CLEARFIELD REPUBLICAN.

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

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CLEARFIELD, PA.

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

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

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

ISRAEL TEST, ATTORNEY AT LAW, Clearfield, Pa. Office one door east of Shaw House. [Jy11,'67

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, Clearfield County, Penn'a. 75y

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WILLIAM A. HAGERTY, *ATTORNEY-AT-LAW*, CLEARFIELD, PENN'A. Will attend to all legal business with promptness and fidelity. [feb11,'80-tf.

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THOS. H. MURRAY. CYRUS GORDON.
MURRAY & GORDON, ATTORNEYS AT LAW, CLEARFIELD, PA. Office in Pie's Opera House, second floor. 9:30'74

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DR. H. B. VAN VALZAH, CLEARFIELD, PENN'A. OFFICE IN RESIDENCE, CORNER OF FIRST AND PINE STREETS. 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,'66-tf

JOB PRINTING OF EVERY DESCRIPTION neatly executed at this office.

Cards.

JUSTICES' & CONSTABLES' FEES. We have printed a large number of the new FEE BILL, and will on the receipt of twenty-five cents, mail a copy to any address. my28

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. 21jy'73

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

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

JAMES MITCHELL, DEALER IN Square Timber & Timber Lands, jel1'73 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. apr4,67

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 10-'75.

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.

HARRY SNYDER, BARBER AND HAIRDRESSER. Shop on Market St., opposite Court House. A clean towel for every customer. Also dealer in Best Brands of Tobacco and Cigars. Clearfield, Pa. may 19, '75.

JAMES H. TURNER, JUSTICE OF THE PEACE, Wallaceton, Pa. He has prepared himself with all the necessary blank forms under the Pension and Bounty laws, as well as blank Deeds, etc. All legal matters entrusted to his care will receive prompt attention. May 7th, 1879-tf.

ANDREW HARWICK, Market Street, Clearfield, Pa., MANUFACTURER AND DEALER IN *Harness, Bridles, Saddles, Collars, and Horse-Furnishing Goods.* All kinds of repairing promptly attended to. Saddlers' Hardware, Horse Brushes, Curry Combs, &c., always on hand and for sale at the lowest cash price. [March 19, 1879.

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:lypd

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.

WASHINGTON HOUSE, GLEN HOPE, PENN'A. THE undersigned, having leased this commodious Hotel, in the village of Glen Hope, is now prepared to accommodate all who may call. My table and bar shall be supplied with the best the market affords. GEORGE W. DOTTS, Jr. Glen Hope, Pa., March 26, 1879-tf.

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. [*jy16'72

E. A. BIGLER & CO., DEALERS IN SQUARE TIMBER, and manufacturers of ALL KINDS OF SAWED LUMBER, 8-1'72 CLEARFIELD, PENN'A.

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. Jan. 1st, 1879.

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, Curwensville, Pa. sep29.68-y

MEAT MARKET. F. M. CARDON & BRO., On Market St., one door west of Mansion House, CLEARFIELD, PA. Our arrangements are of the most complete character for furnishing the public with Fresh Meats of all kind, and of the very best quality. We also deal in all kinds of Agricultural Implements, which we keep on exhibition for the benefit of the public. Call around when in town, and take a look at things, or address us F. M. CARDON & BRO. Clearfield, Pa., July 14, 1875-tf.

Clearfield Insurance Agency. JAMES KERR. CARROLL L. BIDDLE. *KERR & BIDDLE, Agents,* Represent the following and other first-class Co's

Companies.	Assets.
Liverpool London & Globe—U. S. Br.	$4,201,89
Lycoming—on mutual & cash plans	5,000,000
Phœnix, of Hartford, Conn	2,624,083
Insurance Co. of North America	6,433,874
North British & Mercantile—U. S. Br.	1,782,383
Scottish Commercial—U. S. Branch	879,145
Watertown	764,918
Travelers (Life & Accident)	4,595,454

Office on Market St., opp. Court House, Clearfield, Pa. June 4, '79-tf.

A DREAM OF AUTUMN.

Mellow hazes lowly trailing
O'er the wood and meadow, veiling
Sombre skies, with swallows sailing,
Sailor-like, to foreign lands;
And the north wind overleaping
Summer's brink, and flood-like sweeping
Wrecks of roses where the weeping
Willows swing their helpless hands.

Flaunted high, like torches flinging
Flakes of flame and embers, springing
From the vale the trees stand swinging
In the moaning atmosphere;
While in dead'ning lands the lowing
Of the cattle, sadder growing,
Fills the sense to overflowing
With the sorrow of the year.

Fields of ragged stubble, tangled
With rank weeds, and shocks of jankled
Corn, with crests like wet plumes dangled.
O'er the harvest's battle plain;
Of the quail that, like a missile,
Whizzes over thorn and thistle,
And, a missile drops again.

Rich as wine the sunset flashes
Round the tilted world, and dashes
Up the sloping west and splashes
Its red foam against the sky,
Till my dream of Autumn, paling
In the splendor all prevailing
Like a sallow leaf goes sailing
Down the silence solemnly.

OUR COMMON SCHOOLS.

CHARLES FRANCIS ADAMS, JR., ON THE MECHANISM OF OUR EDUCATIONAL SYSTEMS.

[From Harper's Magazine for November.]

Huge mechanical educational machines, they are peculiar to our own time and country, and are organized, as nearly as possible, as a combination of the cotton mill and the railroad with the model State prison. The School Committee is the board of direction, while the Superintendent—the chief executive officer—sits in his central office with the time table, which he calls a programme, before him, by which one hour twice a week is allotted to this study, and half an hour three times a week to that, and twenty hours a term to a third; and at such a time one class will be at this point and the other class at that, the whole moving with military precision to a given destination at a specified date. Mechanical methods could not be carried further. The organization is perfect. The machine works almost with the precision of clock-work. It is, however, company front all the time. From one point of view children are regarded as automatons, from another as India rubber bags, from a third as so much raw material. They must move in step, and exactly alike. They must receive the same mental nutriment in equal quantities and at fixed times. Its assimilation is wholly immaterial, but the motions must be gone through with. Finally, as raw material, they are emptied in at the primaries and marched out at the grammar grades—and it is well!

This was the very general—and in fact, the inevitable—result on the large scale of the system of Superintendency in vogue during the last twenty-five years. It was also, perhaps, a natural and necessary phase of development, something which had to be passed through, though it immediately resulted in several things. In the first place, so far as the child was concerned, the imitative or memorizing faculties only were cultivated, and little or no attention was paid to the thinking or reflective powers. Indeed, it may almost be said that a child of any originality, or with individual characteristics, was looked upon as wholly out of place in a public school. The idea, under the system, was masses of children, designated from usage by names, instead of more conveniently by numbers, who learned certain rules by heart, and applied them with mechanical promptitude and correctness. Any deviation from this semi-military method was sternly repressed as a breach of correct discipline. Starting from this point, the course of so-called educational development up to a recent period has been natural, logical and commonplace. There have been just three steps to it it — memorizing, examinations, programmes; the last two the latest educational hobbies built upon the traditional foundation of the first. The way in which these led from one on to the next is obvious enough. In the first place, time out of mind, all knowledge was, educationally speaking, looked upon as a vast accumulation of facts, rules and definitions and the grand aim and object of teaching was to impart as many as possible of these to the youthful mind. The way to impart was to cause them to be laboriously committed to memory. Thus the teacher sat in his chair, a sort of lone fisherman on the shore of the great ocean of things known, and he hooked up out of it now a rule, and now a fact, and then again a definition, and he gave them to the children and saw that they swallowed them, whether they liked them or not, and whether they were nourished by them or not. But, in process of time, it became apparent to the more observing that the knowledge thus imparted was not to be retained, and the examination was then devised as a means of assuring the purveyor of knowledge that the facts, rules and definitions imparted were held, so to speak, on the intellectual stomach for at least a reasonable period. The examination, however, as it was organized and gradually ramified into a fully-developed whole almost necessarily called the programme into existence. The world of knowledge was too large; there were too many facts and rules and definitions for the teacher, as well as for the taught; and so, for the protection of the former, it became necessary to stake out from the wide domain, by certain metes and bounds, the districts within which he was to search for the hidden treasures. Anything obtained or to be obtained outside was not to count. The programme was thus a relief to the teacher, clearly marking as he did the limits within which the cramming process was to be carried on. It made his work possible. The developement of the system was then complete.

Under these circumstances, education being reduced to little more than a mechanical process of cramming, with periodical nerve trials to ascertain the degree of retention, the average child not unnaturally felt toward his school and what was there required of him very much as a learned dog or monkey may be supposed to feel toward his task master. Accordingly the sickening dislike of school and of things taught at school is with the majority of those emancipated from it almost the strongest association connected with early life.

The work of organization being completed and the mechanical having been overdone a new course of thought was inevitable. A reaction was certain to come. It began several years ago. Of late it has assumed a more definite shape and is finding clearer expression. This reaction is founded on very deep principles. Its direction is away from mechanism and toward science. Indeed, the cardinal principle of this "new departure," if it may be so designated, is that there is just as much a science in developing the more ordinary faculties of the human mind as there is in raising crops or extracting minerals from the earth. There is an easy, natural and attractive way of training the intellect as there is of training the body, if your philosophy could but find it out. It is not the way to find it out, however, to analyze the thing to be taught, dividing and defining, and taking to pieces and putting together. On the contrary, the work must begin at the other end. The operation of the child's mind, the natural processes of growth and assimilation which go on in it, its inherent methods of development and acquisition must be long and patiently studied. The Superintendent of the future is thus a Baconian in his philosophy. He rejects at once all mechanism, all tradition, all *a priori* theories, all military methods. He has recourse to a slow, patient process of induction. Believing that the human mind is something more than a cabbage, he argues that if their is a science in manuring and growing cabbages, there is probably a science of mental development. Accordingly, he watches the child in its mother's arms and at play. He sees it learn to speak and to walk, and analyzes the processes through which it does tit. Then he follows the schoolboy out to the ball-ground and the skating pond. Wherever he goes, he notices one thing—that every age, from infancy to manhood, the child is continually learning to do with infinite ease and skill things most difficult to do—things which he himself would in vain attempt. If he questions that fact, he has but carefully to study the principles of equilibrium and momentum; and then, having thoroughly mastered them, and got them at his tongue's end, let him go upon the ice and try to follow some boy through a little fancy skating. He has taught the boy the rules of grammar, and then called upon him to write the English language; why is it that he having taught himself each principle of speed and balance involved, cannot now slide off on the outer edge? To skate is as difficult as to write; it is probably more difficult. Yet in spite of hard teaching in the one case, and no teaching in the other, the boy can skate beautifully, and he cannot write his native tongue at all. So the Superintendent of the future learns a lesson on the skating pond, and goes home from it with a new conception of the little worth of formulas, and more faith in practice. Thus it is in everything. The processes he applies to the child he finds that he cannot get any results from when he applies them to himself. Take base ball, for instance. He teaches the child to write by putting it in a certain position with a pen in its hand and causing it to imitate with up-and-down strokes a printed legend at the head of a page of a copy-book. This is done three hours a week. Then he himself studies the rules of base ball, and takes a bat in his hand, and imitates blows, and runs imaginary bounds, and keeps it up painfully and conscientiously—as a good boy writes—three half hours a week, for the entire term he can no more play base ball than the boy can write. Then he turns to the examination of papers of the Norfolk shools in Walton's report, and no longer asks himself: Why is this so? It is all clear to him now. He has been expecting of little children what he could not do himself. So he goes back to the beginning, and, before he undertakes to teach, sits humbly down, a grown man at Nature's knee, and patiently cons the alphabet of her methods. The scientific superintendency is, however, as yet in its first infancy. It is wholly unorganized. How completely it is in its infancy, how wholly it lacks organization, becomes very apparent when the single indisputable fact is stated that in this country the development of the average human mind is not recognized by our highest institutions of learning as a scientific study at all. They pay no attention to it—make no provision for it. They have medical schools devoted to the study of man's body; they have dental schools devoted to the study of his teeth; but any one who is not a fool, the learned doctors tell us, can train the child's mind! All there is to know on that subject can be told in half an hour, and learned by practice at an older teacher's side in a few weeks. Is not this curious? That it is a fact is indisputable. There is a science of law, and schools and professors to teach it. There is a science of agriculture, and colleges devoted to its study. There is a science of mining, and institutes of technology in which it is taught. It is even claimed that there is a science of divinity. But when it comes to the educational development of those who are to constitute the future state, though we spend millions on millions upon it, the universities turn their heads away, and class them as something less than the grass of the field. They grade the child's mind as lower than its teeth. They assume that any callow youth, fresh from his graduating course, and with the ink hardly dry on his degree, is quite competent to train the first, though not to take care of the last. We thus turn over our children to those whom we would never dream of intrusting with our potato patch.

DO THEY MISS ME?—Does the world miss any one? Not long. The best and most useful of us will soon be forgotten. Those who to-day are filling a large place in the world's regard will pass away from the remembrance of men in a month; or at the farthest in a few years after the grave has covered their remains. We are shedding tears above a new-made grave and wildly crying out in grief that our loss is irreparable. Yet in a short time the tendrils of love have entwined around other supports, and we no longer miss the one who is gone. So passes the world. But there are those to whom a loss is beyond repair. There are men from whose memories no woman's smile can chase recollection of the sweet face that has given up all its beauty at Death's icy touch. There are women whose plighted faith extends beyond the grave, and drives away as profane, those who would entice them from a worship of their buried loves. Such loyalty, however, is hidden away from the public gaze. The world sweeps on besides and around them, and cares not to look upon this unobtruding grief. It carves a line and rears a stone over the dead and hastens away to offer homage to the living.

A backwoods preacher once elucidated as follows in connection with the parable of the virgins: "In ancient times, my beloved hearers, it was the custom, after a couple has been married, for ten virgins to go out with lighted lamps and meet 'em on the way home, five of these virgins being males and five females."

A LESSON IN GEOGRAPHY.

VAST DOMAINS SECURED BY THE DEMOCRATS.

[From the New Haven Register.]

In 1783 the thirteen original States with their "reserves," or territorial possessions, extended westward to the Mississippi river, and southward to the line of the Spanish possessions of Florida. Massachusetts comprised the State of Maine, a goodly share of the State of Wisconsin and Michigan; the Connecticut reservation took in the southern coast line of Lake Erie, now the thrifty "Cleveland district" of Ohio, slices of the northern portion of Indiana and Illinois, including the site of Chicago and the southern portion of Michigan and Wisconsin; Virginia owned the largest part of the three great middle western States, Ohio, Indiana and Illinois, as well as the entire State of Kentucky; North Carolina owned Tennessee, and South Carolina had a narrow strip running along the northern line of Georgia, Alabama and Mississippi. The coast line of the country was confined to the Atlantic seaboard, extending only to the northern line of Florida and the great lakes, which at that time had not achieved commercial importance The cession of these territories to the General Government occurred between the years 1784 and 1802, Virginia being the first State to cede its lands and Georgia the last. We have thus stated as briefly as possible the geographical outline of the whole country at the time to give a general idea of the conformation of the several States, or at least, those States which possessed territory outside of which is now in their boundaries. It is our purpose in this article to note the subsequent territorial growth of the country, how the lands have been acquired, and to suggest the importance of accession in completing a country that now reaches from ocean to ocean, and is unparalleled by any in the world for the great variety of its products, both agricultural and mineral.

The first and most important acquisition was the "Province of Louisiana," which was purchased from France, that country having only three years previous taken possession of it by treaty with Spain, in 1803, for $23 500,000. This tract comprised 1,171,931 square miles of land, and is now covered by the entire States of Louisiana, Arkansas, Missouri, Iowa, Nebraska, Oregon, a small portion of the States of Alabama and Mississippi, that part of the State of Minnesota lying west of the Mississippi river, and the part of the State of Kansas on the north of Arkansas, east of the twenty-third meridian; by the entire territories of Dakota, Washington, Idaho and Montana, the part of the State of Colorado east of the Rocky Mountains and north of the Arkansas river, the largest part of the territory of Wyoming and the Indian territory. This purchase, it will be seen, gave us first control of the mouth of the Mississippi river, and across the Gulf of Mexico for the then just beginning commerce of the Ohio river; gave us undisputed control of the great Mississippi basin, the most fertile tract in the world; opened up the Missouri and Arkansas rivers, and gave us our first short coast line on the Pacific. When it is considered that the great sugar and cotton interests of Arkansas, and the great wheat producing States west of the Mississippi, the vast mineral resources of the mining region, and the lumber regions on Puget Sound, which is now shipping largely to Asia from its products, were included in this purchase, the wise and farseeing policy that suggested and consummated it appears to be one of the most brilliant strokes of statesmanship in the career of the country. The "Louisiana Province" is the wealth of the country, yet scarcely developed.

To complete the Atlantic seaboard and give us still further coastline on the Gulf, in 1819 the "Treaty of Washington" resulted in the cession of west and east Florida, a district comprising 59,268 square miles, and costing the United States nearly $6,500,000.

The boundary line of the country remained from 1819 to 1845 as it was left by the Florida cession, the struggle over the 49th parallel being ended in 1856, and the San Juan difficulty with Great Britain being settled in our favor by the German Emperor in 1872.

The Republic of Texas having achieved independence in 1836, it was recognized by our Government as an independent Republic, and in 1845 it was admitted as a State. This was an annexation of 376,163 square miles of territory, and was accomplished without the direct expenditure of a dollar. The Gulf line was then completed, and a great cotton producing State, and the wonderfully rich grazing lands of the pampas of the northern and western portion were added to our territory. The recent census shows that this State has grown in population and material wealth in the past decade in a greater portion than any other, with the possible exception of Kansas.

In the annexation of Texas, Mexico insisted that the boundary line should be the river Nueces. The Texas Republic, however, maintained that in its annexation to the United States the western boundary should be the Rio Grande, and the United States maintained that boundary. The Mexican war resulted from this claim, and at its close, by the treaty of 1848, Mexico not only ceded the territory in dispute, but all that tract of land west of the Rio Grande, and of a meridian from its source to the 42d parallel of north latitude, south of that parallel, east to the Pacific ocean and north of the present boundary of the United States, excepting the Mesilla Valley south of the river Gila. This territory is now covered by the States of California and Nevada, the territory of Utah, and a portion of the territories of Arizona, New Mexico, Colorado and Wyoming, the richest gold and silver bearing region in the world.

The Mesilla Valley was in 1853 added to the country by what is known as the Gadsden purchase. It looked insignificant on the map when compared with other and larger acquisitions, but as a mining region, it is rapidly being developed. Tombstone, the newest of the great mining towns, is in this purchase. The money consideration passing from the United States to Mexico for these cessions was $25,000,000.

The final acquisition to our territory was Alaska, which was purchased from Russia in 1867 for $7,200,000. It contains 577,390 square miles, and is of the least value of all our accessions, not having reached the importance of a territorial government.

We have given this running sketch of the territorial growth of the country, because it is in itself an interesting study, especially to the young, and for the farther purpose of calling attention to the fact that every foot of these lands was acceded under Democratic administrations, the Louisiana Province, the greatest and most important, being acquired under the administration of Jefferson, the Spanish cession of the Floridas while Monroe was President, the Texas and Mexican cessions under the administration of Polk, and the important Gadsden purchase in the time of Pierce. The single exception, if it may be called an exception, is in the case of the Alaska purchase, which was consummated while Andrew Johnson was President, although it was the pet scheme of William H. Seward, then Secretary of the State. It will be seen that to the Democratic party the country is indebted for its entire Pacific coast and Gulf line, for the great agricultural and mining regions west of the Mississippi river and north of the Rio Grande, and more than all for the grand Union which makes it possible for us to serve the world with our products by the way of two oceans and that great outlet, the Mississippi river.

THOUGHTS FOR THE THOUGHTLESS.

Reader, do you ever pause to think? If not, you are at fault, when there is so much to think about. There are millions of ideas yet to be born, millions of years yet to live. It may not be on this earth, but we shall live in some sphere. The grave is the lock which must be opened before we touch or enjoy the treasures beyond its dark keeping, before we go to the punishments or rewards we plan in this world, and there is much to think of which concerns this life. The golden crop cannot be garnered till after the grain has been sown. The impression cannot be read till after the type is set in order. And the errors show in the proof. You cannot be a man unless you decide to be one. People seldom blunder on success as a blind pig falls into a well. Luck is nothing more than effort well directed. Stones do not of themselves turn up as you pass by to reveal the wealth hidden under them. Men do not often succeed by chance. This world was not made by chance. It was made. Men are made. It takes years to make them. In all sorts of trials, all kinds of troubles—under many trying circumstances the lessons of life are learned. Think that a poor man is a slave. Think what others have done, and that it is in your power to do still better if you will. Think that you will some day be called on to take an active part in life's battles. You will either lead or be led. It lies in you to decide which. Wrinkles creep over the face and never go off. Habits silently but surely creep into your spirit, and you cannot get rid of them. Think whether you will please those who bid, or bid those you please. Think whether you will be a fretful, disagreeable old man whom every one will wish dead, or a respected old gentleman whose grave will be watered with tears—whose kind words and smiles will be missed—whose precepts or examples will be loved and copied.

It is easy to be a poor man. All you have to do is to work hard and never think. Work hard and spend foolishly at the card-table and in nonsense. Marry in haste and repent at leisure.

Slide down hill, and walk back drawing your sled after you. If you are poor, run in debt. Keep poor—a slave to every man. If you have a wife and are in debt, keep a hired girl. If in debt with nothing to do, keep two servant-girls. If very poor and in debt, keep two servant girls and a dog. Keep up style. Fish for fools—bate the hook with the biggest one and you will catch them sure. If you owe a man, cheat him out of the debt. If you can borrow instead of earning, do so. Keep borrowing. Pry into all that concerns you not. Tell all you know. Teach every one to dislike you. Act out nature and be a hog, or think a little and be a man. Life is a show. You can have a hard seat or a cushioned one. The first investment for a ticket decides the matter.

He who does not think is a fool. His life is like midnight dreams—morn comes and they are gone. Death comes and the game is over. Fortune does not tease men to shake her hand. A good opportunity never waits. If you are not ready, some one else will be. The wheel goes round—the car moves on—if you do not occupy the seat, some one else will. Then, what will you do? Whose brains will you use? Do you intend to work all day for just what will last you all night, or have you an idea for the future? Are you doing your best? If not, why not? Think of these things. Look out for bad examples. Shun them. When you see a man fail, be assured there was a reason. Think and search it out. If he succeeds, learn his secret and follow it. Friends are made. Relations grow. Friends we make for ourselves. Enemies are as necessary to success as vinegar to pickles. They are the long oars, which in sturdy hands shoot the boat, deep though it be laden, far out and clear over the foaming breakers into a smooth sea beyond.

Do not be a hypocrite. Better be a thief—a robber. Play your hand open. Never wear spectacles to deceive folks. Never protess to do what you do not. Do not be afraid of what others may say—people will talk. Fools will turn grindstones for others to sharpen scythes upon, and fools will talk of that which does not concern them, of what they cannot effect—of that which is none of their business. Think for yourself. Advise with your own heart. Do as best pleases you. Satisfy one man first. Do not promise over a thousand pups out of one litter. He may be a mean man who would not promise a pup to a friend, but he is a meaner man who promises more than he can perform. Do not take four passengers in a wagon intended for but two. Do not try to please everybody and please none. Few people care for you. Fear is stronger than love. But few people will love you. Society thinks you are an orange to be squeezed for its benefit. Think how few people care for you. Men seldom work except for pay. People are generally friends only while they can lap from your saucer. They eat the corn and throw the cob away.

"I would rather vote for a long-eared donkey than for you," said an independent voter to a Galveston candidate. "O, come now! you ought not to allow yourself to be so influenced by family ties," responded the candidate. The voter has been puzzling his head ever since to find out why the crowd laughed.

King Alfonso has introduced American customs into his palace. He now frightens his baby to sleep by showing it Chester A. Arthur's picture.

A LION AND LIONESS ESCAPE AND CAUSE THE WILDEST CONFUSION.

From the Little Rock (Ark.) Gazette.

Last night Argenta witnessed by the flaring torches of the canvassmen, the most thrilling scene known to the history of the State. Yesterday Cooper & Jackson's circus and menagerie exhibited in Argenta, and last night, just after the opening of the performance, the violent wind and rain storm came up. In a moment the canvas was blown down. A cage containing a large African lion and lioness was overturned by the force of the wind. A torch, planted near the cage was thrust betwen the bars into the cage. This frightened the animals, and with terrible roars they shattered the cage. Throwing bars here and there, they bounded over the heads of the excited people and ran away among the sand gulches and tall weeds. An indescribable confusion followed. Children gathered around their parents and shrieked, women flew hither and thither, and strong men, in a wilderness of fright rarely witnessed, yelled and all scattered. For a moment no one knew where to turn, but quivering and frightened beyond the exercise of the presence of mind, all whirled in an entanglement of human chaos. The lions did not turn upon the crowd, but, in astonishment at such freedom, sprang away and disappeared. The excited people sought their homes and the circus men, half in fear and half in anxiety, bearing torches went around, peeping here and there, searching for the king and queen of beasts. Shortly after the canvas had been taken down, Mr George Bodfish, clerk of the Adams House, and Mr. Billy Winn, contortionist of the circus, left the grounds, en route for Judge Barna's hotel. Groping their way through the tall, wet weeds, stopping and shuddering at every thought of meeting the lions, they proceeded. Passing a saloon, a dark object on the sidewalk attracted the attention of Mr. Bodfish. "Billy," he exclaimed, "here are the lions." "Are you sure?" "Yes, here they are," he continued, little knowing that he spoke with such terrible truth. Another step and he would have been upon the lion. But that step was not taken. With a roar that jarred the drops of water from the tall weeds, the lion sprung up, and, followed by the lioness, turned upon the two men. Bodfish sprang back. The lions stood, with glaring eyes, watching them, lashing the ground with their tails. The circusman seized a chair and held it in front of him. Bodfish stepped back, remarking with coolness that he would open the door of the saloon. This he failed. The place was crowded with revelers, who upon the appearance of the lions had closed the doors, and in breathless fright, awaited a seemingly inevitable doom.

"Open the door," cried Bodfish, as he beat against the building.

No answer.

"Let us in." No answer save the loud breathing and uneasy movements of the inmates.

"Billy," said Bodfish, turning to his companion, "come on."

"Go on away," said 'Billy', who all this time stood holding out the chair and looking the lions steadfastly in the eyes. "It won't do to leave. If I make a move they will jump on me." The lions crouched ready for a spring and lashed the ground with their tails.

"Billy," said Bodfish, "I'll go around and open the side door, then we can both make a dash." He went to the back door and implored entrance.

"The lions are not here," he said, "open the door, we want to come in."

Some one unbarred the door. Just then the lions made a spring at 'Billy'. He threw up the chair, wheeled, and, in a manner he cannot describe, reached the side door just as Bodfish entered. Remaining in the saloon for a few moments, they came out and joined in the attempt to capture the beasts. The cage had been patched up, and a sight of it and the torches had caused the lions to spring. The animals were finally found crouched near a fence. The cage door was opened and the men stationed around with torches. The lion walked peacefully into the cage, but the lioness became excited and ran away. She went around and entered a lot surrounded by a picket fence. The cage was backed up against the pickets, near where the animal was crouched. Winn and Bodfish went up and began tearing away the pickets, when, with a roar and a spring, the lioness, whose injuries sustained in leaping around seemed to have partially disabled her, ran toward the men with torches. The torch-men threw down their lights and fled. About half-an-hour afterwards the lioness was captured. The excitement will never be forgotten in Argenta.

THE TERRIBLE STRAIN ON THE ENGINEER.

When people read about or ride upon extraordinary fast trains, says the *Railway Age*, they seldom think of the severe strain and excitement to which the brave men who run the engine are subjected. To sit in a passenger coach and glide over a smooth track is a very different thing from standing on the shaking footboard with hand on the lever, straining eyes and ears to detect a possible danger, every nerve sense and every thought centered on the safe accomplishment of the journey upon which so many lives depend. What such a labor means is shown, to some degree, in a recent dispatch, announcing the death, at the early age of thirty, of Wm. Philips, the engineer who ran the celebrated Jarrett & Palmer train from Jersey City to Pittsburgh, a distance of 433 miles, without a stop. The dispatches says: "Mr. Philips has been sick for nearly a year past, his illness dating really from the time he undertook the task of running the Jarrett & Palmer train. He accomplished the feat in less than schedule time, but the strain on his system was so severe that he never recovered from it. He continued on duty, and was called upon invariably when trusty man was required, but his health became more precarious, and he was finally compelled to relinquish his position."

"Mamma," said Henry Thomas, a bright little fellow over in Algiers; "Mamma, have my toes got eyes?" "No, my darling; why do you ask a foolish question?" "Because my foot's asleep."

"Dad, if it is so injurious to smoke, why don't chimneys get sick and die?" The old gentleman merely replied that he wished he had a trunk-strap handy.

Gracie's first experience in eating a peach: "I've eaten it, cloth and all, mamma; now, what shall I do with the bone?"

BEE MYSTERIES.

Probably bee culture has made as rapid march of improvement during the past five years as any branch of agricultural pursuits. During the present season the same care and expense has been employed in selecting and importing bees from Italy, the Island of Cyprus and the Holy Land, as has been employed in the perfection of our various breeds of horses and cattle. Although we do not have the bee pasturage in New England that is found in the basswood and wild flowers of the West, still many bees are kept here with profit, even in the old box hive. How much more, then, might be expected with the new appliances of frame hives, comb foundation, the prize section box, the extractor and smoker. With the aid of a little smoke an expert will open the hives and remove the brood, bees or honey, show you his choice queens, and discourse on their fine points with as much accuracy as the best horse trainers or herdmen. On holding up a frame of brood he may say: "You see this queen is laying, for here are eggs less than twenty-four hours old. See what a prolific queen she is; how she packs in the eggs; does not miss a cell," or, "I do not like this queen; she lays too many drone eggs; I will kill her and put in another." You ask, "how can you prove that workers only live thirty or forty days of labor, but live all winter without labor?" He will say, "If I remove the queen from the black colony and replace her with an Italian queen, who begins to lay immediately, in twenty-one days her eggs will hatch, the black bees will continue to die till they are replaced with the Italians, and we note the day when the last fly dies." "Do all bees sting?" "No, the drones are as harmless as flies. Queens will not sting you, but will bite and will sting a rival to death in five minutes after being hatched. The workers, which are the only ones to be feared at all, can usually be subdued by blowing smoke made from punk among them."—*Worcester Spy.*

AN ACCOUNT KEPT SOMEWHERE.

It is related of the clebrated Dr. Jewett that in the course of his travels he once entered a country tavern and sat down in the bar-room to warm his fingers. His keenly-roving eye soon discovered prominent, over rows of bottles with highly colored contents, in large letters, the inscription, "No credit given here." Turning to the landlord (to whom he was personally unknown) he said:

"Ah, I see you bring people square up to the mark!"

"Yes," said the landlord, "it's no use to trust rum customers now-a-days. We must get it as we go along, or never get it."

Jewett warmed his fingers awhile and turning to the landlord, said:

"I think I could add a line or two to your inscription that would make it very nice."

"What would you add?" inquired the landlord.

"Give me a pen and a piece of paper and I will show you."

"Walk into the bar; there's a pen and ink—help yourself."

The doctor walked into the bar, and taking up the pen, wrote as follows:

"No credit given here,
And yet I've cause to fear
That there's a day-book kept in heaven,
Where charge is made and credit given."

Laying down the pen and leaving the lines, he walked to the fire, and again sat down, expecting an explosion. The landlord went behind the bar and read what he had written. A pause of some moments ensued, when the doctor glancing around, was, to his great pleasure, and somewhat to his surprise—from the intimations of dampness about the eyes of the landlord—convinced that he had driven a nail in a sure place. "A word fitly spoken, how good it is."

SAVING HIS MASTER'S MONEY.—The greater part of the stories which relate to the gains and losses of gamesters are tragic rather than comic. One which belongs to the latter category is reported from Monaco. A certain German baron belonging to one of the best families of Mecklenburg, was one day so lucky as to gain 300,000f. He left the tables, hastened to his hotel, and at once locked up the enormous sum in a cash-box. On his awakening the next morning, what was his dismay to find that it had all disappeared as well at his old valet Jean, who on a hundred occasions had given proof of his fidelity and affection for his master. As it was, the baron found himself short of money, and telegraphed to his father for assistance, acquainting him at the same time of his adventure. This was the answer he received: "Don't disturb yourself. Jean is here with all the money which you think you have lost. He feared your louis would go the way they had come, and, little liking the anticipation, he has come here to keep the treasure safe. You come too."

FORMATION OF SNOW.—Snow is formed from vapor, and vapor is formed by heat; and it has been calculated that the heat expended in forming a single pound of vapor would melt no less than five pounds of cast iron. Nor is this all. Equally great if not greater is the force necessary to transform the vapor in snow. Professor Tyndall remarks that:

"I have seen the wild stone avalanches of the Alps, which smoke and thunder down the declivities with a vehemence almost sufficient to stun the observer. I have also seen snowflakes descending so softly as not to hurt the fragile spangles of which they are composed; yet to produce, from aqueous vapor, a quantity which a child could carry of that tender material, demands an exertion of energy competent to gather up the shattered blocks of the largest stone avalanche I have ever seen, and pitch them to twice the height from which they fell."

Little Paul, clambering on his father's knee—"Pa, what is humbug?" Father—"Why, what on earth do you want to know that for?" Paul—"I heard you say it to ma a minute ago." Father—"Yes, my son. Humbug is when your ma pretends she loves me, and there are no buttons on the neck of my shirt."

A lady says that a woman in choosing a lover, considers a good deal more how the man will be regarded by other women, than whether she loves him herself. Some women may; but the men they smile upon will be regarded by other women as jolly green to be taken in by them.

When a Cincinnati man speaks of the productions of his pen, you never know whether he is a literary feller or a hog-raiser.

EDUCATIONAL.

BY M. L. McQUOWN.

RESOLVED, That we consider it the duty of the parents to the children to visit the public schools, and thus encourage teacher and pupils in their arduous duties; and that we shall consider it a gross neglect of duty on the part of the parents who fail to visit their school at least once during the school term.

The above resolution was adopted at nearly every Educational meeting held in the county during the tour of public examinations.

SPECIAL DIRECTIONS AND SUGGESTIONS.

In this column, four weeks ago, was inserted a "Course of Study," which we hope has found a place in the report book of every teacher, and is being generally introduced We are now giving "Special Directions and Suggestions," to accompany the outline of study, which we hope will be preserved by teachers. For want of space, we can only give suggestions for one grade each week. This week we give you directions for

FOURTH READER GRADE.

Spelling—In every reading exercise seek to develop thought and an intelligent comprehension of the selection. Learn something of the prominent authors. Give vocal exercises at least once a week, to develop compass of voice, pitch, etc. Teach the system of voice training found in the first part of the readers.

Reading—Drill in spelling. Require written exercises every day. Give review exercises once a week on words previously studied, spelling orally; combine with other grades in in this exercise. Study the derivation and construction of words, giving the root, prefixes and suffixes, the meaning of each part, and of the whole word. Teach a few prominent rules of spelling. Assign a part of each spelling lesson for definitions. Each pupil should have a small dictionary.

Arithmetic—Arrange so that each subject in mental arithmetic shall precede the same in written arithmetic. In taking up any subject develop principles first, teach pupils to construct their own rules, and give the reasons for each step in an operation. Have pupils furnish original examples foer each rule a principle. Require system and neatness in the arrangement of all the work put upon the blackboard or slate, so that each step of the process will be indicated. Orderly, methodical habits are valuable in any business. Give miscellaneous examples covering principles learned, to be performed rapidly on blackboard or slate. In rapid work, pupils should learn to perform mentally as much of the example as possible.

Gammar—Written statements of arithmetical operations, descriptions of events in history or of the geography of a country will furnish many written exercises, which should be carefully examined and criticised as to construction of sentences, use of capitals and punctuation marks. Let some of the written exercises be exercised in the class by pupils. Require letter writing and easy composition. Diagrams present to the eye the essential parts of a sentence and the relation of words to each other.

Geography—Use maps when learning the location of cities, river, countries, etc. If there are no maps in the school, draw them on the blackboard or wall, or let the teacher purchase a set for her own use. Let much of the descriptive part of geography be read and discussed. Teach pupils how to make mountains, coast lines, rivers, etc., and then require them to draw maps on paper and blackboards.

The following circular has been mailed to teachers in company with the programme of exercises for the approaching Institute:

ARE YOU COMING?

Teachers, Directors and Friends of Education in Clearfield county:

Are you coming to enjoy the benefits and pleasures of the Annual Session of the Teachers' Institute, which convenes in Clearfield, Dec. 20, 1880?

The programme, which this circular accompanies, is intended to bear evidence of the complete arrangements we have made for the instruction and entertainment of those who may attend. We are happy to state that, in our opinion, the talent employed, the questions submitted for consideration, and the general arrangements for the coming session are vastly superior to those of any preceding year. To defray the heavy expenses of this meeting it will require more than four hundred dollars. This sum is expended for the single purpose of improving our teachers in the science and art of teaching. Do you wonder then that we feel solicitous in regard to its success.

The Act of Assembly providing for Teachers' Institutes, makes it obligatory upon Superintendents to hold them annually. It is not, therefore, a voluntary measure, but is as permanent as the annual school term itself. These annual meetings have gradually grown in public favor and gained a placein the confidence of teachers and people, until now they are recognized as the most potent educational agencies.

Never in the history of the County has there been more need of a full attendance at the County Institute than this year. A majority of the teachers in charge of the schools are young and inexperenced; they need all the instruction and help which this meeting promises to give, in order that they may be strengthened in the duties they have undertaken to perform. Others who possess higher attainments, and have had more experience, are always present from force of professional pride.

More elaborate arrangements have been made for the approaching session than were ever made for a County Institute before; many new and valuable features will be introduced to make it practical and efficient, and we hope there is not one teacher in the County who will not attend from first to the last session. Fidelity to the cause in which we labor, demands that we be not sluggish, but active and earnest.

M. L. McQUOWN, County Superintendent.

CLEARFIELD, Pa. Nov. 16, 1880.

The teachers of Brady township met in the school house at Luthersburg, on Saturday afternoon, Nov. 6th, and organized their District Institute, the first meeting of which will be held at Coal Hill school house, on Saturday, Nov. 27th. A full programme has been arranged, and addresses will be delivered in the evening by Rev. J. Reams, J. W. Corp, and others interested in education. The following persons were elected officers: E. E. Jimeson, President; J. I. Brockbank, Vice President, and Miss Sue Rishel, Secretary.

Thanksgiving is the first holiday for teachers.

We are mailing the programme for the next County Institute to teachers and Directors this week.

Jefferson county has furnished Franklin school, in Bell township, with a teacher.

An educational meeting will be held in Osceola borough in a couple of weeks.

Pike township school teachers will be grantedtime to attend the County Institute by the School Board.

W. E. Kratzer has succeeded J. W. Eldred as teacher of Central Point school, in Covington township.

After great efforts, we believe all the schools have been supplied with competent teachers and are now in successful progress.