THE
"CLEARFIELD REPUBLICAN,"
PUBLISHED EVERY WEDNESDAY,
CLEARFIELD, PA.
ESTABLISHED IN 1827.
The largest Circulation of any Newspaper in North Central Pennsylvania.

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G. B. GOODLANDER, Publisher.

CLEARFIELD REPUBLICAN.

GEO. B. GOODLANDER, Editor & Proprietor. PRINCIPLES, NOT MEN. TERMS—$2 per annum in Advance.

VOL. 53--WHOLE NO. 2,605. CLEARFIELD, PA., WEDNESDAY, JANUARY 22, 1879. NEW SERIES--VOL. 20, NO. 3.

Cards.

JOB PRINTING OF EVERY DESCRIPTION neatly executed at this office.

OSCAR MITCHELL,
ATTORNEY AT LAW,
CLEARFIELD, PA.
Office in the Opera House. oct9, '78-tf.

WILLIAM M. HENRY, JUSTICE OF THE PEACE AND SCRIVENER, LUMBER CITY. Collections made and money promptly paid over. Articles of agreement and deeds of conveyance neatly executed and warranted correct or no charge. 23jy'73

ROLAND D. SWOOPE,
ATTORNEY AT LAW,
Curwensville, Clearfield county, Pa.
sept. 9, '78-tf.

JOHN D. THOMPSON,
Justice of the Peace and Scrivener,
Curwensville, Pa.
Collections made and money promptly paid over. feb22'71tf

JAS. B. GRAHAM,
dealer in
Real Estate, Square Timber, Boards,
SHINGLES, LATH, & PICKETS,
9:1073 Clearfield, Pa,

REUBEN HACKMAN,
House and Sign Painter and Paper Hanger,
Clearfield, Penn'a.
Will execute jobs in his line promptly and in a workmanlike manner. apr4,87

JOHN A. STADLER,
BAKER, Market St., Clearfield, Pa.
Fresh Bread, Rusk, Rolls, Pies and Cakes on hand or made to order. A general assortment of Confectionaries, Fruits and Nuts in stock.—Ice Cream and Oysters in season. Saloon nearly opposite the Postoffice. Prices moderate.
March 19,'73.

WEAVER & BETTS,
DEALERS IN
Real Estate, Square Timber, Saw Logs,
AND LUMBER OF ALL KINDS.
Office on Second street, in rear of store room of George Weaver & Co. [Jan9, '78-tf.

RICHARD HUGHES,
JUSTICE OF THE PEACE
—FOR—
Decatur Township,
Osceola Mills P. O.
All official business entrusted to him will be promptly attended to. mch29, '76.

J. BLAKE WALTERS,
REAL ESTATE BROKER,
AND DEALER IN
Saw Logs and Lumber,
CLEARFIELD, PA.
Office in Graham's Row. 1:35:71

E. A. BIGLER & CO.,
DEALERS IN
SQUARE TIMBER,
and manufacturers of
ALL KINDS OF SAWED LUMBER,
8-772 CLEARFIELD, PENN'A.

G. H. HALL,
PRACTICAL PUMP MAKER,
NEAR CLEARFIELD, PENN'A.
Pumps always on hand and made to order on short notice. Pipes bored on reasonable terms. All work warranted to render satisfaction, and delivered if desired. my25:1ypd

THOMAS H. FORCEE,
DEALER IN
GENERAL MERCHANDISE,
GRAHAMTON, Pa.
Also, extensive manufacturer and dealer in Square Timber and Sawed Lumber of all kinds.
Orders solicited and all bills promptly filled. [8jy1872

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. GEARHART
Clearfield, Feb. 4, 1874.

S. I. SNYDER,
PRACTICAL WATCHMAKER
AND DEALER IN
Watches, Clocks and Jewelry,
Graham's Row, Market Street,
CLEARFIELD, PA.
All kinds of repairing in my line promptly attended to. April 23, 1874.

Great Western Hotel,
Nos. 1311, 1313 and 1315 Market Street,
(Directly opposite Wanamaker's Grand Depot.)
Philadelphia, Penn'a.
Terms, $2.00 per day.
This Hotel is near the new Public Buildings, new Masonic Temple, U. S. Mint, and Academy of Fine Arts.
OPEN ALL NIGHT. T. W. TRAUCK, Prop'r. jy17,'78-1y

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, Gooseberry, Lawton Blackberry, Strawberry, and Raspberry Vines. Also, Siberian Crab Trees, Quince, and early scarlet Rhubarb, &c. Orders promptly attended to. Address,
J. D. WRIGHT,
sep20-83-y Curwensville, Pa.

ANDREW HARWICK,
Market Street, Clearfield, Pa.,
MANUFACTURER AND DEALER IN
HARNESS, SADDLES, BRIDLES, COLLARS,
and all kinds of
HORSE FURNISHING GOODS.
A full stock of Saddlers' Hardware, Brushes, Combs, Blankets, Robes, etc., always on hand and for sale at the lowest cash prices. All kinds of repairing promptly attended to.
All kinds of hides taken in exchange for harness and repairing. All kinds of harness leather kept on hand, and for sale at a small profit.
Clearfield, Jan. 19, 1876.

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INSURANCE AGENCY.
PENTZ & BROCKBANK, Agents.
(Successors to Murray & Gordon.)
The following first class companies represented:
North British & Mercantile Fire Ins. Co., of England.....$25,000,000
Scottish Commercial Fire Ins. Co., of England.....$10,000,000
North America, of Philadelphia..... 4,700,000
Fire Association, of Philadelphia..... 3,100,000
Watertown Fire, New York, insures farm property only..... 700,000
Mobile Fire Department Ins. Co..... 275,000
Persons in the country wanting insurance, can have it promptly attended to by addressing us in person or by letter. Lowest possible rates in first-class companies. No assessments. Office in Pie's Opera House.
ANDREW PENTZ, Jr.,
S. T. BROCKBANK,
Clearfield, May 1, 1878-1y. Agents.

Cards.

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ATTORNEY-AT-LAW,
v.11.1.73 Clearfield, Pa.

J. J. LINGLE,
ATTORNEY-AT-LAW,
518 Philipsburg, Centre Co., Pa. ypd

G. R. & W. BARRETT,
ATTORNEYS AND COUNSELORS AT LAW,
CLEARFIELD, PA.
January 30, 1878.

ISRAEL TEST,
ATTORNEY AT LAW,
Clearfield, Pa.
Office in the Court House. [Jy11,'67

HENRY BRETH,
(OTTEND P. O.)
JUSTICE OF THE PEACE
FOR BELL TOWNSHIP.
May 8, 1878-1y*

WM. M. McCULLOUGH,
ATTORNEY AT LAW,
CLEARFIELD, PA.
Office in Masonic building, Second street, opposite the Court House. je26,'78-tf.

W. C. ARNOLD,
LAW & COLLECTION OFFICE,
CURWENSVILLE,
v28 Clearfield County, Penn'a. 75y

S. T. BROCKBANK,
ATTORNEY AT LAW,
CLEARFIELD, PA.
Office in Opera House. ap 25,'77-1y

JAMES MITCHELL,
DEALER IN
Square Timber & Timber Lands,
jel1'73 CLEARFIELD, PA.

S. V. WILSON,
ATTORNEY AT LAW,
Office one door east of Western Hotel building, opposite Court House.
sept.5,'72. CLEARFIELD, PA.

FRANK FIELDING,
ATTORNEY-AT-LAW,
Clearfield, Pa.
Will attend to all business entrusted to him promptly and faithfully. jan1'7

J. F. SNYDER,
ATTORNEY AT LAW,
CLEARFIELD, PA.
Office in Pie's Opera House.
June 26, '78tf.

WILLIAM A. WALLACE. DAVID L. KREBS.
HARRY F. WALLACE. JOHN W. WRIGLEY.
WALLACE & KREBS,
(Successors to Wallace & Fielding,)
ATTORNEYS-AT-LAW,
jan1'77 Clearfield, Pa.

F. O'L. BUCK. A. A. GRAHAM.
BUCK & GRAHAM,
ATTORNEYS AT LAW,
CLEARFIELD, PA.
All legal business promptly attended to. Office in Graham's Row—rooms formerly occupied by H. B. Swoope. july24, '78-tf.

THOS. H. MURRAY. CYRUS GORDON.
MURRAY & GORDON,
ATTORNEYS AT LAW,
CLEARFIELD, PA.
Office in Pie's Opera House, second floor. 9:3074

JOSEPH B. M'ENALLY. DANIEL W. M'CURDY.
McENALLY & McCURDY
ATTORNEYS-AT-LAW,
Clearfield, Pa.
Legal business attended to promptly with fidelity. Office on Second street, above the First National Bank. jan:1:78

A. G. KRAMER,
ATTORNEY-AT-LAW,
Real Estate and Collection Agent,
CLEARFIELD, PA.,
Will promptly attend to all legal business entrusted to his care.
Office in Pie's Opera House. jan1'76.

J. F. McKENRICK,
ATTORNEY AT LAW,
CLEARFIELD, PA.
All legal business entrusted to his care will receive prompt attention.
Office opposite Court House, in Masonic Building, second floor. aug14,'78-1y.

JOHN L. CUTTLE,
ATTORNEY AT LAW.
and Real Estate Agent, Clearfield, Pa.
Office on Third street, bet. Cherry & Walnut.
Respectfully offers his services in selling and buying lands in Clearfield and adjoining counties; and with an experience of over twenty years as a surveyor, flatters himself that he can render satisfaction. [Feb. 23,'62-tf.

DR. E. M. SCHEURER,
HOMŒOPATHIC PHYSICIAN,
Office in residence on First st.
April 24, 1877. Clearfield, Pa.

DR. W. A. MEANS,
PHYSICIAN & SURGEON,
LUTHERSBURG, PA.
Will attend professional calls promptly. aug16'78

DR. T. J. BOYER,
PHYSICIAN AND SURGEON,
Office on Market Street, Clearfield, Pa.
Office hours: 8 to 12 a. m., and 1 to 3 p. m.

DR. J. RAY WRIGLEY,
HOMŒOPATHIC PHYSICIAN,
Office adjoining the residence of James Wrigley, Esq., on Second St., Clearfield, Pa.
july31,'78-tf.

DR. H. B. VAN VALZAH,
CLEARFIELD, PENN'A.
OFFICE IN MASONIC BUILDING.
Office hours—From 12 to 2 P. M.
May 12, 1875.

DR. J. P. BURCHFIELD,
Late Surgeon of the 83d Regiment, Pennsylvania Volunteers, having returned from the Army, offers his professional services to the citizens of Clearfield county.
Professional calls promptly attended to. Office on Second street, formerly occupied by Dr. Woods. [apr4,'68-tf

HARRY SNYDER,
BARBER AND HAIRDRESSER.
Shop on Market St., opposite Court House.
A clean towel for every customer.
Also manufacturer of
All Kinds of Articles in Human Hair.
Clearfield, Pa. may 19, '73.

FIFTEENTH ANNUAL SESSION
—OF THE—

TEACHERS' INSTITUTE

OF CLEARFIELD COUNTY.

The fifteenth annual session of the Teachers' Institute of Clearfield county was called to order by the County Superintendent, M. L. McQuown, at 1 o'clock P. M., on Monday, December 30th, 1878, in Pie's Opera House, Clearfield, Pa., the attendance at the opening being larger than at any previous session. The exercises were opened with prayer by J. M. Postlethwait, of Gulich twp. The Superintendent then called the officers to their respective duties in the following order:

Vice Presidents—A. E. Woolridge, of Bradford twp; W. F. Shannon, of Brady township.

Secretaries—Frances LaPorte, of Curwensville; Ada M. Ale, of Clearfield.

Recording Secretary—Winfield S. Luther, of Huston township.

Mr. Shannon and Miss LaPorte being absent, J. F. McKenrick, of Clearfield, and Lou Heisey, of Union township, were appointed to fill the vacancies.

The following committee was then appointed on enrollment: G. W. Snyder, of Jordan; L. E. Weber, of Brady, and Silas Reece, of Decatur.

The districts were called in alphabetical order, when 109 teachers responded. Next was the nomination of candidates for Committee on Permanent Certificates. The following nominations were made: L. E. Weber, of Brady; A. R. Read, of Lawrence Independent; E. D. Bottorf, of Osceola; Frank G. Harris, J. F. McKenrick, B. C. Youngman, of Clearfield; Lou Heisey, of Union; G. W. Weaver, of Brady; John A. Gregory, of Curwensville. The following committees were appointed: On collecting ballots, Wm. Postlethwait, J. A. Johnson, and on counting ballots, J. M. Postlethwait, W. C. Pentz, John McLarren.

The Superintendent introduced Prof. E. Hubbard Barlow, of Easton, Pa., who said that he did not intend to make a formal address, for he expected Professor Raub would do that. He urged each teacher to take notes of the proceedings of the Institute.

Prof. Raub, of Lock Haven, Pa., was introduced, who endorsed what Prof. Barlow had said; and he further urged the teachers to ask questions. He said there *are* questions that neither he nor Prof. Barlow could answer; but he would answer what he could, and would be pleased to have the teachers question him. He also spoke of the duties of teachers.

The question, "*Resolved*, That Mental Arithmetic should be dropped from the list of studies in our Common Schools," was discussed on the affirmative by E. G. Hays, of Brady. He said that Mental Arithmetic should be taken from the list of Common School studies because the same matter can be taught in less time to pupils by the written method, and he thought more successfully; that in order to get a thorough knowledge of Mental Arithmetic, we must study the written, and the former consumes more than its share of the time alloted to mathematics; that for want of time which is consumed on that branch, more important branches are excluded—for instance, such as Physiology, Hygiene, Natural Philosophy, Elementary Chemistry, Mental Philosophy, &c.; that the object of a Common School education is not merely to discipline the mind, but to acquire the knowledge that will best fit us for the active duties of life—which will best fit us for our duties as citizens of this Commonwealth; because, we cannot make a perfect demonstration without associating with it a written process. Then, why not dispense with it, and exclude it as a separate study.

W. S. Luther, of Huston, on the negative, said: "In discussing this question, I will first give some of the objects of having Mental Arithmetic introduced into the schools as a branch of study, and if the results of proper teaching fails to attain the object for which it is intended, then it should be dropped from the list of studies; but, if it gives to the pupil that training and culture for which it was intended, and which no other branch of study can give, then it should not be dropped from the list, but it should be handled as thoroughly as other branches, which, I am sorry say, it is not. Written Arithmetic, as it is arranged at the present time, lacks the principle of a culture study, and is too much of a formula for getting the answer. It lacks that scientific character which is necessary for a general education; that Arithmetic should be made a culture study, and we must go back for the merely practical, and, by some method, teach the principles of Arithmetic. By the present arrangement of our Mental Arithmetics, this has been accomplished. Then, why object to them? And more than this, by the present arrangement of our mental text-books, three purposes are accomplished, viz: 1st, The cultivation of the power of apprehension, including attention, observation, concentration, discrimination and retention. 2d, The cultivation of the power of analysis—that is, ability to separate, compare and combine. 3d, To cultivate the power of logical expression, or the power to perceive the relation between premises and conclusions, and to express our opinions in appropriate language. No teacher here will deny that this kind of culture is needed." He said that he could see no branch of study by which the same results can be brought about. We can well talk of dropping the subject from the list of studies; but what will we substitute that will benefit us more, or bring about the same purposes for which this is intended. They have failed to show us.

W. S. Port, of Lawrence, on the affirmative, said: This question being of vast importance to us all, and one that we cannot but feel interested in, he would make a few remarks, although not prepared. There are many reasons why we should drop Mental Arithmetic from the list of Common School studies. The first reason he assigned was, that it is useless, because we cannot apply it practically to business. What business man would trust to Mental Arithmetic? Would he be satisfied to have his clerks all analyzing their business problems? Why, it would make more confusion than the confusion of tongues at the tower of Babel. As a benefit to strengthen the memory, we have ample opportunity to exercise our mental faculties on neglected branches. Mental Arithmetic is one of the most tedious exercises, requiring at least half an hour to prepare and half an hour to recite, making an hour each day, which, in the entire course of our school days, would amount to months, and even years, of toil—and for what? For something of no practical benefit, while the branches of equal or more importance are neglected.

A. D. Wirts, of Pike, on the affirmative, said that he knew of some teachers who have spent fifty minutes in hearing an advanced class. In all schools there should be a primary, medium and an advanced class. In the primary class of twenty pupils, forty minutes should be allowed in hearing it, an average of two minutes to each pupil, and that no advanced class could be heard in less than thirty minutes; that our teachers omit to hear primary classes recite, in order to hear the advanced class in Mental Arithmetic. It is impossible for scholars to prepare their mental lessons perfectly during school hours and at the same time keep a good standing in their other classes. By omitting Mental Arithmetic and giving more time to Written Arithmetic, it will quality our boys and girls for the common business of life.

The Committee on Election made the following report: L. E. Weber received 55 votes; A. R. Read, 39; E. D. Bottorf, 42; F. G. Harris, 48; J. F. McKenrick, 33; Lou Heisey, 29; G. W. Weaver, 30; J. A. Gregory, 57; B. C. Youngman, 46. The President then declared J. A. Gregory, L. E. Weber, Frank G. Harris, B. C. Youngman and E. D. Bottorf elected members of the Committee on Permanent Certificates. Institute adjourned.

MONDAY EVENING SESSION.

The Institute was opened with prayer by Rev. Henry S. Butler. The choir sang a quartette entitled "Queen of the Beautiful." Dr. A. M. Hills, of Clearfield, read the "Institute Poem," composed by himself, which was well written, well read and well received by the audience. Music—"Only a Dream of Home." Frank G. Harris, Esq., of Clearfield, delivered his lecture entitled "The Law-Giver of Israel," to an appreciative audience. Song by choir—"Disturb Not My Slumber." Professor Barlow gave a reading entertainment. He read "No Whistling in Heaven," "The Old, Sweet Song," "The Leak in the Dyke," and other selections. Annie and Helen Irwin and Jennie Mead sang a song entitled "The Maiden," accompanied with the exercises of sewing, knitting, washing, crying, flirting, etc., after which Prof. Barlow continued his reading. Institute adjourned to meet on Tuesday morning.

TUESDAY FORENOON SESSION.

The Institute convened at 8½ o'clock, Superintendent McQuown in the chair. The exercises were opened with prayer by L. W. Berry, of Wallaceton. The roll was then called. The President appointed the following committees:

On Resolution—A. H. Rosencrans, Wm. Postlethwait, Huston; E. D. Bottorf, Osceola; J. A. Gregory, Curwensville, and Matt Savage, Burnside.

On Charts—L. E. Weber, Brady; A. R. Reed, Clearfield, and E. G. Hayes, Brady.

On Drawing—F. G. Harris, Clearfield; J. T. Liddle, Brady, and J. A. Gregory, Curwensville.

On Programmes—J. M. Postlethwait, Gulich; J. R. Wilson, Pike, and Clara Barrett, Gulich.

On Reports—J. A. Gregory, Curwensville; J. F. McKenrick, Clearfield, and Kate Mitchell, New Washington.

The Institute then sang "March Along." Mr. A. L. Schofield, gave a talk upon the subject of "Every Day False Syntax," which was finely illustrated on a chart, by examples from every day conversation.

Mr. J. H. Mead then said: "The two first pages and the first two pages are equivalent, since the first implies a falsehood, as there can be but one first page, and the second implies a falsehood, if the pages are not grouped in two's, according to Fowler."

Mr. J. T. Liddle, Brady, asked the lecturer if he would have the pupils correct the sentences without the reason, and if so, whether he would give the reason or have the scholars do so.

Mr. Schofield said he would have the pupils give the reason if they could, and if not he would give it himself.

Mr. Gregory, Curwensville, said he knew scholars who would correct all the sentences of False Syntax in the Grammar, and then use false expression. He highly approved the idea of placeing the sentances before the pupils in order that they could see the fault.

Prof. Raub, of Lock Haven, then gave a few illustrations, other from those on the chart, and approved Mr. Schofield's idea ot placing the incorrect sentences used by pupils upon the charts.

Mr. Davidson opened the question for consideration: "What attention should be given to the cultivation of memory?" He said; I do not wish to indicate by rising before you to-day, that I am at all able to discuss this subject to its full extent; to decide the amount of culture that should be given Memory is beyond my weak talent to comprehend; but, according to previous arrangment, I feel that the duty of opening the discussion rests upon me. I shall, therefore, try to advance some ideas. Memory, as we understand the meaning of the term, is the faculty by which ideas are retained in the mind. From a lack of confidence in memory, many of us have failed to realize the amount of benefit from our mental exertions that we might have done.

We should teach our pupils in all studies to have implicit confidence in memory, without which they cannot receive the benefit of their labor. It is the center of the intellectual powers and seems to say to all the others, have confidence in me. In all educational pursuits it leads the van, and if ever we scale the battlements of science it will be with memory leading the advance guard. With such impressions as these upon the young mind it will lead them to see the importance of memory, and this point once gained with the teacher's advice and influence, will bring about the cultivation of the same. We should seek our pupils' future happiness, and I know no other motive so certain of bringing this result as the cultivation of memory, for by it the possessor may realize the greatest pleasure. When we trace with retrospective eye the scenes of the past, memory adds new colors to the events which at the time they happen, may have struck the mind with their force and brilliancy. Fancy also lends her aid and a thousand graces rise into form by her power, and while imagination is busy in gilding the scenes which memory presents to her view, the mind is expanded with grateful emotions and rises superior to the sphere in which it is placed. By memory the man over whom many summers have passed and whose cheeks successive dreary winters have furrowed, is enabled to recall each scene to his mental eye which is endeared to him by tender remembrance. To the uncultured mind these scenes may present nothing but dreary longings, and waste of time, and the possessor is eager to close memory's chaplet, and cast them into forgetfulness forever.

Thus we see how the memory will give employment to the intellect power in man, which we call mind. Our minds at first like our bodies, are very weak and not capable of action; in this we are all placed on a common level, and have to start, as it were, from the same standpoint. Feeble at first it grows with the growth, and strengthens the corporeal system.

This is another point that we as teachers should notice very closely, we know not but what some of our pupils may possess the brightest intellect, which our advice, with proper training may bring out from the shadows which hang around it and thus starting him with his companions be the means of laying the foundation upon which that pupil may frame his future greatness, and in going on step by step may reach that degree of eminence to which man was designed. For which we may ever after recieve the tribute of a grateful heart, and if no more would not the thought that under our care that mind had begun its ascending scale amply pay us for our observation.

The diamond cannot reveal its lustre from beneath incumbent rocks or earthly strata; but must be brought forth and fashioned by the hand of the Artist, when it becomes the most beautiful of all gems. So it is with the mind; unless it receives the proper care and attention, it cannot shine forth with its beauty and grandeur.

We do not find the intellectual temple already built, and waiting to be finished by the pupil, but they figure promptly in the construction of it after which the pupil becomes his own architect, and the grandeur of the structure rests upon his merits and exertions.

There is no doubt but what many a noble mind has through neglect, been permitted to remain in a cold inactive state, without the cheering influence of the intellectual light, its greatness concealed by uncultivation has been borne for a while on the billows of time, and at last sank beneath its wave, hardly leaving a ripple which might have proved an honor to the possessor, and an ornament to society.

We, as teachers, should be close observers: using the common phrase, let us not leave one spot that has not been tilled, nor one stone unturned. So that in departing from our profession we can say if the minds under our care have gained nothing by our diligence they have lost nothing by our negligence.

J. H. Mead, of Goshen, said: The memory may be cultivated by review lessons in history or geography by giving a short lesson to learn by heart and repeat in class verbatim, or by requiring pupils to study three or four problems in mental to repeat in class without having them read, or by stating lessons of the previous day and farther back.

Mr. E. G. Hayes, of Brady, said: The best way to cultivate memory is to get the attention of your pupils enlisted in the subject before them, and to so present the matter as to make it attractive to them, and at the same time call into play as many of the faculties of the mind as possible, for memory is always governed, more or less, by the ideas that are associated with matter to be recalled or returned in the mind.

Thus we hear of the death of strangers every day, but we cannot recall them, but if we hear of their death in any unnatural or extraordinary manner, the very name of that individual ever after recalls the incidents that were connected with his death.

Therefore, the more faculties that are awakened at the time that memory becomes cognizant of a fact, the more readily it will be returned in the memory.

Mr. J. F. McKenrick, of Clearfield, said: What was wanted was the strengthening of the memory, and he would like to hear from the teachers upon the subject. Some have greater power of retention than others. Some pupils prepare their lessons well, but when they come to recite they are unable to give expression to their ideas. Some pupils excel in one branch and some in another.

Prof. Barlow, of Easton, said we strengthen the memory as we do anything else. We strengthen the arm by exercising it. So it is with the memory—we strengthen it by constant use.

If we want to strengthen the memory, we do so by recalling some things we learn to forget, and some we learn to remember.

A. R. Read, of Clearfield, asked the Professor it keeping a memoranda was not a bad practice, as it did not allow any cultivation for the memory.

The Professor said when he went down town (as he did not live in the centre of the city) to buy thread, needles, and nineteen other things for his wife, that he did not wish to remember it. But things that were worth remembering it was better to cultivate the memory. He did not advance the idea of writing everything down.

The Institute then sang, "Twilight is Falling."

Prof. A. N. Raub then gave a talk upon grammar. The Professor urged among the requisites for successful teaching in grammar, the following: First—Correct models, correct language on the part of the teacher, and constant criticism of the language of both pupils and teacher.

Second—The teacher must be interested in the work and in this way interest his pupils in the study.

Third—The definitions must be comprehended, and to secure this result the teacher must illustrate largely, and put his illustrations in such shape that the pupils will not fail to comprehend. The Professor also briefly discussed the use of the apostrophy in forming plurals, and in contractions, showing that in "s's'," "a's," etc., it indicates the omission of a letter. The same is also true in the use of "a'n't," "does'nt," "don't," etc. The proper spelling of "am not" when abbreviated is "a'n't." It should be used only in the 1st person, singular, and "don't" only in the 3d person, singular. These principles were illustrated by a number of illustrations upon the blackboard.

Essay by Miss Mabel McGeorge, of Burnside. Subject—"Reunion."

The question, "Resolved, that increased wealth has a favorable impression on the education of the mass," was called. Mr. G. W. Emigh, of Morris, upon the negative, said:

If we would allow the grand and important meaning of the term education to narrow itself down into a simple intellectual training, we might, by great importunity, be induced to admit the merits of the resolution; but we are not inclined to do that.

God made us and gave us a being, and he clad it in raiment of compound nature, viz: physical, intellectual and moral nature. Now, no person can become educated unless all his powers are educated. He cannot be an educated person if he trains one or two of these powers and not all three. To illustrate this, we will take him to a boy who has just come from laboring in the coal mine. His face is black. He comes to the table to eat. His father tells him to go and wash his face. He goes, but washes only one side of his face. It has a bad impression upon the circle around the table. They dislike his looks. Now, we consider him educated physically. The person who is educated physically, and not morally and intellectually, is dangerous. He comes to the school-house, and tells the teacher that if there is any punishment to be inflicted upon his children, he will do it himself.

Recess for ten minutes.

Music—"Marching Along."

Prof. Barlow then gave a talk upon Literature and Reading.

He said in order to get a complete view of literature in schools, we must first understand what literature is. All mental philosophies agree that the mental powers are intellect, sensibilities, and will. We have the terms—knowing, feeling, and willing. The true, the beautiful, and the good.

The head, the heart, the hand, and many others which are suggestive of this well recognized division. Now, all words which are addressed to the intellect alone, such as text books in every science and art, statute law, and every didactic treatise must be excluded from literature. Only that is literture which concerns itself with the sensibilities and will, with the heart and the purpose. It is the speaking of the heart and the will to the heart and will. It includes fiction, poetry, drama, oratory, etc. Now we find school work at present largely concerned with books, and but little of their work is literary. Reading books, study of language, etc., introduce the pupil to the spirit of literature. It is one thing to learn about literature, and it is quite another to learn it. To do this, one must read—read good books—those of standard authors. Children should read that which interests them, and which they can understand and appreciate, and the teacher should be able to direct the pupil to that which will be the best for him. So the teacher should read aloud and interpret as fully as possible every thought and feeling which it may contain. I would not allow pupils to study lessons at home, but try to help them at home to such good reading for evening hours that they will become possessed of an intimate knowledge of literary works, the best works in the English language. No opposition from directors or parents will ever be made to the study of good reading. If possible, it should be the aim of the teacher to establish a good library in his school or neighborhood. If one good book can be started on its rounds of reading, it is a sufficient foundation for a good library. Contribute or loan to the cause all the valuable books which are on your shelves and which you do not need at present. Ask all the people to do the same. Get people interested in the Library Association, and to contribute some sum annually which will buy new books. "Where there is a will, there is a way."

The Institute then adjourned until 1½ o'clock.

TUESDAY AFTERNOON.

Exercises were opened by Rev. Mr. Fulton, followed by singing the "Harvest Song," by the Institute.

Miss Mamie Irvin, of Burnside, then read a portion of the second edition of the paper.

Miss Ella Ralston gave a method of teaching the alphabet.

Mr. G. W. Emigh conducted a class drill on the subject of Geometry of Arithmetic.

Mr. J. A. Gregory asked the speaker how he would define a line. He replied, "I would have the scholar imagine a line across the room, and ask if they could see the thickness of it."

Mr. L. E. Weber then asked how he would define a point. He replied that he would tell them that it was where two lines crossed, and as they did not have thickness, it could not.

Singing—"The Wild Bird Song," by Institute.

The Institute was next addressed by Prof. Raub. Subject—"School Management." He said that the first requisites to successful school management is that of making the school-room a pleasant place. This may be accomplished in two ways. First—By placing there a pleasant, genial teacher, who shall exert a kindly influence over his pupils. Second—The same result will be reached by ornamenting the school-room, in which maps, mottoes, charts and pictures may be used to a good advantage. Much of local geography may be learned from outline maps hanging on the walls, and many a moral sentiment is better taught from a motto hanging on the walls day after day than by constant precept from the teacher's desk. A school is much better governed without rules than with them. A serious mistake of many young teachers is that of attempting to govern by a series of rules. But few rules should be given and none of these should be inflexible. On the subject of whispering the Professor gave his experience while acting as County Superintendent as against any definite rule with regard to it. He stated that when an attempt was made to suppress it entirely, the evil made its appearance in some other shape. He also condemned the idea of teaching boys and girls in separate schools, particularly after they reach the age when they are supposed to have good sense.

Singing—"Twilight is Falling," by Institute.

Mr. J. R. Wilson, of Pike, gave a lecture on methods of teaching progressive series of penmanship.

Mr. J. H. Mead asked the speaker if he would teach the subject to the whole school. He replied that he would.

Prof. E. H. Barlow then talked upon literary pursuits.

The question for consideration, "How can a teacher's general knowledge be utilized in teaching?" was opened by N. M. Jury, of Morris.

Institute then adjourned until half past seven o'clock.

WEDNESDAY MORNING.

The Institute convened at 8½ o'clock and was opened with prayer, by W. L. Irvin, Gulich; after which the Institute sang, "March Along."

The question for consideration "How can the teacher aid in Elevating Public School Sentiment," was opened by L. W. Berry, Wallaceton. This subject was discussed at some length. The importance of the subject for consideration was presented, and the main points discussed were:

First—Be interested in your work.

Second—Visit parents and school officers.

Third—Have them visit your school.

Fourth—Have well organized Literary Societies.

Fifth—The school-room is the teachers workshop. It is here the work of elevating is done.

A. H. Rosencrans, Huston, said he endorsed the gentleman's remarks with two exceptions. He said he opposed the idea of making the pupils believe that the teacher knows everything when he does not, and also the idea of having visitors principally on special occasions.

Prof. Youngman then offered a suggestion.

The teacher must labor to elevate public sentiment, but he must do so by doing good work in the school-room. The school-room is the teachers workshop. Work properly done here will tell in the elevation of public sentiment. The teacher has to do chiefly with the children. Take care of them. The parents are beyond our reach. I care not whether the teacher ever says school outside of the school-room. Perhaps the less he says the better. It is too common for teachers to appologize for his calling. The true teacher needs no apology for his calling. Though he labor in the most obscure district, the pearls he seeks are of priceless value. Man is himself the highest product of creation with which we have any acquaintance. His excellence in his manifest mental and moral capacities, and to arouse, guide, elevate and develope this is his peculiar mission.

F. G. Harris, of Clearfield, in illustration said: "Tell us when the County Superintendent is coming around? Tell us and the question will be solved. We can then be prepared."

L. E. Weber, of Brady, said he heartily endorsed nearly all that had been said, but he thought that one of the grandest agencies to elevate public school sentiment, is for the teacher to be exemplary of the work intrusted to his care, but he opposed the gentleman's assertion that the teacher's work to elevate public school sentiment is confined to the school-room. The teacher has no better opportunity to become acquainted with the condition of his pupils and to solicit the sympathy and co-operation of his parents, than by visiting their homes, and conversing with them about the school and their children; for by so doing he will leave the impression upon their minds that he is identified with his work, and interested in their children's welfare, which will remove the existing antipathy, and place public school sentiment on a desired standard.

W. C. Pentz, of Lawrence, said he found on examination of Report Books that the list for visitors is filled up with the names of children, and young persons, who are not interested in the work of education, in place of the patrons of the school. Does this list show that public school sentiment is being elevated? In answer to the question when the County Superintendent is coming around he would say: "Keep fixed up all the time and you will never be caught in the mix."

The question for chart objects and drawing was discussed by W. S. Luther, of Huston. He said in presenting the subject, that it has become almost universally conceded that drawing should be taught in our common schools. That time can be found for it without sacrificing anything else.

That he believed in a short time it would be taught in every school in this county. Drawing is a universal language that can be understood by all classes of men. Graphic language is found among the savage half-civilized and civilized nations of every part of the earth. Design is an element in all products of art. Industrial art marks the progress of civilization. Then should we not teach it in our schools? Our common schools are intended to give to children a good elementary knowledge that will be of use to them in the common vocations of life, and when all the products of art are based upon drawing or design, it should be taught in our schools. Why should we not at least give to children in our public schools an elementary knowledge of the different occupations that are likely to employ them in manhood? We do not advocate the idea of teaching drawing as a mere accomplishment, but give them that kind of instruction that will assist the industries of the county. Then the question comes, What can we teach the children of our common schools that will be of use to them when they come to engage in the active duties of life? Since a large number of children attending the public schools, will become artisans of some kind, it becomes our duty to acquaint them with the implements they will be called upon to use when they are first introduced into the work-shop, among which are the ruler, compass and square. As correct drawing can only be done with the use of these, we can easily introduce their use. (The subject was presented by a large chart, which was divided into thirty-two sections containg three hundred illustrations which we cannot give in proceedings.) Mr. A. D. Wirts, of Pike, said drawing has not been introduced in this county. In Centre it has. There you are expected to give instructions in drawing. If not you must take a back seat. There is no branch in school so easily taught as drawing. Give a few instructions each week, and get drawing cards and distribute them among the pupils and have them spend a few moments each evening in drawing, in a short time you will have an interest in drawing. In Centre county drawing was introduced by Prof. McGee some four years ago and now some of the pupils are all able to draw correct pictures of their homes and surroundings.

A. R. Read—"I do not teach drawing, but if any person can convince me that drawing would be of great utility in school, I would be glad to introduce it. For my own part, I am not convinced that it would be just, in accordance with the fundamental principle of the Common Schools, to consume time in discussing it."

J. F. McKenrick delivered a lecture on drawing, with chart. Prof. Raub also gave a lecture. Singing by the Institute—"Twilight is Falling." Recess of ten minutes.

Miss Sadie Morgan read an essay entiled "The Sunny Side of Teaching." Lecture upon "Derivations and Classifications of Words," by J. A. Gregory. Lecture on chart by J. T. Spackman, upon "Physiology for Beginners." Institute adjourned.

WEDNESDAY AFTERNOON SESSION.

The Institute was opened with prayer by John McLarren, of Decatur. The Institute then sang, "Autumn Song." W. C. Pentz, of Lawrence, gave a lecture upon his chart, on "Distinguished Men of Pennsylvania." Ada M. Ale read the first edition of the "Institute Gazette."

Prof. A. N. Raub gave his closing lecture of the week. He gave a ten-minutes' talk upon "Ventilation," laying down the principle that a true system of ventilation must provide for the admission of pure air without allowing the warm air to escape, and that the carbonic acid gas must be expelled at the same time. To do this, a tube should be attached to the side of the school building in such a way as to open into the school room near the ceiling, and have its opening for the reception of pure air on the outside, near the base of the building. If no other means are near at hand, a hole or two bored in the floor will allow the gas to escape by the natural pressure of the warm air downward, as it accumulates. It would be better, however, to have these exits for the carbonic acid gas to communicate with a heated-air flue, which would create a draft and thus carry the gas off. When it is not possible to have any arrangement of this kind, the same result may be accomplished by raising the lower sash of a window, placing a board under it in such a way as to exclude the cold air. This creates a tube between the two pieces of sash where they overlap, and allows the pure air to enter without permitting the warm air to escape. It is a good plan, also, to open the door now and then for a moment, while the classes are changing, and by this means let the carbonic acid gas escape. The floor, however, should not remain open long enough to chill the pupils and cause them to take cold