

train one to construct his own. The only way to learn to make anything is by practice in making. But how are teachers who themselves cannot write good English to teach others to do it? History and geography continue to be cram subjects. A class with their books closed, with a teacher before them with his open, asking questions from it, reminds one of the old time schools, when teachers could do no better than take such advantage of their pupils.

The matter that our young people read, that constitutes their mental food, is of the most enervating character, and is the chief cause of their inability to do any thinking of their own. Rehashing and repeating the thoughts of others makes flippant gossip, nothing more.

10:45 After a recess of ten minutes and a musical exercise, the Institute listened to a talk upon the introduction of music into the public school, and the importance of teaching "Music" by the musical instructor.

11 a. m. Miss McClosky, subject, "The Story as a means of Mental and Moral Growth." Select stories adapted to the pupils needs. The point of the story should have a direct bearing upon the life of the pupil. The ability to tell a story well is a great part of the teacher's equipment. Five things are necessary to enable a teacher to do this: First, culture; second, imagination; third, fancy; fourth, common sense; fifth, poetic fire. We should first be sure of the value of a story and then, after selecting it, be careful in telling it. I hope that you will give the pupils that which is best for them as God has given you to see the best and that you will regard the pupils as of greater value than all the ballads that have been ever sung or read.

11:45 Prof. Sprengle conducted an interesting musical exercise, Supt. Johnston issued a call for a meeting of the Auditing Committee and the Institute adjourned.

WEDNESDAY AFTERNOON. 2 p. m. The exercises were opened by the customary practice in vocal music President Johnston introduced Supt. B. R. Johnson, of Union County, who spoke on the subject of "Tact." I have always had a desire to meet the teachers of my native county and I am pleased to have that desire granted. Tact is the ready power of appreciating and doing the proper thing in the proper way and at proper time. Our Saviour possessed it and thereby subserved his purpose by preserving his manhood and his dignity. Tact makes us to overcome prejudice. The weak teacher's weapon is scolding and fault-finding. These things destroy hope: hope is the combination of desire and expectation. When you refuse, let your refusal be final. Do not stop the play of childhood and when you curb it, curb it only to direct.

3 p. m. Singing "America," "The Miller of the Dec." etc. Prof. E. K. Richardson illustrated the school flag salute by a class of bright little boys from the Normal Model School. The silken flag used in this exercise was loaned by Camp 319 P. O. S. of A. The boys acquitted themselves very nicely to their own credit and that of their instructor.

3:15 Mrs. Allen, of Yonkers, N. Y., then spoke on the subject of "Health." Teachers wear out quicker, grow old sooner and become uglier to look upon sooner than any other class of people. If Mrs. Allen had been a member of this Institute for several years as the writer has been and had seen the teachers grow respectively prettier and handsomer year by year, she would greatly modify this observation. Teachers, continued to preserve their health by the use of proper food and air and exercise. If you are too tired to exercise then stretch yourself out on the bed. Walking is a health preserver. Each teacher should sleep at least eight hours out of twenty-four. Do not worry. The man or woman who forgets himself or herself for children deserves an exalted place in the Kingdom of Heaven. Mrs. Allen asserted that much of the nervousness of children comes from a constant strain upon the back. Teach them to rest their whole weight upon the seat when they sit down, fold their hands and cross their feet.

3:45 A universal exercise was conducted by Prof. Sprengle, who gave some excellent points on teaching music.

Prof. M. J. Brecht, County Superintendent of Lancaster County, sent a communication asking that the teachers all be invited to contribute towards the memorial to Dr. Burrower, the father of the County Institute system of Pennsylvania. He deserves a monument and should have one. Every teacher in the State should have a share in it.

Dr. Tompkins spoke on "Reading." The familiarity with symbols comes from the interest in the things which are behind the symbols. Advanced reading is skill in the interpretation of literary discourse. The thing to be done determines how it is to be done. Reading deals with the manifold interests of human life. Literature is universal in its application to the human heart. Courtships are not colonial affairs—neither is literature. Paths has no boundary except the boundaries laid down on the human

heart. A reading lesson that has isolated interests in it is not a good lesson. By brilliant extracts from Bryant, Lowell, Tennyson, Burns and others the lecturer clearly illustrated his point. Literature is universal in that it touches the depths of the individual human heart. Let your test of a poem be this: Where does it search the human heart? Locate your Shylock and your Antonio in yourself every day. The forces of avarice and those of love are within every one of us. Put nothing in a reader except that which is universal and searches the human heart. Literature deals with ideal human life. Literature reveals myself to myself; it is self-revelation. If literature gives you love it is a pure love; it is subjective. Literature is valuable in that it searches, reaches and touches the human heart, revealing to the reader a high ideal which he is compelled to live for awhile until at last he comes to live that ideal forever.

WEDNESDAY EVENING. A masterly oration delivered in a forcible and telling manner, with extraordinary power and vim, by a man who has the courage of his convictions and the backbone to express them; was the record of last night's lecture by Dr. Thomas Dixon on "The Almighty Dollar."

THURSDAY MORNING. The fourth day's exercises were opened by singing "America" and 151. The devotional exercises, consisting of reading from the Bible and prayer, were conducted by the Rev. Mr. Brandt, of the Reformed Church. Supt. Johnston made a few remarks regarding the attendance cards.

Vice-President Boyd Trecoitt introduced Mrs. Allen, who spoke on the "Physical Characteristics of Pure Temperaments." There are four temperaments: Sanguine, bilious, lymphatic and nervous. Every teacher should know his own temperament before trying to teach children. Hold a meeting of the children's mothers and by consultation with them ascertain the temperaments of your pupils. Mrs. Allen gave the teachers an elaborate outline illustrating her talk but we are obliged to omit it for want of space. Activity is the best antidote for the blues. The fundamental principles of temperament cannot be changed but some of them may be modified. Do not place children of similar temperaments together.

10:15 Music, "Onward Christian Soldiers."

10:20 Dr. Tompkins, subject, "Reading." Literature is soul; it is ideal human life entertained subjectively and lived for a time. The literary man is he who calls the individual object to its universal significance. It shows individual things in its universal application. Lot's wife turned to look upon sin and was salted down; so will every one be who turns to look upon sin. Ideal truth is the truest truth. The ideas embodied in Smith's story of Pocahontas, and De Leon's fountain of immortal youth are universal in their application. In the reading lesson the child must make a mental picture and then make application of the thought in the lesson to himself. Reading is a spiritual experience. Reading is not the jaw process. Lead the pupil to this spiritual experience and he will say the words of the lesson all right. The leading point is that point where the pupil lives the ideal life and knows it to be real and true. We never live on a straight line or a dead level. In Longfellow's "Rainy Day" picture the rainy day and then make its application to human life. Human life has its lower half and its upper half. Pupil must see the unity between a thing and its universal application. A pupil may miss his emphasis and inflection and still be virtuous and happy but he cannot be perfectly happy until he attains to the ideal he has once lived. Literature is the most immediate and directly practical branch in the public school; this can be mathematically demonstrated. I must know the value of the pupils experience in the reading lesson. I must take pleasure in aiding him to make the application of the good in the ideal therein contained to himself and aid him in his eternal striving for the eternal good.

11 a. m. The Institute took a recess of a few minutes after which a musical exercise was conducted by Prof. Sprengle.

This was followed by a practical talk by Mrs. Allen, in which she enunciated the following rules for walking: First, head erect; second, chest active and leading, arms at side, abdomen withdrawn, knees straight weight on balls of feet, heels on a straight line.

11:15 Supt. Johnston, subject, "Right Beginnings." Do we all work right? Do we start right? Let us be careful to give correct information to pupils in explaining a lesson. Fix the pronunciation of a word first and take nothing for granted in its pronunciation. Of what use is a word unless it can be used? Learn the meaning of a word and how to use that word. Next learn to spell it. Devices many of which can be conjured up by the thoughtful teacher are very helpful in the act of instruction. Govern with the eyes to a certain extent; take in the surroundings at a glance. Blessed is the eye that sees, recognizes, notices and cognizes. The teacher who, to

any extent, governs with the eye is a strong teacher. Many a pupil has been wronged and even injured by the failure of the teacher to recognize his needs. If we could only, by the use of tactful, ingenious devices help the pupil to see for himself the beauty contained in the lessons he is learning we would help him for time and eternity.

THURSDAY AFTERNOON. 2 p. m. After an exercise in singing Prof. E. K. Richardson acting as substitute for Mrs. Allen, explained a diagram on the board relating to the subject of "Temperaments."

2:15 Prof. Johnston, subject, "Punctuation" comes from punctum, meaning a point. The importance of punctuation cannot be over-estimated. He aptly illustrated his point by placing a sentence on the board and showing the different transpositions which could be made by changing the punctuation in the sentence. The United States government once paid \$2,000,000 as a penalty for the insertion of an unnecessary comma. The whole sense of a sentence depends upon its punctuation. Study Corinthians Chapter 1, if you would learn the use of the colon and the semi-colon.

2:45 Dr. Tompkins, subject, "School Management." In reply to a question the learned Doctor said a district which paid its teachers only \$20 per month needed a religious revival in the worst kind of way and that this low figure was an evidence that such a district does not care for education and does not deserve it. In school management the consideration is unity. In order to secure this the seating of the pupil, the heating, lighting and ventilating of the room are all necessary. Use the single desk in preference to the double ones. Thinking is a silent process, not a noisy one. I prefer a quiet school to a noisy one. Whenever you enter a place of public assembly, as a church or a school you make a silent contract to preserve the unity of that assembly by doing as the members do. You should not assign a lesson or hear the lesson before he has prepared the lesson. Do not start in on a recitation until everything is ready. There is no end to a lesson if it is properly investigated. Teach a child to probe a subject to the bottom. So put the direction that every body shall do the same thing at the same time. Train the pupil to self-activity.

In the law of questioning, so ask the question that everybody will think the answer. Do not call on the pupil, by name, to answer the question until you have stated it. 3:45 p. m. Music. 3:50 Supt. J. George Becht, of Lycoming county, subject: "The spirit of the Teacher." Is teaching a learned profession? The lawyer, the minister and the physician must each thoroughly understand the principles underlying the practice of their respective professions. The teachers' profession must become a learned one by having for its members men and women who have mastered the principles that underlay teaching. The spirit of the teacher should manifest itself in so much of dignity as will inspire respect. The teacher should exercise a spirit of kindness which will make him sympathetic. Punishment should have a direct bearing upon the offense and should relate to the offense. Be self-controlled, sympathetic, kind and true. If the right spirit animates the teacher he will invariably uplift the community and elevate his profession.

Dr. Tompkins, subject, "Punishments." I suspect anything that is labeled as a system. Use each and all methods that are necessary in the accomplishment of the object of instruction. The best school would be that in which punishments would be absolutely impossible. In truancy or anything else it is the consent of the mind which breaks the unity which should exist between the teacher and pupil. Whatever tends to destroy this unity is wrong. It is the pupil's state of mind in committing the deed which determines the punishment. If a child's mind cannot be reached by a higher appeal he must be reached through the integument. If a young lady whispers in school let her stop her work until she can explain why a lady should not whisper in school; when the demonstration is clear the way is clear also. As soon as the teacher sets himself up as against the pupils he will have a war on his hands. Lead the pupils to see that offenses in school are not against himself but against justice. It is the province of the teacher to fix up an offense in such a way that the pupil will do the fretting, not the teacher. This system always causes the child to think of his relation to the institution. Rational self-control is the end of school work. It takes skillful fingers to apply correct theory. There must be room for the personal energy and tact of the teacher. There are cases where nothing can succeed; there is a limit to teacher's responsibility in this matter. There were cases too obstinate for even the Great Teacher of Mankind to teach.

THURSDAY EVENING. A crowded house greeted the appearance before the footlights of the Arion Ladies' Quartette, who, assisted by Mr. Edmund V. Cooke in the role of a humorist and impersonator, en-

Continued on page 6.

TRUSTING WOMEN. THEIR CONFIDENCE OFTEN LEADS TO SUFFERING. An Ohio Woman's Experience, as Here Related, is Interesting to Every American Woman.

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When such testimony as the following is given, the woman who thinks should act quickly, and no longer permit herself to trust to incompetent doctors. The Vegetable Compound is sold by all druggists, and every woman should have it.

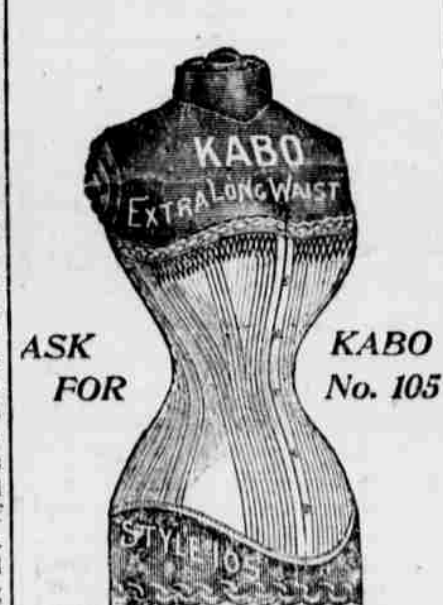


"The doctors had told me that unless I went to the hospital and had an operation performed I could not live. I had falling, enlargement, and ulceration of the womb. "I was in constant misery all the time; my back ached; I was always tired. It was impossible for me to walk far or stand long at a time. I was surely a wreck. I decided that I would give your Compound and Sanative Wash a trial. "I took three bottles of Lydia E. Pinkham's Vegetable Compound, and used two packages of Sanative Wash, and I am now almost well. I am stouter and healthier than I have ever been in my life. My friends and neighbors and the doctors are surprised at my rapid improvement. I have told them all what I have been taking."—MRS. ANNETTA BICKMEIER, Belleaire, Belmont Co., O.

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TRAIN FOR BLOOMSBURG Leave New York via Philadelphia 8.00 a. m., and via Easton 9.10 a. m. Leave Philadelphia 10.50 a. m. Leave Reading 11.50 a. m. Leave Pottsville 12.30 p. m. Leave Tamaqua 1.30 a. m. Leave Williamsport weekdays 10.10 a. m., 4.30 p. m. Leave Catawissa weekdays, 7.00, 8.30 a. m., 1.30, 3.27, 6.15. Leave Rupert, weekdays, 7.08, 8.37, a. m., 12.06, 1.37, 3.36, 6.23.

FOR ATLANTIC CITY. Leave Philadelphia, Chestnut Street Wharf and South Street wharf for Atlantic City. WEEK-DAYS-Express, 9.00, a. m., 2.00, 4.00, 5.00, p. m. Accommodation, 8.00 a. m., 4.30, 6.30 p. m. SUNDAY-Express, 9.00, 10.00 a. m., Accommodation, 8.00 a. m. and 4.45 p. m. Retiring, leave Atlantic City, depot, corner Atlantic and Arkansas Avenues. WEEK-DAYS-Express, 7.35, 9.00, a. m., 3.30, 5.30, p. m. Accommodation, 6.50, 8.15 a. m., 4.30 p. m. Sunday-Express, 4.00, 7.30, p. m. Accommodation, 7.15 a. m., 4.15 p. m. Parlor Cars on all Express trains.

I. A. SWEIGARD, C. G. HANCOCK, Gen'l Superintendent, Gen'l Pass. Agt

Table with columns for SOUTH, B. & O. R. R., and NORTH. Rows include stations like Bloomsburg, Pottsville, and Harrisburg with arrival and departure times.

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Pennsylvania Railroad. Time Table in effect May 19, '95.

Table with columns for stations like Harrisburg, Pottsville, and Reading. Rows include arrival and departure times for various routes.

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