spoke on language. He said, this is a reading age; but whether it is a thinking age seems to be somewhat doubtful. The object of these institutes is to give teachers something to think about. He gave the following questions:

What is included in knowing a word?

Can children learn words faster than their experience enlarges?

Can a child's vocabulary be in advance of his knowledge?

Can children learn more rapidly than their experience increases?

Can children learn to read faster than they learn to think?

Is the present mode of teaching reading right or wrong? In either case why?

Should children give the thoughts they obtain from written or printed language in their own or in the author's language? And if so, why?

Should the formation of words receive attention in our schools? Why? If so, how should it be done?

Are there abstract numbers? If so, what are they?

Is there difference between a number and a figure? If so what is it?

What is the difference between teaching numbers and teaching figures.

It is true that it is not what a teacher does for the child but what it does itself that educates it?

If this is true should the teacher explain the solution of a problem for a pupil or lead him to discover it for himself?

What causes may be assigned for a pupil's inability to solve a problem?

Should his daily tasks be adapted to his ability? If so, how may it be done?

What should be the teacher's aim in giving instruction in Geography?

When should the child obtain the materials of which to build in its mind countries distant from its home?

In what way is sand or any other kind of modeling of benefit to a pupil?

Why should U. S. History be studied in our schools?

What helps are necessary to teach History successfully to children?

What to advanced pupils?

What should be the teacher's aim in teaching History to children?

Should the matter be the same as for advanced pupils? If not, in what respects should it differ?

What is the first power exercised in the study of History?

What other powers are later called into action.

In assigning work to a class should a class be adapted to a lesson or *vice versa*. How can either be accomplished?

What is the main thing to be aimed at in teaching Penmanship?

How many forms of a letter should be presented to a learner at a time?

What are the advantages of copy-books with printed copies?

Should children's writing all be practices in Penmanship, or should they have stated times for exercises, called penmanship?

In what respect should writing material for children differ from that for advanced pupils?

Why is it that pupils practice penmanship from the sixth to the eighteenth year and then cannot write a neat, plain hand?

Do our schools give sufficient attention to pronunciation? If not why?

How may it be taught in primary schools? How in advanced schools? How in ungraded country schools?

How may articulation be taught?

How early should children be taught the use of a dictionary? How may it be done?

How early should children be taught how to use reference books?

Prof. Neff talked next on the subject of primary reading. The first step in teaching a word is the idea. Show first the object, and that will get the pupils to think of it. Remove it and there will remain the mental picture. The power to think of a mental picture is infinitely more valuable than the power to think on the object. We should always teach the word through the idea. Always keep the language subordinate to the thought.

In this matter of word recognition put several words on the board. Point to them rapidly. Then change the position of the words, and afterwards group them in twos, threes, fives, &c.

I don't believe that oral reading in the first and second readers does any good. It should be stopped when public sentiment will permit it. Remember and get along with as little oral reading as possible and have them give the thought in their own language.

Prof. Noetling spoke on primary language. The first thing of importance in teaching language is a competent teacher. A competent teacher is one who understands how to teach. It is impossible to tell any one how to teach language if he has not the talent within him. Language work can be made as interesting as any other work in our schools. Until children can write, their exercises should be oral. Children should write about things, they can observe; such as they are examing or have examined. They will then talk about knowledge. Exercises of this kind develop thought and expression. Language cannot go faster than knowledge; they should be developed together. Questions should be given them on points they have not brought out.

The pupils in our public schools have too many vague ideas, because they have not examined objects enough. We want more sense knowledge. After pupils have clear ideas, then the objects are not necessary. The picturing power of the mind plays an important part in language. In the absence of objects we should use pictures. The material is plenty. It is all around us. The rocks, the trees, the river, the atmosphere above us are all full of interest. Our histories are full of material. Don't look to New York, Boston or Philadelphia for material when it is all around you.

AFTERNOON SESSION.

Mr. J. C. Brown of Bloomsburg was the first speaker on the part of the directors in the county. He spoke of the power the directors have in increasing school term, in regulating the text books and in regulating a course of study.

There is a fear of the people becoming too enthusiastic over industrial education. There may be an effort to weigh down the common schools with a system that will injure their work. Our colleges have given way to a popular demand and the theoretical has given place too much to the practical. We want a thorough ground work of a good broad, english education. I don't believe the common school can give more than a good start in this direction. There are many matters in connection with these things that should receive the careful attention of all directors.

Dr. Higbee.—There is nothing so influential on a commonwealth as a good home. It is impossible to carry on at home a systematic order of culture, the father and mother being both too busy. This culture must be carried on by the common schools. The legislature has wisely fastened the school to the home. In a well regulated home you have your yard, barn, shade trees, you have your vines, you have all these and what for? Certainly for the household to weave into their nature a power that will influence their whole constitution. The surroundings at school should be the same as at home. Our school homes should be in harmony with our household homes. I plead for you to make the contrasts between your schools and homes less broad. The Dr. concluded with an eloquent exhortation to the teacher to cultivate the spirit of the Great Teacher to influence and guide them in all their work.

Dr. Corss, of Kingston, was the next speaker. He brought the fraternal feeling of a neighboring county. If the common schools were wiped out this would mark the downfall of the best institution in the state. Suppose we have a large town and plenty of means to carry on schools, but no schools and a set of directors begin to start a system. The first thing that is needed is a good house. The next thing is pure air. Foul air more than cold air breeds disease. With best of care a school room will breed and scatter disease. The best way of ventilating a room is by introducing fresh warm air. The best way to light a building is from the left side. We should study, before building, established principles. A large amount of apparatus is not necessary in a school room.

Schools should be properly graded. This grading should be based upon our ideas of what is best adapted to bring out our ideas of manhood.

The course of study should be based upon the age of a child. As soon as he is old enough to take up a study he should be taken right through it. The studies should be adapted to the development of the faculties that are most active at any particular period.

Prof. Neff said, there are three things you must use to get a thought, —the imagination, the understanding, the feelings. We all have these powers, but the power to realize a truth is a power that exists to a limited extent. In the interpretation of literature you must bring it down to your own condition.

WEDNESDAY MORNING.

Devotional exercises were conducted by Prof. Noetling of Normal School.

Supt. Monroe spoke on literature. Many books are being written all the time. The question comes to us, what shall the boys and girls of our land read? Literature may be taught to some extent in all grades. The value of literature is that it gives mental discipline, opens up the minds of the pupils and instils in them a high idea of human life. There must be a change in the methods of teaching literature; heretofore we have taught more the history of literature than literature itself. A superficial knowledge of the whole realm of a text-book is not as valuable as one or two master pieces of an author. We should begin with something simple, and come down to those authors whose writings are more complicated. We should not commence the study of literature by studying the dates of an author's birth and death, and by the study of his life, but these things come after the pupils have studied many of the author's writings. We should have our pupils write out descriptions of the pictures depicted in the poems they study. They should verify the characters described. Periodicals may be introduced as aids to the study of literature, besides they are valuable as supplementary reading. Observing authors' birthdays is a valuable exercise in creating a spirit for literature. There is a great value in what we call memory gems. Always be careful that these gems appeal to the understanding of the pupil. Literature is taught too much as mere diagraming and parsing without giving the beautiful thoughts of the author.

Mr. Sterner of Afton spoke next on "Mistakes of Teaching." The most important question that can be asked is how to live a complete life. The answer to this implies correct morals. For the Public schools are to a great extent responsible. Teachers should seek for the best methods. Should have a correct idea of the aims of education. Should understand the principle that underlies education. The efforts to develop the pupil must be in accordance with these principles. We can't adapt the pupil to the work but the work must be adapted to the pupil's stage of development. Teachers make a great mistake when they permit pupils to omit studies, adapted to the development of the mind, though they may not seem to be so practical others, just because their parents do not want them to study these branches. Teachers make a mistake when they lay down a great many rules on the first morning, his laws being challenges to the pupils, his general law should be, "Do Right." Many mistakes are the results of ignorance, others of laziness and carelessness. Every teacher who wishes to succeed, should be willing to undergo the labor involved in thorough preparation of his work.

Prof. Neff of Cambridge, Mass., discussed the subject of Geography. You have all noticed in your beautiful state wide gaps, in the region where these prevail the mountains have a peculiar structure. The Professor then drew a diagram on the board, showing the pupils how these are formed. In the matter of rain fall, science has been making rapid strides. The Professor then showed how and in what respects this science has advanced. In regard to the Gulf stream, it does not enter the Gulf of Mexico. The water in the Gulf acts as a cushion and turns it aside. The flooding of Sahara desert cannot affect the climate of Europe, as the area that can be flooded is very small. What isotherms are and why they are drawn where they are then explained.

Prof J. L. Harkins, Prin. of the Bloomsburg schools was called for. Subject—Civil Government. He said that it embodied what our illustrious forefathers conceived, and those who formulated our munificent and wise constitution. He showed in a terse manner the necessity of teaching it in all our schools, especially in the rural districts here and there blazing a truth positively indicating thereby the importance of a free and pure ballot.

Prof. Fry, on North America. It is impossible to study the life of a continent without studying its position on the globe. The study of Geography should be begun with hills and valleys and brooks. We cannot study a continent by itself, because it does not contain the relatives that make the life of it. We must go from the perception to the imagination in the study of Geography. The Professor then demonstrated these laws by numerous illustrations on the board. We should in our instruction in the country schools go from the immediate vicinity to the globe, and then go back and synthesise conciously. In studying the continent we should take first those features that influence life, such as mountain systems, heights of land, which determine the distribution of rain and the fertility of soil. In going from structure to coast line we shall take up the winds and teach their effects upon the continent. We next take up the life of the continent. Next we take the animal life, show how physical features modify both vegetable and animal life. Minerals may be studied when we study the structure.

Prof. Noetling resumed the discussion of Language The answer given to knowing a word was as follows: It is understanding the idea the word conveys. Knowing a word by a primary pupil in something different from the knowledge a High School pupil may have of it. Knowing a word by a high school pupil seems to be to know how to use it discriminately. Can a pupil learn a word faster than its experience? It seems to be the opinions of the teachers that it cannot. Can a child's vocabulary be in advance of his knowledge? It seems that it cannot. Can a child learn to read faster than his experience? Answer. No.

Does the same hold in high schools in regard to original knowledge? This was left for the teachers to think out for themselves.

Is not much of the mechanical reading found in our schools due to the fact that we try to teach elocution before they get the thoughts in the books? It is the opinion of the teachers that it is. If the pupils read the thoughts on a printed page and then give it in their own language it is an excellent language lesson.

Prof. Fry continued the discussion of Geography. Does not moulding in sand give lifeless forms to the pupil that depends on the teacher. He must associate with it the real mountains and rivers of nature and thus create life and reality in the work. Are the forms not exaggerated in these modelings. All maps of a continent are made on a double scale. If we would try to represent the highest mountains on North America, on a map the size of the Opera House floor it would be two-fifths of an inch. On smaller maps same proportion exists. In order to make them perceptible on small maps which take in wide extensions, they must be drawn on a double scale. In drawing we simply look at the form. Map drawing is outlining. Does not approve of the tracing maps. Draw the outlines first as a basis, then the highlands, then form the coast lines.

THURSDAY MORNING.

Devotional exercises conducted by Dr. Waller.

Prof. Cope of Normal School gave a very interesting talk on Arithmetic. To the question, "How would you shingle a roof by the statement method," he argued that the method applies and really shortens the operation.

To the question, "How does your method apply to finding the four widths of a building?" He claimed that the method applies admirably and is not so liable to be performed mechanically as by the old method.

In regard to actual measurments, give original problems to the pupil, let them find by actual measurement the area of school yard, how much carpet will be required to cover the floor, etc.

In regard to mental arithmetic, he said he believed in it, but did not believe there was any necessity of having a separate recitation devoted entirely to mental arithmetic, but should be taught in connection with written. The statement takes the place of the old rule and leads the pupil to reason. It is not always necessary to make the statement. In fractions we do not need to take the time.

Prof. Fry resumed the discussion of Geography. He took up and discussed a few general principles. The first, teach ideas before sizes. He showed how important this principle is in the study of all branches. It should also be carefully recognized in teaching Geography. The hills and mountains and rivers, everything should be clearly seen through the moulding in the sand. In History, in all points they should have before their minds clear pictures of the facts they are studying. In studying the great canons of Colorado he must be led to imagine it through what places, are cut through by rain, he has seen near. We must give children ideas through material forms. They read continents through signs, these signs are what they have observed of nature. We see with what we have seen, we build with the material in the mind, we go from the known to the unknown, we learn to do by doing, we learn to imagine by imagining. When a pupil stands by a brook and sees a small delta form, we should lead out his imagination until he can see a great stretch of water running by and forming a delta like that of the Mississippi or Ganges. We must develop the power of imagining while they are observing.

Mr. Shannon, of Montandon, spoke on History. The aim in teaching history is to create an everlasting sentiment in the favor of history. To create a love for history so that our pupils may go on and educate themselves as long as they live. In preparing the lesson we should allow no committing to memory the language of the text-book. The pupils should get the idea first and then be able to express their thoughts in their own language. We want good text-books, and use supplementary reading. The aim is to enable our pupils to think for themselves.

Dr. Waller of the Normal School, spoke on industrial education. Public sentiment is in favor of industrial education and it is a thing that is bound to come. Money has been set apart by persons in the different part of states to carry on this work in connection with public schools. And it has been done with most gratifying results. There are two phases of this subject. The one is that the school shall exist for the object of manual training. The other school maintains that industrial education shall exist and shall be maintained for the sake of the school.

The question arises what are the ends of the system: and how are they to be reached? There is a tendency in education to deal with words. The child does not have clear ideas. In industrial education the boy must think exactly. It requires of him a measure of exactness. Another advantage develops the childs mind. It develops attention by observing objects in the work shop better than in branches as commonly taught. It develops also perseverance.

It increases respect for the teacher if the teacher be the instructor in the manual training. It shows in the teacher an aptitude in matters which will command the respect of the pupil. Latent talent is often evoked in this way. Children will be able to make their apparatus. It creates respect for manual labor. A proper regard for the dignity of labor.

How is this to be introduced. We must begin in lower grades. Must develop in pupils the use of the hands and of the eyes. Must begin by teaching drawing as this is fundamental.

Both sexes are to be trained alike in all deparaments. The tools used in the manipulation of wood are those used only widely, such as saw, hammer, plane etc. How are these things to be brought about. How are we to provide the means. How are experts to be obtained. When it was required about twenty years ago to teach music, teachers soon became prepared for the new order of things, and so they will in regard to this matter of industrial education. When the subject is fairly started the means will readily be found.

AFTERNOON SESSION.

Prof. Fry said he would take up a few questions in science. Is the earth liquid or solid in the interior? There are facts, viz. pressure of rock material, the conductivity of the denser rock, the distances continually increasing in which we go to increase the temperature one degree which modify the old theory. The theory now is that the earth is solid to the very core.

"Where do the great lakes get their water." The amount of rainfall falling on the great lakes is equal to that going over Niagara Falls. The water coming from the drainage of surrounding country supplies loss caused by evaporation.

How can the sun shine into our north window? When vertical rays of the sun are at the Tropic of cancer, the sun is north of any point on earth except the north pole.

We should not perform an experiment to support a theory, but to show the real facts of nature. We should doubt everything that is buried in mystery.

Miss Hannah Breece said: by education we mean a broadening the views of life. The faculties must be developed: They must be reached. The latent powers must be aroused. When this power is aroused, a person finds interest and food for thought from all objects around. A person who has trained himself only in some specialty cannot be said to be liberally educated. All our faculties should be perfectly developed to make good and useful citizens. Our Public Schools are preparatory departments to fit our pupils for the duties of life. We should be eager to train them in self control, self respect, and due regards for the rights of others. Habits of industry and punctuality should be inculcated.

Prof. Heffner, of Centralia, spoke on Public School libraries. We have been teaching too much mere book knowledge and not real ideas. Yet we get many of the ideas and thoughts we remember best from books by our own efforts. We should give the school children plenty of books. We should give them a chance. Many of our pupils would become great men if they had a chance to read. The boy who leaves school with a taste for reading is better fitted for duties of life than the boy that passes through college without a taste for reading. He then gave a very ingenious scheme for securing public school libraries.

Prof. Fry said he wanted to talk of History awhile. It is characteristic of the human mind to admire and love that with which we are familiar. It is true with objects, poems, and with people. This characteristic should be carried on in the study of History. If we make our pupils familiar with the history of other countries we keep our children from becoming narrow minded. Including history we should begin with lowest type of being. To make chidren broad minded we should not teach facts about wars and kings, but the social life of the people through the ages. History is divided into narrative and philosophical. With the latter children have nothing to do. We can't carry them into that. In the narrative we may take the battles or social life of the people.

The best plan is in commencing with the past and coming down to the present. By describing the people of different ages we will make it interesting to pupils. In American History the most important things to study are the social condition of the people of the past and the difference between their condition and ours. In the teaching facts connected with the breaking away from England they should be centered about Washington. In studying our finances they should be centered about Hamilton. In this way they can be made more interesting. We should teach the history of the constitution. We should teach current History.

[CONTINUED ON 2D PAGE]

The Indianapolis *Journal* (General Harrison's organ) has prepared a tabulated statement of the popular vote cast on November 6th 1888. The total vote as therein given is Harrison 5,430,607 and Cleveland 5,538,045—being a popular plurality for Cleveland of 107,438. The total vote for Fisk, Prohibitionist, was 257,243, against 151,710 four years ago, or a gain of over 100,000. Streeter, labor candidate, received 114,623, while four years ago Butler recieved 174,879, which would be a loss of over 90,000.