## Hardware, & Tinware.

**SACKETT & SCHRYVER,**

DEALERS IN

# HARDWARE,

and manufacturers of

**Tin, Copper & Sheet Iron Ware,**

Second Street,

CLEARFIELD, PA.

Having largely increased our stock of Hardware, we invite the public to examine our stock and prices.

Carpenters and persons who contemplate building will do well to examine our

**TOOLS & BUILDING HARDWARE**

which is new and of the best manufacture, and will be sold low for cash.

NAILS, GLASS, PUTTY, GLUE, LOCKS, LATCHES, HINGES, SCREWS

All kinds of Bench Planes, Saws, Chisels, Squares, Hammers, Hatchets, Plumbs and Levels, Mortised & Thumb Gauges, Bevels, Braces & Bitts, Wood and Iron Bench Screws, and the best Boring Machine in the market.

**Double and Single Bitt Axes,**

POCKET CUTLERY, &c.

*Agents for Burnell's Iron Corn Sheller,* warranted.

Also, agents for Richards' **GOTHIC FLUE TOPS,** which effectually cure Smoky Flues.

Farmers' Implements and Garden Tools of every description.

A large variety of

**COOK STOVES,**

which we warrant to give satisfaction.

***Portable Ranges and Furnaces.***

Roofing, Spouting and Job Work done on reasonable terms. All orders will receive prompt attention. June 11, 1873.

**BIGLER, YOUNG & REED,**

(Successors to Boynton & Young,)

**FOUNDERS & MACHINISTS**

Manufacturers of

**PORTABLE & STATIONARY**

**STEAM ENGINES**

Corner of Fourth and Pine Streets,

CLEARFIELD, PA.

HAVING engaged in the manufacture of first-class MACHINERY, we respectfully inform the public that we are now prepared to fill all orders as cheaply and as promptly as can be done in any of the cities. We manufacture and deal in

**Mulay and Circular Saw-Mills**

Head Blocks, Water Wheels, Shafting Pulleys, Gifford's Injector, Steam Gauges, Steam Whistles, Oilers, Tallow Cups, Oil Cups, Gauge Cocks, Air Cocks, Globe Valves, Check Valves, wrought iron Pipes, Steam Pumps, Boiler Feed Pumps, Anti-Friction Metres, Soap Stone Packing, Gum Packing, and all kinds of MILL WORK; together with Plows, Sled Soles,

*COOK AND PARLOR STOVES,*

and other CASTINGS of all kinds.

Orders solicited and filled at city prices All letters of inquiry with reference to machinery of our manufacture promptly answered, by addressing us at Clearfield, Pa.

jan1'74-tf BIGLER, YOUNG & REED.

**NEW STORE AND NEW GOODS**

**JOS. SHAW & SON**

Have just opened a

NEW STORE, on Main St., CLEARFIELD, PA lately occupied by Wm. F. IRWIN.

Their stock consists of

**DRY GOODS**

GROCERIES of the best quality,

QUEENSWARE, Boots and Shoes,

and every article necessary for

one's comfort.

Call and examine our stock before purchasing elsewhere. May 9, 1866-tf.

**TERRA COTTA STANDING VASES,**

HANGING VASES,

Stove Lining and Fire Brick,

kept constantly on hand.

**STONE AND EARTHEN-WARE**

OF EVERY DESCRIPTION!

CROCKS! POTS! CROCKS!

Fisher's Patent Airtight Self-Sealing Fruit Cans!

BUTTER CROCKS, with lids, CREAM CROCKS, MILK CROCKS, APPLE-BUTTER CROCKS, PICKLE CROCKS, FLOWER POTS, STEW POTS, PIE DISHES,

And a great many other things too numerous to mention, to be had at

**FRED'K. LEITZINGER'S**

**STONE - WARE POTTERY,**

Corner of Cherry and Third Streets, CLEARFIELD, PA. aug8

**Down! Down!!**

**THE LAST ARRIVAL**

AND OF COURSE THE CHEAPEST!

**A Proclamation against High Prices!**

WE are now opening up a lot of the best and most seasonable Goods and Wares ever offered in this market, and at prices that remind one of the good old days of cheap things. Those who lack faith upon this point, or deem our allegations superfluous, need but

***CALL AT OUR STORE,***

Corner Front and Market streets,

Where they can see, feel, hear and know for themselves. To fully understand what are cheap goods this must be done. We do not deem it necessary to enumerate and itemize our stock. It is enough for us to state that

**We have Everything that is Needed**

and consumed in this market, and at prices that astonish both old and young.

dec29 JOSEPH SHAW & SON.

**Clearfield Nursery.**

ENCOURAGE HOME INDUSTRY.

THE undersigned, having established a Nursery on the 'Pike, about half way between Clearfield and Curwensville, is prepared to furnish all kinds of FRUIT TREES, (Standard and Dwarf,) Evergreens, Shrubbery, Grape Vines, Gooseberries, Lawton Blackberry, Strawberry, and Rasberry Vines, Asiatic Arbor Vitæ, Osage Orange, and early scarlet Rhubarb, &c. Orders promptly attended to. Address,

J. D. WRIGHT.

sep30-65-y Curwensville, Pa.

## Dry Goods, Groceries, Etc.

J. P. WEAVER.....W. W. BETTS.

**WEAVER & BETTS**

CLEARFIELD, PA.,

Are offering, at the old stand of G. L. Reed & Co. their stock of goods, consisting of—

**DRY - GOODS, GROCERIES,**

BOOTS & SHOES,

HATS & CAPS, HARDWARE, QUEENSWARE,

**FLOUR, FEED, SALT, &c., &c.,**

At the most reasonable rates for CASH or in exchange for

**Square Timber, Boards, Shingles,**

OR COUNTRY PRODUCE.

Advances made to those engaged in getting out square timber on the most advantageous terms. pd1jan73

**TO THE**

# FRONT!

GREAT EXCITEMENT

AT THE

**CLEARFIELD BAKERY**

AND

**OYSTER SALOON!**

The undersigned having just fitted up new, large and comfortable rooms on Market street, near Third, respectfully informs the public that he now prepared to accommodate them with everything in his line on short notice and at all hours of the day. He keeps on hand

FRESH BREAD, RUSKS, ROLLS, PIES, CAKES, all kinds.

**FRESH OYSTERS IN EVERY STYLE,**

and a general assortment of CONFECTIONERIES, FRUITS, NUTS, &c., All of which will be delivered to customers at their residences, when requested to do so.

ICE CREAM, by the dish, served in a neatly furnished room.

Thankful for the generous patronage bestowed in the past, he hopes to merit and receive a continuance of the same from his old customers, and others.

JOHN STADLER.

June 18,'73-tf.

**DANIEL GOODLANDER,**

LUTHERSBURG, PA.,

Dealer in

**DRY GOODS, NOTIONS,**

HOSIERY & GLOVES,

HATS & CAPS and BOOTS & SHOES,

Tobacco, Groceries and Fish, Nails, Hardware, Queensware and Glassware, Men's and Boys' Clothing, Drugs, Paints, Oils, School Books, a large lot of Patent Medicines,

Candies, Nuts & Dried Fruits, Cheese and Crackers, Rock and Rifle Powder,

Flour, Grain and Potatoes,

Clover and Timothy Seed,

Sole Leather, Morocco, Linings, Bindings and Thread, Shoemakers' Tools and Shoe Findings.

No greater variety of goods in any store in the county. All for sale very low for cash or country produce at the Cheap Corner. Aug. 27, 1873.

**The Bell's Run Woolen Factory,**

Penn township, Clearfield Co., Pa.

BURNED OUT!

BUT NOT

**BURNED UP!**

The subscribers have, at great expense, rebuilt neighborhood necessity, in the erection of a first-class Woolen Manufactory, with all the modern improvements attached, and are prepared to make all kinds of Cloths, Cassimeres, Satinetts, Blankets, Flannels, &c. Plenty of goods on hand to supply all our old and a thousand new customers, whom we ask to come and examine our stock.

The business of

CARDING AND FULLING

will receive our especial attention. Proper arrangements will be made to receive and deliver Wool, to suit customers. All work warranted and done upon the shortest notice, and by strict attention to business we hope to realize a liberal share of public patronage.

10,000 POUNDS WOOL WANTED!

We will pay the highest market price for Wool and sell our manufactured goods as low as similar goods can be bought in the county, and whenever we fail to render reasonable satisfaction we can always be found at home ready to make proper explanation, either in person or by letter.

JAMES JOHNSON & SONS,

april26tf Bower P. O.

LEATHER BREAST-STRAPS

SUPERSEDED BY

COVERT'S PATENT METALLIC

**BREAST HOLD-BACK**

Made of the best Malleable Iron, and is attached to the Hames by the best Snap ever invented. It is easily and quickly put on, and prevents the whipping of the horses by the pole. Not liable to get out of repair. Will last for years. All we ask is a fair trial, to convince all parties using them that they are unsurpassed in value for the purpose for which they are intended.

SACKETT & SCHRYVER.

Clearfield, April 15, 1874.

**MARBLE AND STONE YARD!**

MRS. S. S. LIDDELL,

Having engaged in the Marble business, desires to inform her friends and the public that she has now and will keep constantly on hand a large and well selected stock of ITALIAN AND VERMONT MARBLE, and is prepared to furnish to order TOMBSTONES, BOX AND CRADLE TOMBS, MONUMENTS, Curbs and Posts for Cemetery Lots, Window Sills and Caps, also, BUREAU, TABLE AND WASH STAND TOPS, &c., &c.

Yard on Reed street, near the R. R. Depot, Clearfield, Pa. jy7,72

**GUNSMITHING.**

**G. W. WOLFE,**

PRACTICAL GUNSMITH.

Shop on Third street, over Riley's blacksmith shop, CLEARFIELD, PA.

All kinds of Rifles and Shot Gun son hand. Repairing done in a first-class manner and at fair prices. 1:26'73

**Livery Stable.**

THE undersigned begs leave to inform the public that he is now fully prepared to accommodate all in the way of furnishing Horses, Buggies, Saddles and Harness, on the shortest notice and on reasonable terms. Residence on Locust street, between Third and Fourth.

GEO. W. GRAEHART.

Clearfield, Feb. 4, 1874.

FOR SALE.—The undersigned offers for sale a valuable town property in the borough of Clearfield. Lot 88x155 feet, with a good two-story plank house thereon erected, with three rooms down stairs and four bed rooms up stairs. Also, sewing room and bath room on second floor. House finished complete from cellar to attic.—Good double porch and good water. Price reasonable and payments easy.

2Aug72 WM. M. McCULLOUGH.

**J. R. M'MURRAY**

WILL SUPPLY YOU WITH ANY ARTICLE OF MERCHANDISE AT THE VERY LOWEST PRICE. COME AND SEE. (15:75y:)

**NEW WASHINGTON.**


life, but it is of unbounded use in the thousand and one necessities of common life, and to the professional man no less than to the mechanic. The scientific man cannot rise to any real degree of eminence without some knowledge of drawing, for he fails to see the nice and infinite gradations of form which characterize and individualize objects. For instance, by drawing the leaves, the flowers, the fruit, the stems and roots of plants, the mind at once observes their likeness and unlikeness, and the relation they bear to each other, their functions and methods of growth. In this manner a perfect and systematic knowledge of botany may be obtained by drawing. The same holds true in regard to animal life, and in fact throughout all the branches of natural science. Yea more, there is nothing in God's universe that cannot be more profitably studied by the aid of drawing. It is scrutinizing into the very minutia of God's works, and He seems to take particular delight in having His children imitate His own great works, which He himself pronounced "good!" For the success and propriety of a nation, is measured in direct proportion to the knowledge her people possess of the laws of nature, and these can in no way be more readily discovered than by imitating nature, even in its most minute points, for it is in these that the greater powers often exist.

If the times make such an urgent demand for a knowledge of drawing, in even the most ordinary callings of life, how is the teacher to get along successfully without some knowledge of it? He needs it in every branch he teaches. Children receive knowledge much more readily through their perceptive and observing faculties than in any other way; they may listen attentively to all that their teachers may say, and yet not have a clear understanding of what he says. A talk about things yields only apparent knowledge, but an examination of the things themselves, real knowledge; the hand must be taught to express what the eye perceives; and the teacher who has the power to show to the eye what he speaks about to the ear, teaches with twice the ease and success, compared with one who has not this skill. But this is not all, it is not so much the aim of a successful teacher to put so much arithmetic, geography and grammar into the minds of his pupils, as it is to uniformly cultivate and refine all the faculties of their minds, and in no way can this be more readily accomplished than by drawing; for it is studying nature, and it therefore cannot fail but be productive of good.

He proceeded to illustrate with several fine charts, prepared for the purpose, how various forms could be drawn by using straight and curved lines; also gave instructions in the art of sketching from nature, showing how simple and yet how important the art of drawing is.

The question for consideration, "How literary exercises should be conducted on Friday afternoon," was discussed by M. L. Savage, in substance as follows:

On motion, a recess of ten minutes was granted for friendly intercourse, after which Prof. Shoemaker resumed the subject of Elocution, taking as his subject "Culture of the voice in conversation." The speaker impressed upon the teachers the importance of setting a good example by a strict adherance to the principles of Elocution, as applicable in conversation, and then observing the habits of conversation in their pupils, taking advantage of every opportunity to correct the errors they may make. It was his opinion that no teacher can make a good reader of of a pupil by giving him fifteen or twenty minutes instructions each day, unless he is able to impress upon him the importance of a strict attention to habits of conversation.

On motion, a committee of three persons, consisting of J. F. McKenrick, W. S. Luther and J. E. Moore, were appointed to revise the proceedings of the Institute and prepare them for publication.

Institute adjourned to meet at 1:30 P. M.

WEDNESDAY AFTERNOON SESSION.

Institute convened at 1:30.

Music, "Swinging neath the old apple tree."

G. W. Marsden took up the subject of writing, dwelling upon the principles and their application in the formation of letters. Said there is but one system of Penmanship. Although many different authors claim for themselves an original system, yet in reality there is no difference, and the teacher who understands how to teach from one author can teach from all others.

The outline of Written Arithmetic was then taken up by D. M. DeVore. His remarks were confined chiefly to Percentage and its applications.

Method discussed by Messrs. L. E. Weber, E. C. Blackburn, G. W. Marsden, S. C. Brockbank and others.

Music by Institute, "Safe within the Vail."

"Best form for reports to Parents," was presented by Mr. J. B. Neff, who explained the object of sending monthly reports to parents; also the manner in which a record of attendance, deportment and scholarship of pupils can be accurately kept. A number of different forms were presented by teachers, and their merits discussed by Messrs. G. W. Weaver, G. W. Dale, W. S. Luther, W. J. King, S. C. Brockbank and Superintendent Gregory.

Question for discussion, "Should pupils be compelled to remain during recess or after school hours for bad conduct?" R. B. Loder on affirmative said, "I believe pupils should be deprived of recess or detained after the rest have been dismissed, for bad conduct. Pupils all desire to have their recreation together, and to deprive them of this priviledge is a greater punishment and more effectual than many harsher modes sometimes resorted to. I would not deprive them of recreation, but only with the other pupils, by detaining them after school. The teacher has more time to reason with pupils, and in many cases thus accomplish more, than by punishing in the presence of the other pupils."

J. F. McKenrick on negative said "Mr. Chairman: This is not simply a question in which the most effectual modes of punishment are to be considered, but also the rights of the pupil. Whilst the teacher is monarch of all he surveys in the school room, each pupil has certain individual rights which must be respected. Custom has limited the time for teaching to six hours, and whilst the school law gives the teacher authority over the pupil from the time he starts to school until he returns home, it also gives the pupil certain periods during the school day for recreation. These periods are before school, at recess, at noon, and after school. During these periods of recreation, the pupils only required to keep within the limits of certain general rules, and should be at liberty to enjoy himself in any way he desires, so long as he does not transgress upon these rules. This liberty is not given him out of courtesy, or as a reward for diligence and deportment, but because it is as essential to health, vigor of mind, and a proper development of his physical powers, as the air he breathes or the food he eats. It is admitted by all eminent educators that one of the evils of the American school system is "Too much time spent in study, and not enough in recreation," or, as those in favor of the affirmative would have it, "The mind educated, and the body tortured." It is costing too much to educate the child when it is done at a sacrifice of his health. We claim that no teacher has a right under any circumstances, to confine a child more than six hours in the school room. The practice of detaining pupils in the evening or at recess to prepare lessons or as a punishment for misconduct, is not only an injustice to the pupil, but an infringement upon his rights, in which the teacher is more the transgressor than the pupil. Nay, more, it is a relic of barbarism which should be prevented by law.

"If there were no other means of maintaining the discipline and preventing idleness in a school, then we might admit that there are exceptions in which it would be justifiable. But we can govern our schools in the same time that custom grants us to teach them, and the pupil who cannot prepare his lesson during school hours, will not be benefited by a few minutes of compulsory study after.

"In our opinion, the teacher who does not respect these rights of his pupils, is not worthy their confidence; and is more a tyrant than an instructor."

Vote on merits of the argument, in favor of negative; On merits of the question in favor of affimative.

Recess of ten minutes granted for social intercourse, after which Prof. Shoemaker resumed the subject of Elocution, dwelling chiefly upon the second topic, "correct and distinct articulation," referring to a list of words he had collected at various Institutes, showing how many teachers fail to articulate clearly and distinctly, and attributed the reason why many persons cannot be heard across a school room, to defective articulation. Urged upon all the importance of practicing correct articulation.

Institute adjourned to meet at 7 o'clock P. M.

WEDNESDAY EVENING SESSION.

Music by Ochestra. Prayer by Rev. A. D. Yocum.

Address by Wm. M. M'Cullough, Esq.

The speaker apologized for coming before the audience unprepared. Said it was only to comply with a request of Supt. Gregory, that he appeared before the teachers on this occasion, and would confine his remarks to the Teacher and his works. As he had some experience in school teaching, could sympathize with the teacher in all his trials and rejoice with him in all his victories. Alluding briefly to the progress our teachers and schools have made in past ten years, said there was a rule that applied to the teacher as well as the merchant or professional man. It was this, if you wish to succeed you must persevere, determine to be a master in your profession. The dawn of a bright future in the teacher's profession has already made its appearance, and it requires no prophet to foretell the requirements of the teacher of the future. The times now demand live teachers, and allow me to say to the teacher imbued with a zeal in this work, you need apprehend no danger of your profession being crowded. We lawyers often hear the assertion that our profession is brimful, but in the language of Dan'l. Webster, we repeat, "There is yet plenty of room up stairs." But teachers, let me assure you the demand for efficient and experienced men and women in your profession is increasing each day. This demand will increase with the growth and development of our country, and the progress of our school system.

The drones are being gradually driven from the hive and the industrious and enterprising teachers will reap a rich harvest.

The people are daily learning to appreciate your labors, and directors are rewarding your services by increasing your salaries.

Allow me to say in conclusion. Your calling is a noble one. The ambition of the live teacher is a laudable ambition. The responsible position you occupy, requires of you the utmost care in the preparations which you make to qualify yourselves for the work of teaching. As a director I feel that the guardianship of our country's future is placed in the hands of the teachers and directors of our common schools. Let us then be true to our trust.

But as I promised not to make a speech, or deliver an address, I will not intrude upon the time of the able gentleman who is to follow me. Thanking you ladies and gentlemen for your attention, I have the pleasure of introducing to you the Rev. Jesse B. Young, of Curwensville, who will give you "A Few Words."

The subject of this Lecture was the derivation of many familiar words used in our language. The speaker traced them through several languages to their origin. Refered back to the period when the Saxon race first made its appearance in Northern Europe. Gave a brief history of the progress of this hardy and warlike people, with a glowing description of their habits and characteristics.

Owing to the fact that we have been unable to obtain an outline of the subject of this lecture, we are compelled to refrain from giving any further extracts. In justice to the author, we would say the subject was admirably and eloquently treated, and showed much care and research in its preparation.

Prof. J. W. Shoemaker then read two selections entitled "Death of Little Joe," and "First in Print."

Institute adjourned to meet at 8 A. M. Thursday.

THURSDAY MORNING SESSION.

Roll call. One hundred and twenty teachers, names had already been enrolled.

Prayer by J. F. Anderson. Music, "Nicaea," by Institute. Election of Committee on permanent certificates. The following candidates were nominated: G. W. Weaver, G. W. Marsden, J. F. McKenrick, E. N. Root, T. H. Litz, Jno. McLarren, Miss H. S. Swan, Miss McQuade and Miss Sadie Porter.

G. W. Dale, D. M. DeVore and G. W. Marsden were appointed a Committe to hold the election.

Results of the election announced, Misses H. S. Swan and Sadie Porter and Messrs. G. W. Marsden, G. W. Weaver, and T. H. Litz, were elected.

Mr. A. R. Read took up the subject of Natural Philosophy. The substance of his remarks consisted first in speaking of the importance and utility of Natural Philosophy, as it should be taught in our public schools.

He then gave his method of teaching Natural Philosophy, which was to explain the properties of matter as causes which produce certain effects which come under their observation. For example: Indestructibility. He would explain to them as they would see the fire burning in the stove and apparently destroying the fuel, that it could be assertained with remarkable accuracy that that not a single atom of matter can be destroyed throughout the entire universe—that the cinders, ashes, and smoke of the burning wood is just the same in weight as the original weight of the wood.

He then illustrated the force of gravity, as exerted upon falling bodies, by a diagram, and would advise that method of teaching the principles of Philosophy.

He also illustrated the composition and resolution of forces by a geometrical figure, and showed how the resultant could be found by the principles of trigonometry, and how facts in general were demonstrated and proved by mathematical calculations which were laid down in our Natural Philosophies.

Mr. John McLarren gave a Censonstration of the principles of Mental Arithmetic. The subject was further discussed by Messrs Laverty, Root, Bottorf and Superintendent Gregory.

The question for discussion, "Would Local Institutes be more beneficial than District Institutes? was discussed by G. W. Weaver on affiative.

He was in favor of Local Institutes for the reason that the District Institute, although good in its place, had survived its time. It has grown old and stale; every subject has been exhausted and much of its former interest has, relaxed, and yielding to the demand for something better it has died a natural death.

J. F. Anderson on negative advocated the district institute. Thought much of the progress in education and our school work was owing to the influences of the district institute. Said one of the best proofs we have of this is in the fact that in districts where institutes have been held for four or five years past, we find the best teachers, best furnished school buildings, largest percentage of attendance and the highest salaries paid to teachers.

The advantages of holding district instead of local institutes are many, chief among which is the awakening of an educational interest among the citizens. They give young teachers an opportunity of breaking the ice at home, where they are not too bashful to say something. They also create a spirit of competition between schools, each district vieing with the others for the name of the best school.

Superintendent Gregory, then explained the object of the local institute. They would concentrate the working force among teachers, and give more time to do the work and more time for preparation, as only five or six would be held in the county during a school term. A committee would be appointed to take charge of this work, one person from each local institute district in the county to act as chairman, with power to appoint sub-committees, whose duty it would be to set the time and place of holding such institute in their respective districts, and make the necessary arrangements, the programme, &c.

W. J. King spoke in favor of the district institute. Said Huston had supported them two years, and they were growing in interest and favor among the people. They had done a good work, and were recognized by all as the best educational agency ever brought into use.

G. W. Marsden said the district institute can not be replaced by any other agency of equal value to the school work in Clearfield county. Was safe in making the assertion that Huston township is now in advance of many older districts. The school terms are longer, higher salaries are paid, the teachers, and the Central high school, located at Pennfield, is second to none in the county; all this progress has taken place in the last five years. The people have been aroused by the influences of the district institute.

If these are cried down and the local institutes takes their places, Huston, owing to her isolated position, will no doubt be excluded, and if not excluded, we could look for no aid from the other districts, as the distance to be traveled to reach us would be an objection to holding a local institute in our township.

E. G. Hayes spoke in favor of the district institute. Said Brady township had organized one five years ago, and held their meetings twice a month since. They never lacked interest. Teachers were eager to take part in the work, and citizens turned out and filled the School house each session. Many young teachers have been schooled in the district institute, and are ready to admit they received more practical knowledge by attending them than by attending the County Institute.

REMARKS BY W. S LUTHER.

Mr. Luther said that he believed the district institutes had outlived their usefulness, that something better should be instituted. In one sense of the word, district institutes are an imposition upon the people, and that the directors and teachers are doing "wrong to tolerate them in the manner in which they are generally conducted. That he believed that district institutes had done more to lower the cause of our free schools in the estimation of the people than any other agency.—That he knew districts in the county where institutes were conducted as successfully as any place in the county, the people were largely in favor of doing away with the present school system, for no other reasons than that they have been humbugged with district institutes; heavily taxed to support them, besides the shortening of the school term. That the sooner such impositions were abolished, and something to produce a better desired effect, the better for the schools. And that he believed local institutes were what was wanted, they were much cheaper for the people and would do a far greater amount of good.

REMARKS OF E. N. ROOT

A very few brief remarks, I wish to state on this important question. It will be noticed first, its good purposes. That is it will be the proper means of bringing together a goodly number of all the teachers in the various district institutes to well represent a local Institute, which is intended in its broadest sense, to be of more useful, practical importance, to produce more good. It will be a re-union of the various teachers. It will be a friendly meeting of all in good faith, and will. It will then naturally follow to be a change of noble motives, greater interest manifested and more benefits will be derived therefrom; hence the teachers can go away feeling satisfied that they have wrought a good work and leaving, reaping the reward of local institutes.

Secondly. It saves the teachers time. That is it gives the teacher more time to prepare himself and school. He can make charts of different kinds at his leisure on Saturdays, which will prove to be of a very great importance in his school. It will add zeal, new life, awaken his pupils to do their work well. Better do this than go idly to the district institute on Saturdays every two weeks, where no benefit can be added to his work.

Thirdly. It saves the teacher's money on the whole. Just look for a moment at the amount of cost and expense connected by attending these trifling district institute. Instead of paying four or five dollars for a conveyance to attend these, I would far rather spend that amount of money for my school in getting suitable books and apparatus, which will be the means of building it to the required school work.

O. B. Welch, in favor of district institutes, said: "This question recalls many of my most cherished recollections of by gone days, spent as a teacher in the schools of Clearfield county. Was one of the first to enroll my name in response to a call to organize a district institute, some five years ago. My friend, Mr. McKenrick, and myself are the only two teachers here to-day who were members. We entered upon the institute work with many obstacles in our way. The idea was not a popular one among the people. Even teachers were loth to engage in the work, but after holding several meetings, an interest was awakened, our sessions were largely attended, the people became enlisted and they proved a success.

We continued to hold district institutes for four successive terms in Pike, and last winter we carried them into Lawrence, where several unsuccessful attempts had been made to organize. They did not grow old, nor did they lack in interest. Our School houses were literally packed by citizens and teachers every session. It is all a humbug that the district institute "has survived its age," and "Become stale," "that it was good in its day," but "the times demand something new."

"The truth is that in some districts it has fallen into bad hands. In justice to those teachers who have labored so assiduously to make them a success, we lend our mite to sustain their cause, and I ask those teachers present to defend this institution of your own creation against all the false charges that have been brought or may be brought against district institutes, and if we must let them go down, let us go down with them, with our colors flying."

J. F. McKenrick said, "Mr. Chairman: It was not my intention to enter this discussion as an opponent of local institutes, but since some of the gentlemen on the opposite side of the house have refered to the district institute as "a thing of the past," and in a very ungenerous manner attempt to uphold the superior benifits to be derived from local institutes, by heaping abuses and misrepresentations upon the district institutes, we feel it our duty to stand up in defence of the latter. We are glad our friend Mr. Welch is here to-day to testify to the arguments we may offer when we remember that five years ago six of the teachers in Pike township organized the first district institute then in progress in the county, (The teachers of Brady met and organized on the following Saturday,) kept up a successful institute for four years, holding its meetings in every school district in the township, and these meetings growing more interesting and becoming more popular among the people each year. We are inclined to believe if they have proved a failure in that district, as asserted by two of the gentlemen connected with them, the cause of failure is due to the persons into whose hands it has fallen, and not to the assertion that "they have survived their day."

"Our experience in the district institute work in Lawrence, Bradford and Boggs, last winter convinces us that they were a success. A number of the citizens and directors from those districts are present to day, who with the teachers present can testify to their good influences. We do not wish it understood that we are opposed to the holding of local institutes, the gentlemen on the affirmative must not attempt to bring into discrepute and tear down an institution that has cost so much toil and sacrifice to establish, in order that they may build upon its ruins a structure which cannot accomplish the object of institute work, from the fact that only a few districts would reap any benefit from the local institute. Such as have always the best teachers and in which an interest is already awakened, do not require the Institute, and small and isolated districts, in which young and inexperienced teachers are usually employed, would be excluded. Let us have both, but if only one can be had, let it be the *district* institute, the strong right arm of the free school system."

G. W. Dale, on affirmative said, "We endorse the holding of local institutes for the simple reason that when a child first enters school he takes his primer or spelling book, then the first reader, and afterwards in succession the second, third, and fourth, &c. So we teachers, in our scool work, have just passed through the primer, which is the district institute, and are now ready to to take the second reader, which is the local institute, and when we have completed our studies in it, we will pass to something higher."

On motion, further discussion of question was referred till 3 o'clock P. M. Quite a warm discussion took place upon the motion, which finally terminated by referring to the time named.

Prof. Shoemaker then resumed the subject of Elocution, dwelling upon the third topic, viz: "Expression adapted to the meaning." Said it should be our object to cultivate such varieties of our voice as will respond to the varieties of sentiment and emotion. The ear will quickly discern the state of feeling in individuals by hearing them utter words, and joy, grief, anger, and all the emotions of the heart are personated by the voice. It is the aim in the study of the principles of Elocution to personify every emotion of the human heart by the voice.

On motion Institute adjourned to meet at 1:30 P. M.

THURSDAY AFTERNOON SESSION.

Institute convened at 1:30.

Music, "Silently Falling the Snow."

Analysis of sentences by E. N. Root.

Report of Committee on Resolutions.

Report of Committe on Programme for Graded Schools.

History and Geography combined by Mr. J. F. McKenrick:

Mr. Chairman—The study of history as a branch of study has always been admitted. In all ages it has held its place as the most important study that could occupy the attention of the student. It has been truly styled, "The torch by whose light we are enabled to penetrate the dark vista of the past," and glean from her silent pages the records which the ambition of kings and the skill of the artist have failed to preserve.

We may search in vain among the crumbling ruins which time has wrought for some trace of their origin, or some account of the hands that reared them. Only for the pen of the historian, all the past would be but a faded blank, and the deeds of great men and the achievements of mighty nations would live only in tradition.—The examples of the past would remain as uncertain as the events of the future.

Notwithstanding the fact that modern progress owes more homage to the historian than the philosopher, History has been looked upon as an unnecessary acquirement, and although made one of the studies required by law, it has been much neglected in our schools, and in many cases altogether excluded, whilst much attention has been given to others of less importance.

It cannot be denied that in the educational code of a Republic, the object should be to instill into the minds of the youth those principles which are vital to its very existence, and which tend to develop to the greatest possible extent those liberal principles which form the foundation stone of a republican form of government.

[illegible] the study of history should stand at the head of the list of studies. Its lessons present to us many examples worthy of imitation, as well as warning to guard against those evils which have brought anarchy and ruin, and caused the downfall of nations as well as individuals. In the contemplation of a nation's greatness we have presented for our consideration the policy and wisdom of its rulers; or in the decay and ruin of institutions we behold their vices and follies and the cause of its decline.

Our object in to-day's talk upon history, has been to impress you with its importance as well as to illustrate how it may be taught to pupils of all grades. If we succeed in presenting it to the teachers in such a manner that its simplicity as well as its usefulness will be admitted, and our attempt to combine it with geography and so systematize the work that better results can be obtained in a much shorter time than by other methods in use, we have then realized our most sanguine expectations.

After giving the subject much study, we are convinced that by the use of the charts we have prepared with care and arranged in such a manner as to show the entire history of our country at a single glance, presenting its geographical features and the chronological order of events at the same time, we can appeal to the mind through the eye and the understanding and thus illustrate more clearly and impress more forcibly the natural order of events. In view of the fact that history can be successfully taught in all schools without the use of text-books, our charts supply the place that outline maps do in teaching geography.

Let the learner actually see the existence of the several provinces of our country, as they existed during the first, second and third periods of its history, and their historical boundaries are clearly defined by a colored chart as their geographical boundaries are delineated on the maps, and these historical data readily become as indelibly impressed upon his memory as the boundaries of his own State.

Question for consideration, "Benefits of the District Superintendency," by G. W. Marsden.

Remarks by Superintendent Gregory.

Question for consideration, "Causes of failures in teaching," by G. W. Weaver:

"Best method of bringing a dull pupil forward," by E. G. Hayes.

Prof. Beard, of the Cumberland Valley Normal School, was then introduced and gave an elaborate talk upon the best method of hearing recitations, after which a vote of thanks was tendered him for his practical remarks upon the subject.

Music by the Institute, "The watch upon the Rhine."

Elocution by Prof. Shoemaker. Subject, a practical application of the three topics considered during the week, viz: "Attention to habits of conversation," "Correct and distinct articulation," "Expression adapted to the meaning."

The question for consideration, "How will visits from directors prove beneficial," was opened by D. M. De Vore and discussed by Messrs. S. C. Brockbank and P. Moore.

Question for consideration, "The advantge of graded schools over mixed schools," was discussed by Superintendent Gregory, followed by Messrs. G. W. Dale, M. S. McQuown, Prof. Beard, and others.

The question for discussion, "The advantages of a printed code of regulations for the teacher and school," was discussed by Messrs. S. C. Brockbank, Superintendent Gregory and J. F. McKenrick.

THURSDAY EVENING ENTERTAINMENT.

Institute convened at appointed time. Prayer by Prof. Beard.

Song by Miss Jennie Livingston, of Curwensville. Address by Rev. W. H. Dill.

Music by Orchestra.

Prof. Shoemaker then read the following selection, and was greeted with applaus by the audience, who remained as if held by magic until a late hour, evincing by their interest and attention that his readings on this occasion far suppressed any of his previous efforts:

The trial scene from "Shakespere's Merchant of Venice" was well rendered, and his presentation of the different characters was admirable.

The trial scene from "Bardell vs. Pickwick," by Dickens, "Katie Lee and Willie Gray" and "Buck Farnshaw's Funeral" from Mark Twain's "Roughing It," (In which many of the phases of frontier life, ect., were revealed,) were greeted with applause.

Music by Orchestra.

Adjourned to meet at 7:30 A. M. Friday.

FRIDAY MORNING SESSION.

Institute convened at 8 o'clock.

Prayer by W. J. King. Music by Institute. Calling the Roll. Responces by sentiment.

Election of officers. Music. D. M. Devore, G. W. Weaver, T. H. Litz, M. L. Gulich and J. H. Shope were nominated for Vice Presidents, and Misses J. E. Peters, E. J. Moore, Mary J. Reider, and Sadie Porter, for Secretaries.

Judges of Election reported for Vice Presidents, G. W. Weaver and T. H. Litz, and for Secretaries, Misses. J. E. Peters and Sadie Porter. Committee on Permanent Certificates announced the last Saturday of February as the day on which they will meet at Clearfield to receive applications for Permanent certificates.

Committee on Resolutions then reported, after which Dr. R. V. Wilson, of Clearfield, was introduced and spoke in substance as follows:

"Mr. Chairman. This is the first time inmy life that I have appeared before a body of teachers, and I do not feel able to discuss the subject of school work, or school teaching, but as I have sat during the week and listened to your discussions and witnessed the exercises of your institute, the idea very forcibly suggested itself that more than the mere cultivation of the mind and the development of the mental faculties is intrusted to the charge of the teacher, *that* which we should value much *higher* than and of infinitely more importance than either, the Physical development of our children. This requires much more care and attention than I fear many of you are able to give it, from the fact that the great mass of the teachers give this subject but little thought. How many of the teachers present possess a fair knowledge of the science of anatomy, physiology, or hygiene? Perhaps you have not thought that such knowledge is a requisite of the school teacher, as well as the physician, but let me assure you there are no studies in the whole catalogue, of more importance and more frequently required in the work of the school room than these.

You go on from day to day imparting to your pupils a knowledge of reading, writing, arithmetic, grammar, geography, philosophy, and the various branches which tend to strengthen the mind mentally, and yet wholly neglect to impart the knowledge which will enable them to strengthen it physically. Even the discipline of your schools, in many cases is contrary to every law of health; whilst you require of your pupils correct gramatical expressions, and precise mathematical demonstrations, you permit them to acquire habits in sitting, standing, walking, and playing, which if indulged in through life, will tend to impair the health. In administering the discipline of your school, you require pupils to devote the time allotted to play and recreation, in punishing them for some trivial offence. There is no offence of such magnitude as to deserve of that pupil be deprived of recess or detained in the school room more than three hours at one time. A teacher should strive also to cultivate in the pupil a good natured and jovial disposition, as anger is injurious to health. The temperature of the school room should receive his attention, cleanliness in the school room, and of pupils is also indispensible. Beautify the surroundings, and by pleasing the eye you please the heart. Be cheerful and always wear a pleasant countenance, that pupils may imitate, and thus cultivate a cheerful and kind disposition. All these are subjects for your consideration, and as I did not expect to instruct or amuse you, I trust I have thrown out a few ideas that you will take up and profit by their study.

Wishing you God speed in your profession I thank you for your attention.

On motion Institute adjourned by singing the Doxology.

[NOTE.—Several fine addresses and speeches are unavoidably crowded out, the extreme length of the proceedings making it impossible for us to insert them—ED.]


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