Educational Department

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Committee of Associate Editors.

Communications may be sent to either of the above editors, as may be preferred, and will appear in the issue of which he has charge.
A. A. KEENEY, Editor present week.

☞ Examinations of Teachers for the public schools will be held as follows:
Oct. 30, Burlington and Burlington West at Boro' School House; Oct 31, Columbia and Springfield, Columbia X Roads School House; Nov. 1, Troy, borough School House; Nov. 2, Granville, Windfall School House; Nov. 3, Canton, boro' school house; Nov. 4, LeRoy and Franklin, Chaapel school house; Nov. 6, Asylum and Monroe, Monroeton school house; Nov. 7, Ulster, village school house; Nov. 8, Standing Stone, Fisher school house; Nov. 9, Wysusing, Camptown school house; Nov. 13, Pike, Leraysville school house; Nov. 14, Warren, Bowen Hollow School house; Nov. 15, Windham and Litchfield, Windham Centre school house; Nov. 16, Orwell, Orwell Hill school house; Nov. 17, Rome, borough school house; Nov. 18, Herrick, Landon school house; Nov. 20, Tuscarora, Keeney school house; Nov. 22, Ridgbury, Doty Hill school house; Nov. 23, Wells and South Creek, Gilletts school house; Nov. 24, Athens, borough school house; Nov 25, Sheshequin, Valley school house; Nov. 27, Wyalusing, East Towanda school House; Nov. 28, Albany and Overton, Bahr school house; Nov. 29, Wilmot and Terry, Terrytown; Dec 2, Towanda, Boro' school house.

Applicants will please come provided with pen, ink, foolscap, lead pencil and reader.

Examinations to begin at 9 o'clock A. M.
A. A. KEENEY, Co. Supt.

Towanda, Pa., Oct. 7, 1876.

TEACHING AND GOVERNING NOT THE SAME.

The success of a teacher in a public school depends neither upon her scholarship nor her ability to impart instruction, so much as upon her disciplinary power, her capacity to "manage" a division. It is a trite thought, that not every well-educated person is able to tell what he knows; that not every scholar can teach. It is also true (though it is a truth not so well recognized) that the gifts of governing and of teaching are not necessarily allied. Persons possessing the happiest faculty of imparting instruction, are frequently indifferent disciplinarians; and the finest teaching capacity is often lost to the school system on this account. For a comparatively large part of the time of many teachers is consumed in efforts to persuade or to compel a few mischievous or vicious pupils to conduct themselves with a sufficient degree of propriety to permit recitations to proceed. If the teacher lacks the power of securing the necessary order, he is pronounced a failure, and is dismissed, notwithstanding he may be a perfect teacher in every respect save this one. A few youthful rowdies are permitted to deprive a school of the services of an able instructor, in whose stead is installed a man or woman, superior in governing power, but, it may be, largely inferior in every other quality.

While it is true that teaching is an exhausting profession, it is a fallacy that teaching is exhausting. Teaching is pleasant, health-giving, brain-strengthening, governing is generally unpleasant, fatiguing, nerve-weakening. Our schools are not schools as much as they are nurseries and reformatories, in which the teacher undertakes to form habits, without which no pupil should be allowed to enter, much less to remain in, school.

This is radically wrong. The proper work of the teacher should not thus be made secondary and subsidiary to the duties of the parent, the police magistrate or the jailor. The public schools should be free only to those who are willing to avail themselves of their privileges. The boy who disturbs the proprieties of the school-room, who takes the attention of the teacher from teaching, should no more be permitted to remain than is the man whose disorderly conduct interferes with the enjoyment of a lecture, a concert, a play, or a sermon. The latter is ejected by the police, though he may have paid his admission fee. The payment of taxes confers upon no man's child the right to deprive another man's child of his right to the instructions of the teacher. Summary dismissal should follow every indication of a disposition to interrupt the daily tasks.

Corporal punishment, which has formed so prominent a theme for discussion at educational gatherings, and so fruitful a base for abuse from the press, should never have entered the school-room. *Flogging* is no part of *teaching*. The two words have nothing in common; the one belongs to a condition of barbarism, the other to a state of civilization. It may be true that a certain pupil needs, as the one necessary and only remedy, a severe flogging. But this need is emphatic proof that he is in no condition to occupy a seat in a school-room. Reformation should be effected by parent or civil officer, before he is permitted to associate with those receiving instruction.

The self-respect and social standing of the teacher are compromised by the necessity which the present system imposes upon him of arguing, not to say pleading, with a child to conduct himself properly—to do that which the child well knows he should do, and should be forced to do. A false sense of importance is thus engendered in a child's mind, when a teacher places himself upon the same level with a wilful ill-behaved boy. The insolence and want of respect to authority, which is a marked characteristic of Young America, is certainly stimulated by this defect in what is called his "training."

There seems to be no medium between the school director who neglects his business entirely, and the one puffed up with his official position, who resents all suggestions from those actively engaged in the work of teaching, and considers the expression, or even the possession of an opinion by a schoolmaster, an insult to the official station of his high-mightiness. As our social compact tightens, and our school system assumes organic functions, the former of these will be punished by law for neglect of duty; but for the latter, the one who is jealous of his authority, and cannot hear a pedagogue sneeze without feeling his dignity injured, we have only a little story to prescribe. It is this:

As a certain Lord Mayor of Dublin was riding towards the Irish metropolis, he was caught in a shower, and dismounting, got under a bridge, but left his poor horse standing out in the wet, held by the bridle in his Lordship's official hand. It was in the day and generation of the sour and sententious Swift. That worthy happening along and noticing the predicament of the dignitary, and the worse one of the horse, and, inspired by the unborn spirit of Bergh, thus apostrophised the dripping animal:

"Good horse, have no care;
For you'll be a horse still when he is no mayor!"

It is accepted as an axiom with many that while the State may attend to the education of youth in the elementary branches, higher education should be left to private enterprise, and especially to denominational control. The truth is just the reverse. Sectarianism is by its nature unfitted for an educational agent, except in the line of its particular theology. So much effort must be put forth to perpetuate itself that little force is left to apply to secular education. So much material means is used up in oiling the running gear of a church that little is left to apply to practical education. Colleges are successful in the direct ratio of their secular instruction.

PARSING.

It is in order about these times to decry the value of parsing. Discovering that people who can parse like lightning do sometimes blunder in their syntax like thunder, our one-eyed pedagogical critics unhesitatingly proclaim the uselessness of parsing. Correct syntax is not the ultimate end of parsing; practical good grammar is only an incidental benefit of the exercise. Correct syntax is partially dependent on a knowledge of parsing, but far more dependent on good early associations, careful habits of reading and writing, and a keen observation of syntactical forms.

The province of parsing, while including that of correct construction, is by no means limited to it. It is chiefly for drill in the analysis of language. It is a mental sharpener; the same to the understanding and use of language that practical analysis of compounds is to the study of chemistry and gymnastics to the athlete. The loose construction observed in composition, and the vagueness of comprehension of printed discourse, are evidence of the want of that keen sense of the force and use of language which parsing helps to cultivate. This sense may exist in the gifted without formal training; but its cultivation is none the less desirable, and, in the majority of cases, necessary to accurate scholarship in the English branches, especially when a knowledge of Latin is not to be attained. Even the decriers of parsing will find fault with a student who cannot distinguish the parts of speech; but how can this critical ability be gained except by practice in parsing?

The power of concentration gained by parsing, especially in the parsing of verbs, is not the least benefit of the exercise. It calls more faculties into simultaneous play than any practice save that of translating a dead language into good English. Nor is it a dull exercise in the hands of a bright teacher. It can be made not only interesting but positively exciting; but it requires tact and aptness of illustration to do this. We notice that while good hands at parsing may blunder occasionally, its opponents use loose language systematically. Poor souls! they never knew their weakness.

"Where ignorance is bliss, 'tis folly to be wise."

The substitute for technical grammar is what is termed language lessons; but excluding the technical grammar from these lessons, what is left? True, we have "the description of pictures," as if a picture as such could by any possibility be described! Then there is the changing of poetry into prose, the stanzas usually given being far beyond the comprehension of the immature minds to be so exercised. We have also the combining of several statements into one sentence, *e. g.:*

"John Smith was in England.
John Smith had a grandmother.
John Smith's grandmother had the gout.
John Smith steered his bark to the land of the free and the home of the brave."

Another foolish exercise is that of printing poetry in the form of prose, and ordering pupils to change the form to that of poetry. What knowledge does this test? What benefit accrues from it? It is not a test but a trick, and a scurvy trick, too, when the examiner, being unpoetical himself, selects for his question limping feet and unrhyming lines. In a city in which the epidemic of language lessons as opposed to technical grammar has been raging, it is the practice of the writer to keep his class, undergoing preparation for admission to the high-school, upon technical grammar, until within two weeks of the examination, and then cram on the empirical language lessons. Even as a preparation for this language jugglery, old-fashioned teaching in grammar is found the most advantageous plan. As bounding and trimming to the garment of grammar, language lessons may be tolerated, but as a substitute for the good old original cloth—never!

HOW HIGH?

The right of the State to educate its children is generally conceded, but of late many argue that it is not the province of the State to carry this education beyond the rudiments. "If the rich man's child gets a college education, the poor man's child should be taught a trade." "Since all the ten million children of the nation can not be put through college, it is evident that education by the State must stop somewhere, and the end of a common school course is the natural and evident limit." "The State is not bound to teach anything that enables a man to earn a living, otherwise it must look after the support of all."

Such are some of the statements that, like clever counterfeits, gain currency with many. Yet people who accept such arguments never deny the State the right to look after the insane, the criminal, the poor, or to defend itself in war, or make war for territorial aggrandizement. That is, the State may do anything to meet a present case, but may do nothing in anticipation of the future, except to maintain an army and navy. The State may teach a trade in the penitentiary, when a trade is but doubtful means of reclamation, but may not prepare the mind in youth so as to form habits that will make the trade more available and the penitentiary less of a necessity.

The fallacy consists in looking upon the State as a benefactor and the individual as a beneficiary. What the State does it does for itself, the individual being only a temporary means to a permanent end. The individual has only a temporary ownership of his property. He cannot carry it beyond the grave. It is property, or value in proportion to the intelligence with which it is used. It is intelligence and skill that give it value, and it is a law of nature that it in turn should produce intelligence and skill. If civilization is the creator of property, and it is where property exists to any considerable amount—property should in turn be the promoter of civilization, while man is but the agent in the transaction. All nature is an example of such action and reaction.

Education is the essential element of civilization, and it is strange that so many who profess to study the public good and promote it, should advocate that there be a limit to what the State shall do in this respect. If nothing may be taught with a view to enabling people to support themselves, then nothing at all can be taught, for nearly all the business of the world is carried on by means of the rudiments only.

To limit education on account of the large number to be educated is equally illogical. That it is not only improbable but impossible that all can complete a college course is the very reason why provision should be made for such as have capacity and perseverence to reach the end of the curriculum. If the impossibility for all to finish a given course were an argument for shortening the same, then our common schools would be limited to the teaching of the alphabet. Because there are many are not likely to push their studies to the end is no reason why the talented few should be deprived of an education. With the opportunity given to all, the fittest will survive. No investment is so remunerative in the highest good of life as that made in education. With education possible only to the rich, the field for investment is narrowed and the crop will be light.

In schools whose buildings have basements for children to play in, little can be done towards checking the dangerous velocity which characterizes the movements of the boys, save to implore the "little cherub that sits up aloft," taking care of the perpetually imperilled life of the boy. But basements for girls can be better regulated, and should be so; for the average girl is twice as likely to be injured by the same recklessness as is the average boy. In girl's play-rooms, "tag," especially "cross-tag," "crack-the-whip," and the whirling *pas de deux* should be forbidden; but the girls should be encouraged to dance the polka, schottische, etc., and to waltz. In this way, accidents are avoided, and the children become good dancers without any expense to their parents.

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Towanda, Aug. 30, 1876.

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Asylum, Sept. 5, 1876-6w

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S. I. PRIME, D. D.,
Editor of the New York Observer.
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FROM REV. DR. REED, Pittsburgh, Pa.

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I am, yours, etc.,
WILLIAM J. REED, D. D.,
Minister of First U. P. Church."

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"MIDDLETOWN, Conn., Dec. 11, 1875.

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J. WILLIAMS,
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FROM PROF. EATON, of William College.

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J. R. EATON,
Professor Natural Science, W. J. C."

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"MIDDLETOWN, Conn., March 1, 1875.

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DUNDAS DICK & CO.'S SOFT CAPSULES solve the problem, long considered by eminent physicians, of how to avoid the nausea and disgust experienced in swallowing, which are well known to detract from, if not destroy, the good effects of many valuable remedies.

Soft Capsules are put up in tin-foil and neat boxes, thirty in each, and are the only Capsules prescribed by physicians.

TASTELESS MEDICINES.—Castor oil and many other nauseous medicines can be taken easily and safely in **DUNDAS DICK & CO'S SOFT CAPSULES. No Taste no Smell.**

☞ These were the only capsules admitted to the last Paris Exposition.

Send for circular to 35 Wooster street, New York.

Sold at all Drug Stores Here.

aug 16.

Insurance.

THE MUTUAL PROTECTION COMPANY.

Home Office, 909 Walnut Street, Philadelphia, Pa.

Acting under a Special Act of Incorporation From the Pennsylvania Legislature.

H. S. CLARK, AGENT.
TOWANDA, PA.

Special attention is called to the following rate table, which will be found strictly equitable, as between all ages, and which the company will guarantee to not exceed one-half the cost of any first-class OLD PLAN Company.

The following Table shows the Rates for $1000 and may be multiplied for any additional amount up to $5000, which is the largest risk taken on any one life. Twenty Cents will be added to the amount of each assessment for collection, etc.

Age.	Admission Premium.	Annual Dues.	Advance Assessment.	Age.	Admission Premium.	Annual Dues.	Advance Assessments.
20	3.00	2.00	.60	41	6.00	1.00	.95
21	3.00	2.00	.62	42	6.00	4.00	.97
22	3.00	2.00	.65	43	6.00	4.00	1.00
23	3.00	2.00	.66	44	6.00	4.00	1.05
24	3.00	2.00	.67	45	6.00	4.00	1.15
25	3.00	2.00	.68	46	7.00	4.50	1.22
26	3.50	2.50	.69	47	7.00	4.50	1.28
27	3.50	2.50	.70	48	7.00	4.50	1.35
28	3.50	2.50	.71	49	7.00	4.50	1.45
29	3.50	2.50	.72	50	7.00	4.50	1.55
30	3.50	2.50	.73	51	8.50	5.00	1.65
31	4.00	3.00	.75	52	8.50	5.00	1.75
32	4.00	3.00	.77	53	8.50	5.00	1.85
33	4.00	3.00	.79	54	8.50	5.00	2.00
34	4.00	3.00	1.81	55	8.50	5.00	2.15
35	4.00	3.00	.83	56	10.00	6.00	2.35
36	5.00	3.50	.85	57	10.00	6.00	2.50
37	5.00	3.50	.85	58	10.00	6.00	2.60
38	5.00	3.50	.88	59	10.00	6.00	2.70
39	5.00	3.50	.92	60	10.00	6.00	2.90
40	5.00	3.50	.94				

THE FARMERS' MUTUAL INSURANCE CO., OF TUSCARORA,
Is now issuing perpetual policies on
FARM PROPERTY ONLY.

Each member pays a fee, at the time of insuring, to cover charter and incidental expenses of the Co., after which no further payment is required, except to meet actual loss by fire among the membership.

This plan of Insurance for FARM PROPERTY, is coming rapidly into favor.

Place of Business, SPRING HILL, PA.

The Agent will canvass the Townships of Tuscarora, Pike, Herrick, Wyalusing, Asylum, Terry and Standing Stone, and farmers in those Town ships wishing insurance or information, may address,

A. B. SUMNER, Sec. and Agt.,
Spring Hill, Bradford Co., Pa.
W. M. SHUMWAY, Pres. (oct14m

Miscellaneous Advertisements.

O I C

THE LITTLE STORE ROUND THE CORNER

Is the best place in Towanda to buy good

CIGARS AND TOBACCO,

at low rates. Remember

MERCUR'S BLOCK, opposite COURT HOUSE
SIGN OF THE "INDIAN SQUAW"

apr29-76.

THE SUBSCRIBER TAKES Pleasure in calling the attention of his numerous patrons and the public generally, to the fact that he still continues a

GENERAL MARKET BUSINESS

At the OLD STAND of MYER & RUNDELL, in Carroll's Block, nearly opposite the Means House, and that he is prepared to furnish

SALT AND FRESH MEATS,
FRESH POULTRY,
VEGETABLES AND BERRIES

Of the very best quality, at as low rates as any other establishment.

C. M. MYER.

June 1, 1876-tf

FIRST NATIONAL BANK
OF TOWANDA.

CAPITAL.....$125,000.
SURPLUS FUND..... 80,000

This Bank offers UNUSUAL FACILITIES to the transaction of a

GENERAL BANKING BUSINESS

INTEREST PAID ON DEPOSITS ACCORDING TO AGREEMENT.

SPECIAL CARE GIVEN TO THE COLLECTION OF NOTES AND CHECKS.

Parties wishing to SEND MONEY to any part of the United States, England, Ireland, Scotland, or the principal cities and towns of Europe, can here procure drafts for that purpose.

PASSAGE TICKETS

To or from the Old Country, by the best steam or sailing lines, always on hand.

FAMILIES BROUGHT OVER AT REDUCED RATES;

highest price paid for U. S., Bonds, Gold and Silver.

OS. POWELL, President. N. N. BETT, JR. Cashier.

Watches, Jewelry, &c.

W. A. CHAMBERLIN.

Dealer in

DIAMONDS,

and

FINE JEWELRY,

and

WATCHES AND CLOCKS.

TOWANDA, PA.

WATCHES,
JEWELRY,
SILVER WARE,
&C.

M. HENDLEMAN,

Dealer in

FINE AMERICAN AND SWISS
GOLD AND SILVER WATCHES,
and
FINE JEWELRY.

Also

STERLING SILVER
and
SILVER PLATED WARE

CLOCKS,

FROM THE CHEAPEST TO THE BEST.

GOLD, SILVER AND STEEL

SPECTACLES & EYE GLASSES.

One door north of Dr. Porter & Son's Drug store, Main Street,

TOWANDA, PA.,

jan6-75.

PRESENTS FOR ALL,
AT THE
NEW JEWELRY STORE.

W. A. ROCKWELL

is constantly receiving in addition to his large stock of jewelry,

FINE GOLD SETS,

PINS,
BANDS,
RINGS,
STUDS,
CHARMS,
NECKLACES,

AMERICAN AND SWISS WATCHES,

GOLD AND SILVER WATCHES,

and

SILVER PLATED WARE OF ALL VARIETIES.

GOLD, Silver AND STEEL SPECTACLES,

SILVER AND PLATED RINGS AND CHARMS.

Also

CLOCKS OF ALL VASIETIES,

at the lowest prices.

Watch, Clock and Jewelry repairing done in the best manner, and warranted.

Thangs for a liberal patronage and hope to merit a continuance of the same.

nov12-73 W. A. ROCKWELL.

THE BOSTON 99 CENT STORE,
NORTH END MERCUR BLOCK, MAIN STREET.
TOWANDA, PA.

At the 99 cent Store you can buy Beautiful Walnut Brackets, Picture Frames, Pictures, Walnut Stands, Croquet Sets, 8 balls and 8 mallets, Glassware, Lamps, Cutlery, Jewelry, Silver Ware, Perfumery, Velvet Hassocks, at

99 CENTS EACH

All goods warranted as represented, and prices guaranteed 25 per cent. lower than same quality can be purchased elsewhere. Don't neglect to call and see us when in town, whether you desire to purchase or not.

C. S. CORNWELL.

Towanda, June 27, 1877.

LAND FOR SALE.

THREE HUNDRED ACRES,

Of beautiful

LAND FOR SALE.

3 miles from Towanda. Will be sold for cash or

ON TIME,

To suit purchasers.

100 ACRES IMPROVED,

With house and barn thereon; balance

WELL TIMBERED,

And easily cleared. Whole farm well watered.

Will be sold in lots of 50 or 100 acres, or more, as purchasers shall desire.

Inquire of

R. C. LOCKWOOD,

Wellsburg, N. Y., or of

J. P. KIRBY,
or JAMES WOOD,

Towanda, Pa.

Coal, and Lime Plaster.

COAL,
COAL,
COAL.

We keep on hand at our yard all sizes of Pittston and Wilkes Barre coal, and Loyal Sock coal, from the Sullivan County Mines. Also, Barclay Lump and Smith.

We keep the best quality of Lime, Hair and Cement, Brick and Plaster, all of which we will sell at bottom prices.

PIERCE & SCOTT.

Towanda May 1st, 1876.

PURE GROUND PLASTER
AT
RUMMERFIELD!

I have just received a large supply of

FRESH GROUND CAYUGA PLASTER

Manufactured from stone selected by myself, and warranted PURE.

PRICE.—Cash, $6 50; on time, $7 00. Send in your orders

PETER LANDMESSER.

Rumerfield, March 1, 1876.

NEW COAL YARD!

The undersigned having taken the large and commodious yard, at the foot of PARK Street, has now on hand a full supply of

ALL SIZES
OF
ANTHRACITE,

LOYAL SOCK,

And

BARCLAY COAL.

Also

LIME AND CEMENT.

Coal delivered on short notice.

TERMS:—Cash.

HENRY MERCUR.

Oct21-75-tf.

CHEAP COAL AND LIME.

From and after July 1, I will sell coal, lime, &c., for cash only, and the price list will be corrected monthly.

PRICE OF COAL FOR JULY, PER TON OF 2,000 lbs.

AT THE YARD:

Pittston Store, Chestnut and Furnace	$5 00
" " Pea	3 50
Carbon Run Lump	4 00
" " Smith	3 00
Barclay Mountain Lump	3 50
" " Smith	2 75
Allentown Lime ⅌ bushel	32
Lath ⅌ M	2 25
Hair ⅌ bushel