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Moetrn.

S. W. ALVORD, Publisher.

VOLUME XXXVIII.

WHAT SHALL BE DONE WITH HIM? ious power it snatches the lightning from the hand of "cloud compelling Jove him-BY MARY D. BRINE. self," about to flash out upon its mission What shall Iido with the mischievous hands, That are never idle the whole day through? What with the fat little fingers tenleaves of this ponderous earth volume, nto mischief from morn till night. Loving the wrong and scorning the rightdevelopment, all the way from the start-

ing point of "fire mist," to the end,

pathway through the heavens, and makes

all that makes history, written or unwrit-

The toy and the sun are alike material,

differing only in the degree of their dura-

tion. Not all the worlds of the universe

oungest child with the weakest intellect,

hat looks to you and calls you "teacher,"

gives you material to work upon as far

which works on such a thing as this!

your thought to it for a moment

The te cher's work is as difficult as it is

The greatest difficulty of the educator

in which he is engaged. There are many

work is almost equivalent to no work

What shall I do with the troublesome feet. That all day long into mischief stray-Little white feet, that restlessly spure Mother's commands cach day Giving Mamma such trouble and care-Such wee, wandering feet! Ah me!

What shall I do with the little king Half nuisance, yet wholly joy. Love him, till love with a new delight Shall lead the wandering footies aright, And teach the meddlesome hands the way

To be useful and good all day. Ah! how lonely this earth would be If it held no babies, my boy, like thee; Leading our hearts; we know not whither If to little fingers, on mischlef bent, If in fact, there were bables none

Miscellancous.

THE TEACHER AND HIS WORK. An Address bythe Rev. S. C. FULTON, of Nichols, N. Y., Delivered Before the Bradford County Teachers' Association, held at Windham,

Pa . June 8th, 1877, and Published by Request

of A. A. KEENEY! Superintendent of Schools. MR. PRESIDENT, LADIES AND GENTLE-MEN : I am entirely in sympathy with the teacher and his work. Personal experience has generated in me this sympathy. I hold that as a preacher I am a teacher. The grand commission Christ gave his first preachers was to go and "disciple," or teach, all nations. That commission remains intact to-day; so that every minister sent forth by Christ is a teacher. The highest ambition of the preacher should be to become a consummate teacher. Besides being a teacher ir this sense, I have been a teacher just as many of you are teachers. About two and a half of the most pleasant, and perhaps the most useful, years of my life have been devoted danger of your forgetting this. The dif-

to-night sympathetically, and somewhat your work, and it is natural that you alphabet. Taking him apon my knee, But, although I stand before you, pro to assume the office of a teacher of teachers. While my limited experience may put me in hearty sympathy with you and your work, and assist me in speaking more intelligently on this occasion than otherwise I could, it has not been long; and full, and rich enough to warrant me in such an assumption. I come simply as

a brother to encourage; as a lover of the easy, enjoyable kind of life-that his teacher to assist, if that is possible; and chiefly, as a friend to "stir up your pure

as the artist who, transfers to canvass the

loveliest and sublimest seenes of nature

and yet you make a sharp distinction be

dignity. Do you think of ranking the man

who quarries the marble from the moun-

tain side with the sculptor who, from that

rude, unsightly block brings forth a form

of commanding dignity or of surpassing

loveliness? Does the stone-cutter rank

in the same grade with the architect who

Hall? Men everywhere graduate the no-

bility of any vocation according to the

nature of the material with which is

tion, how forcibly does it illustrate the

nobility of your calling. The material

on which you work is not the transient,

but thelliving immortal mind. How far

which you are called, and to which you education as if the mind were a and their teacher and everybody else, ex-The teucher's work is one of the noblest filled. To them the instructor's work is doting parents to jog these little fellows works that God has committed to man. orable. Labor itself is God's first ordithe putting into the mind all the facts of nauce for man. And yet, as has been science and history, is not education. truthfully observed, "we cannot avoid There is a wide difference between inforconsidering that a higher and nobler nation and education. There are many grade of labor which works on more valuable and precious material, and produces been developed and trained. These are man who builds an hay cart, if he builds ntellectual giants buried under mounit well, is as truly respectable as he who tains of gold, but not educated men and constructs an engine, and yet the one is a nobler work than the other. He who paints your house, if he does his work

Sometimes education is spoken of as if glory of his race. Yet he tries his teachthe mind were a stone, on which the in- er's patience and adds to his burden. structor was to act as a lapidary to chirel And then, there is that irrepressible t into graceful form and polish it into incorrigible, red-headed urchin, full of beauty. In harmony with this view, we snap and mischief, apparently strung on are constantly hearing of the accomplishments, such as music, painting, drawing, jumping into the next mischief he shall etc. Some of the most uneducated per- discover. Always on the lookout for fun these accomplishments. Under all such the first sight you catch of him he is getexternal brilliancy, there may lie para-

The mission of education has been illusgreat sculptor and painter, who, walking while the teacher's eyes are on him, the of marble, and who, regardless of his is throwing his eyes about seeking and Applying this principle to your voca- holiday at ire, set to work digging out creating mischief, worse than ever Socra in the stone, and I want to bring it out." After months of patient chiselling and terments father and mother and all at polishing he let the angel out.

superior this to the best forms of matter, I need hardly pause to remind you. Mat-This illustration is in part pertinent, ter in its noblest forms, its most beautibut it fails to express the true idea of education. We are all agreed that the teachportions, is matter still, subject to corruper is an artist, and that his mission, like that of Angelo, is to bring angels out of gels stand." O, yes, die teacher is a failtion and decay. He who works on material things, for material ends, must do it. the rude blocks he finds around him. But ure unless he developes this essence of under the painful conviction that the re- not by Ingelo's method is this to be done. sults of his labor must be transient and Instead of chipping off external reduntemporary—that his most beautiful pro- dancies, and chisching and polishing the dancies, and chiselling and polishing the actions, and noblest, most enduring meinto the block, find the rudimental angel the conduct of parents and guardians. hidden and slumbering there, teach it the use of its own powers, discover to it the range the particles of matter into striking throw off the rude externals hiding it from the world's recognition, until it spire them with reason; you cannot make stands at last before men in the maturity them think, or feel, or act. The sculptor of its strong and beautiful intellectual may chisel out of the marble a form of langelhood. The angel is to be brought out of the block, but not by the chiselling tic relation with the teacher, taking sides It may stand before you in its exquisite and polishing of the artist, while the anproportions and radiant beauty, like a gel lies passive and dumb, but by its own thing of life, but after all it is a cold, active development, under the wise guidassionless, dead thing. Speak to it; has ance of the artist. The one process gives it an answer for you? Clasp it : do you a dumb, cold statue, pretty of course, but

it to move, to act, to do and dare; is a living, trained, educated mind, ready ts dumb passivity, mocking your urgent dencing always its heavenly origin,

Not the second section

the iron road. It compels the sun to paint than this superficial chiselling and cram- and responsibility of your vocation. ming process. The true end of education,

"eternal ice." On unwearying wing it power to adopt ends firmly, and to purmeasures their distances, tracks their spread happiness," And in the development of these powers, it must be rememten, showing its tremendous energy eve- to be helped to help themselves. They are to become self-teachers. They are to With what mater al thing then can you gain knowledge for themselves by the excompare the human mind? As well might ercise of their own native powers and ty along the path of ages, as to attempt a for, and superintendent of the learner's comparison between the lowest form of work. Taking this view of the case, who mind and the highest form of matter, cannot see that the work of the educator

very nature and the result it seeks? With exquisité discrimination has Locke declared, in his great work on the "Hucan compare with one infant mind. The man Understanding," that "the business of education is not to perfect a learner in all or any of the sciences, but to give his mind that freedom, that disposition and above the grandest objects of material those habits that may enalle him to obcreation as the substance of eternity sur- tain any part of knowledge he may apply passes the shadows of time. Next to himself to, or stand in need of, in the fu-God himself, the human mind is the ture course of his life." The teacher who How noble, how sublime that vocation napping, and has something to do besides playing.

Add to this the fact that such minds . Then again, the nature of the material and lives as those of Plato, Aristotle, upon which the teacher works, adds to Ascham, Jacotot, and Arnold, in all ages | the difficulty of his work. Go into any school-room, look out over the school, have been devoted to the teacher's work, and further, that Christ gave himself there you will find all kinds of characters, to this work, and surely you need no oth? every shade of disposition represented. er reminder of the nobility of your voca- There are some who need the bridle, and some who need the spur. Here is a shy, Having reminded you of the nobility of timid, sensitive little creature to whom a your work it may be well now to remind frown is a whipping and whipping is Niagara, and all other truly mighty powyou of the difficulty of the teacher's call- death-upon whose feelings you can play ing. I presume you think there is little as you please. Here is one of those stubborn little urchins who can but won't But bear with me, please, while I hold Twisting up his little face in an inimitable way, he whined out, petulently: "Can't say it." "O, yes," said I, "Harry, you can say it; your know the name of that

letter." "I can't say it," again he whined. "What is it you can't say, Harthinking for a moment. "Little fellow," grows out of the very nature of the work ry " " " I can't say A," he bawled, out. said I to myself, "in you, and not in that even in this collightened, progressive age, And so you find in every school those who can but won't learn the lessons you give who think that the teacher leads a very Then there are those who are stupid and really can't learn. Good-natured litvessel into which a certain amount copting the parents, a lifetime to find

simply to crain the memory of his pupil up the difficult hill of knowledge, at an with names, dates, facts, and rules. But even pace with the nervous, ambitious brainful boys at their side, who at their own will flaunt their banners to the breeze, and shouting "Excelsior," run up with joy the steep yet shining way. Yonder, again, is that slow and sur been educated, whose minds have never boy. It takes him a long time to get an idea into his brain, but when he gets it once there, it is there forever. He is like the acorn, of slow and tedious growth, but eventually becomes the bulwark and

> wires, as if on purpose to facilitate his and frolick. The bell rings for recess, and ting astride the ridge-pole of the schoolcouse, or has climbed the churchesteeple, soon as the teacher's eyes are turned be

his astonished friend, "There is an angel the rough, very rudimental indeed; and no matter how he governs and defies and home, the poor teacher is expected to tame him into lamb-like submission and obedience, and so transform him that he shall sing gushingly and spontaneously, "I want to be an angel, and with the an mischief and incorrigibleness into a per-

And beside all this, the teacher's work is made more difficult oftertimes by I am sorry to say that parents are found kindly, cruelly increase the heavy burden under which the teacher already staggers and which he can hardly carry now, even

with the help of God. Parents, instead of sympathizing and co-operating with the teacher, thus lessening his load, are found holding an indifferent or antagoniswith the child against the teacher-talkthe teacher etc. The most unwise thing a parent can do is this. But, of course, this does not apply to parents in Pennfeel any returning pressure? Call upon uscless and lifeless; while the other gives sylvania-much less parents in Windham

and drives it with thundering speed along tle. But education is something more well to remind you also of the importance

"As multitudes, by narrow and errone in its broadest, grandest sense, is the un- ous views of education, have been blinded folding and directing aright of the entire to the difficulty of the teacher's work, so nature. "It is the cultivation of all the have they failed to realize its importance. of death, and sends it obedient on its er- native powers of the child, by exercising "Nothing," as Dr. Channing has facetirands of mercy. It turns over the rocky them in accordance with the laws of his ously said, "is more common than misbeing, with a view to development and takes as to the comparative importance and by the light of sun and stars, reads growth. Its office is to call forth power of the different vocations of life. Noisy, the history of world growth and planetary of every kind-power of thought, affect showy agency, which is spread over a tion, will, and outward action; power to great surface, and therefore seldom pene- you are making impressions upon mind age some way to make it the motto of our playing, let us see how good a time we can observe, to reason, to judge, to contrive; trates beneath the surface, is called glory. Multitudes are blinded by official dignity, sue them efficiently, power to govern self and stand wondering at a pigmy, because and influence others; power to gain and he happens to be perched on some eminence of Church or State. So the declaimer who can electrify a crowd by passionbered that the young are to be made, as ate appeals, or splendid images, which far as possible, "their own teachers, the give no clear perceptions to the intellect, discoverers of truth, the interpreters of which develope no general truth, which nature, the framers of science. They are breathes no firm disinterested purpose, passes for a great man. How few reflect, that the greater man is he, who without noise or show, is wisely fixing in a few inquisitive man came along, dug down minds broad, pregnant, generous princiyou liken the toy baloon, breaking away through personal experience." So that ples of judgment and action, and giving sions made by the passing cloud millions from the child's hand and vanishing in the teacher's work, instead of being that them impulse which will carry them on the the air, to the sun sent, forth from the of telling, explaining, correcting and forever." Yes, friends, noise and show, solid rock forever. So, on the susceptible hands of the Infinite, careering in majes- cramming, is that of a stimulator, direc- and bluster, with the thoughtless, get minds of your pupils, you are making day credit for an immense amount of work, by day, impressions that will last on and that they have little or no part in accom- on, long after you have passed out of sight plishing. When at the Centennial Exhi. from the world's horizon - impressions bition last summer, the first thing I went that can never die. You cannot be too Nay, even then the analogy is imperfect, is one of immense difficulty, owing to its to see, of course, was the Corliss Engine, careful, as to the character of the impres that mighty piece of machinery, carrying sions you leave upon the young minds you on its nerves of steel the power of four are moulding and influencing for eternity. teen hundreds of horses. The grandest Remember that you will live over and sight, in all that wonderful ground, was over again in your pupils-that in their that of watching this giant awakening in persons and characters, and on the perthe morning from his royal slumbers, and sons and characters of their pupils, and setting in motion the countless pieces of so on, ad infinitum, you will re-live opermachinery he propelled. He shook him- ating upon humanity eternally. Oh self and calmly said, "Let there be mo. Teachers, to you is committed a work of tion," and motion was through every part grandest thing in this whole creation. succeeds in doing this will never be caught of that vast building-fourteen acres of ty. You are moulders of mind, builders machinery responded instantly to the of character, masters and mistresses of throbbing of his mightly heart of fire, ommencing the labors of the day. Stand- doing a work that will tell for good or ing by that engine, we could hear the evil upon all coming time, striking chords faintest whisper, so noiseless was its motion. In leed, so smoothly, harmoniously, first few moments, as we stood beside it, a feeling of disappointment, and be in-

and quietly did it work, that after all we your control, shall operate with ever in- This noble young Science promises to do had heard of it, we would suffer for the ers, the grandeur and glory of its power grew upon us as we gazed. Turning away to the work in which, you are now en- ficulty of your vocation presses upon you learn, like a little three-year-old I once to a distant part of the building, where gaged. So, you see, I can speak to you every moment you are found prosecuting tried to introduce to the mysteries of the my attention was arrested by a deafening ed a few paces, and there I found a little bit of a machine perched upon a high table. Oh! It deafens me to think of it. Whiz-whir-r-r-whirl - spit-spat-rattleclatter-bluster-thunder - you could not of the teacher for his difficult and glorious hear yourself think for its noise. I collected my confused senses, and stood

engine yonder, must surely lie the power | will, perhaps, give what I shall say on that propels the machinery in this hall, I this point more grace and authority. operator was standing by, looking like a brow with his silver crown; but the threads martyr. Making a desperate effort, I of which it was woven were always mysshouted with all the lung power I could teriously spirited away. In plain pros ommand. "What is it, and what does it my "better half," to keep me from do?" He made some reply, but alas! I looking old, pulls out the gray hairs from could not hear. He pronounced some my head, as fast as they make their apname, but I did not succeed in catching As a las resort, he held up a little pear to be. Instead of being twenty-two. bit of a braid, about half the size of my or twenty-five, as I am sometimes taker little finger, of rough looking material. to be, I have almost reached the mature That's what it did, and all it did, and yet age of thirty. But don't for the life of

you would have thought, by its bluster you tell my wife what I have told you. and thunder that it was the power that moved that wilderness of machinery. It you an outline picture of the good teachwas amusing to see the crowd stand gap- er, assuming that every teacher present ing around it-awed unto silence by the is a good teacher, possessing all the points remendous noise and self-display. Such of excellence I shall name.

ry day respecting the world's true workrs. Noise, show, bluster, pass for achievement, while quiet powerful, energy-doing the world's work, and the work of a learning, cramming process, but the draw-The teacher's vocation, in its quiet unostentatious way, is doing more for hu- growth. This undertaking is fundamen-

manity than all other vocations combined. compare the teacher's calling with that of Is that not so, Mr. President? the statesman, if you please. The statesman of the present time is gaped at, and wondered at, and admired for his position, and difficult efficient labors (?). "The statesman may set fences around our property and dwellings; but how much nore are we indebted to him who calls forth the powers and affections of those terests of a people—that of the educator study and manage the passions and prejudices of the community-the educator must study the essentials, the deepest, the loftiest principles of human nature. The statesman works with coarse instruments, for course ends; the educator is to work by the most refined influence on that delicate, ethereal essence, the immortal soul." In view of its importance and what it accomplishes, the teacher's vocation will come off best in every comparison. It will be remembered that Lord Brougham trusted, for the upholding and extending of the liberties of his country,

was abroad, armed with his primer, than that the soldier was out in full military array. And so it is, and so will it ever must study each by himself, until you ly as possible the homes of his pupils. Bebe. The teacher is our safeguard and have mastered his mental idiosyncriscies, ing a genial, social character, he soon gets Teachers, you may sometimes be tempt- | In connecction with this, and to learn how ed to undervalue your work, and look up- to educate, the good teacher studies thor- eration. He gets more fully acquainted on it as unimportant, because it does not oughly the method of nature in teaching with the dispositions of the children in bring you before the world in a great her pupils, or what is called natural eduso, I pray you. Your work is wondrous of teaching, we find that she excites an a wonderfully warming influence upon all ing in the presence of the child against high and far reaching in its results. An interest in the child's mind, and create a old philosopher was continually talking to desire, an insatiable thirst for knowledge. send a glow of love and spmpathy through his friend about his garden, in which he Few edi cators, I am sorry, yet forced to the hearts of those participating in them. walked and studied. His friend, at length say, succeed in doing this important work You can open any mother's heart, and visited him, and desired first of all to see for their pupils. How few they are who father's heart too, by a little gracious at--but to parents over there in New York the garden. The philosopher led him to do it is evidence by the scores of young tention to their children. Nor is it necesthere any response? How it stands, in for future acquisition and conquest, eviin Turkey—everywhere else but here, you feet long and ten feet wide, with scarcely sixteen, rushing forth from our schools telling them how pretty they are, and re-If education were a mere telling, drill- know. As it does not apply to us at all, a shrub or even a grass blade on it. and colleges with a finished education. marking that they bear a striking resem- perience, excepting that my boy has not of winged angels, exclaimed: "Mamma, But who shall describe the powers and ing, rote-learning or cramming process, let us turn our thoughts to something more "Why," exclaimed the visitor, "I don't Nothing more to do, nothing new to blance to their mainma. At school to But who shall describe the powers and capacities of the living mind. Language bright the mind is filled with a number of something more to do, nothing now to day now the mailled off and now thing now to day nothing now to day now the mailled off and now thing now to day now the learn to further acquisitions to make plants. The normal native of the mind is filled with on small elevated last. But, in the meanwhile, if any pour tends of the mind is filled with on small now that the teacher has no eazy pleas. The normal native of the mind is filled with on small now that the teacher has now and each pleas. But no the mind is filled with on small now that Y

immense cost, surpassing beauty, and his very eyes, laring him on to lordly con- three-year-old, and there too was the prim massive splendor, but even while they quest and princely acquisition! Oh! piti- and finical maiden lady, old enough to build, their most enduring memorials be- able spectacle. And who is to blame for have been my mother, if not my grandgin to crumble under the touch of Times' it, but those educators, who have failed mother. When the bell rang for recess, finger, and will soon lie in the dust, lost to create in the minds of their pupils and I was in for play as well as any of them. and forgotten, and be as if they never had insatiable thirst for knowledge? Of course I entered with zest into all the games of been. But you are building character- these culpable ones are not found any the little ones. They swarmed around character that shall live as long as mind where in this county, much less in this itself, and the lifetime of mind is the life- this country, but over in Canada and elsetime of the eternal God. Silently, imper- where. Ever learning, yet never satisfied, ceptibly, and unconsciously it may be, should be our motto, and we should man-

Reporter.

and character that will remain forever. pupils. In the far back geologic ages, thousands of years before man made his appearance upon the earth, there floated across the sky a cloud. Passing over an ancient shore line, rain drops fell from its bosom pattering upon the soft shore mud, making little indentations as they fell. The sand drifted into these, covering them. As the years passed the susceptible mud hardened into stone, and lay buried deep down, far from the surface. By and by, turned up the stone, and lo ! the impresnatural method need not fear failure. tremendous importance and responsibili-

the coming generations and future ages, that must vibrate through eternity, setting in motion forces, that passing out of creasing power, never ceasing their working. You are creating circles that will go ology, and Astronomy combined. Study rippling out and on forever more.

If this work be thus grand, difficult, and important, how necessary that the teacher be thoroughly qualified for it. This matter of qualification, I am aware, is a delicate subject for one as young and inexperienced as myself to teach. And yet, as I am before you, not as a will not deem it as an immodesty, or an impertinence, if I remind you, very briefly, of some of the necessary qualifications

vocation. But just here, on the consideration that you will never repeat it outside of this house, I will let you into a secret that pearance, so that I am older than I ap-

And, now, I will simply try to draw

The good teacher understands thoroughly what is meant by education. He all ages. He should read History, Philhas no faith in the 'dead vessel," or "stone polishing" theories. To him ed- he make a careful study of Psychology, ucation is not a telling, explaining role- or Intellectual Science. The main thing ing forth the powers of the mind by exercise, with a view to development and latest growth of the tree that gives fruit, tal, and absolutely necessary to success.

The good teacher aims at knowing how to educate; and to reach this knowledge he studies carefully, the child-mind, He is a mental philosopher, thoroughly in vestigating the laws and principles which govern the growth and development of the minds upon which he operates. Not only does he study the child-mind in this for whom our property is earned, and our abstract way, but he studies it concretely dwellings are reared, and who render our as well. The mental make up and tenchildren objects of increasing love and re- dencies of each pupil are made a separate, spect. It is the chief function of the special study. Just as the intelligent tatesman to watch over the outward in- farmer studies the chemical composition and peculiarities of the soil he cultivates to quicken its soil. The statesman must adapting the seed to the soil-just as my friend Dr. Knapp here, keeps not a bot tle into which he tumbles promiseuously. ipecac, morphine, quinine, aconite, bel adonna, hellabore, etc., and then goes out dealing out to his patients indiscrim the mixture, but sits down and makes a pokerish teachers that one sometime careful diagnosis of every case, taking into account the peculiarities of the disease, emn and sour as if they were marshaling and the idiosyncracies of the patient-so a funeral procession loaded with vinegar, must the teacher study the individual minds of his pupils, noting differences and who, if they should in an unguarded and adopt his means and methods with two children precisely alike in all re you are glad to get away to escape getting spects, in any family, much less' in any school. No two are exactly alike. You good teacher manages to visit as frequentif you would succeed in teaching him. acquainted with the parents of his schol-

The state of the s

'Grow in . . . knowledge."

-who never look even sideways at you,

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me like bees about a hive. Perhaps l laughed and shouted as long as any of them. Recess over, all I had to do was to say, "now, we have had a good time have working. Letters try who shall be best and accomplish most this session. Every one, young and old, large and

Investigating Nature's method further, we find that she does not load the minds small, was as quiet and industrious as of her pupils with definitions, explanations, rules, etc., but with facts and prin That was all the trouble I had in gov ciples; and one principle safely lodged in rning that school. That my pupils loved the mind is worth a thousand rules or exme. I had ample proof. When flowerplanations. Going forward in our investitime came, they went far and near gathgation, we discover that Nature does not tellering the most beautiful and fragrant gy, etc. And young ladies make teach the child but teaches it to find out for itself, by the use of its own independent powers, Because of their generous dispositions and and good nature, too many teachers fail oddess of flowers. Had you entered my here-telling their pupils what they ought school-room, you might have thought it to find out for themselves. Help them to help themselves, but don't do all their work for them. That only is their own came pouring in, so that my school room knowledge which they acquire by the use looked like a Pomological Hall. As an how to teach. We need in these days, of their own powers. What you tell them exercise I required them to write poetry, men and women who are ready to conseis information at second-hand, but not first-class knowledge. Nature does no drilling, no cramming. Nature repeats her me in such glorious colors that modesty lessons. Repetition has been called the compelled me to seek relief; and in a fit sheet anchor of the teacher. Nature exercises the powers of her pupils, and creates habits of investigation. She leaves write a Pentameter Pentastich on the Penher pupils with an idea, and the power tateuch. It quieted them. And yet, my and disposition to acquire: The formal educator who conforms throughout to the pupils were always respectful in school and out, wherever I met them. You can have the love of your scholars and yet Study the mind of the child, and in conretain their respectful obedience, if you nection with this, study Nature's method of teaching. . In mastering these two dewill. I know this is possible." The good teacher is patient, The teachpartments, forming one complete branch

er needs the patience of Job. He needs of knowledge, you will, without knowing patience like that of Dr. Howe, who it perhaps, have mastered what leading spent months of his precious time in tryeducators call "The Science and Art of ing to teach the blind, deaf and dumb Education." Just as there is a Science of Laura Bridgman to read, that her dark Law, of Medicine, of Language, of Thelife might not be utterly joyless. He ology, so there is a Science of Education. needs the patience of that young man of master mind, who after being graduated more for humanity than Chemistry, Gefrom Harvard, and prosecuting his studies for four years in Germany, returned to it in its, two departments of child mind his native country, and instead of enterand Nature's method ; it will pay you for ing the many avenues to wealth, position your study; for it is the key to success in and glory that opened before him, sat teaching, and the "Open Sesame" to the down, wrote an advertisement, requesting The good teacher knows well what he that could be found in all the land. One that there be sent to him the veriest idiot is required to teach, as well as how this came at last, devoid of almost every sense, and the ideal high, even for the leaders and is to be done. He thoroughly understands and faculty — a nege m struction. He is not under the necessity his position by the side of that idiot, and of learning to spell by teaching others labored for three months before he evok how to read. He knows what he is to ed the shadow of an intelligent response teach, not merely that he may impart or from the almost brainless form before small part of the teacher's business-but to contend with; but patience akin to that that he may guide others in making the do you need in your work. "Let pa acquisition he has made. He only is a good guide who has traveled the way himpronounce any child a "dunce," or blockself, and is familiar with its difficulties head" nutil you have faithfully plied him

in every possible way, as long, at least, as ! The good teacher is not contented with simply knowing well those branches in Another characteristic of the good which he is to give instruction, but keeps teacher is gentleness. I heartily endorse his mind fresh, vigorous, and growing by the resolution adopted by this Associastudying ever in advance of his work. If tion, this afternoon, touching this point, making the habitual use of "harsh language and scolding" by the teacher unfor having mastered the Fourth. If in lawful, and enforcing gentleness in the Algebra he is required to take his pupils only as far as Simple Equations, he will remarkable fact that the most mighty do it far better for having mastered Quadforces with which we are acquainted in ratics and Logarithms. He keeps ever nature, are the silent, gentle ones. There ia advance of the demands made upon him. It is highly important that the out in space, and binding them inseparably together into vast systems upon systive by reading and study. He should read tems, with its giant grasp upon every mawidely. He should read the biographies, and familiarize himself with the methods of the eminently successful educators of mighty agent. Geologists tell us that the osophy, Literature, etc. Especially should combined. The greatest of all physical is to keep the mind growing. Go into the orchard and you will find that it is the The oldest parts are nearest the ground, them across the sky, scattering them over worm-eaten, dry and barren. If you the face of the earth, in the form of rain, would be fruitful as teachers, keep the hail, show, etc. Let but the air drink in mind growing. I have hinted at the diffia little more sunshine at one place than calties of the teacher's work. There is another, and out of it bursts the tornadowonderful power in growth to overcome obstacles, and remove hindrances. I have that sweeping on in its lunatic wrath, destroys everything before it., Yet the sunseen the tender vine growing through shine is so gentle that its rays fall more dead gnarled tree. Scientists have experimented with the pumpkin, and found down through the air, -so gentle, that a that using it as a fulerum, and putting strip of gold leaf exposed as a target to upon it a long lever, with heavy weights its shafts, is not stirred to the extent of a hung upon it, the pumpkin continued growing in spite of the heavy pressure. If breath would set it in tremulous motion there is such power in the growing pumpkin to overcome difficulties, how much teachers as compose the Bradford County Teachers' Association. There is profound philosophy in that exhortation of Paulperson. I have no sympathy whatever with those stiff, dignified, straight-laced, meets, who go through their work as sol-

Gentle forces are mighty in nature, so are hey in the school-room. Gentleness is a mighty power in the hand of the teacher. There are few pupils who cannot be won by gentle treatment. Somewhere in this country, some years ago, a rough-looking man brought his son into school, saying, "I have brought my boy here, and would like to see if you can do anything with lum. I confess he is more than I can manage. Of all the stubborn boys I know of, he is the worst." One day as the teacher was passing palong by the desks, he laid his hand kindly on the boy's shoulder, but the lad shuddered and shrank from him. "What is the matmoment, condescend to speak to you, do ter, Henry ?" asked the teacher. "I specific skill and care. You cannot find it in a muffled monotone growl, so that thought you were going to strike me." "Why should I strike you?" "Because I am such a bad, boy. " "Who says, you are a bad boy?" "Father says I am a one says so." "But you are not a bad boy; at least I think so; and you can be as good a boy as any one." The poor God bless and help you in your great alars-culisting their sympathy and co-opboy's eyes filled with tears. He was not used to such kind words. From that hour this way. A romp with the children, and he began to be a better boy, took a great interest in his studies, and became the most dutiful, loving and earnest boy in school. He became a great and good man; and not many years ago was made Had that teacher used harsh and scolding language, instead of those kind and gentle words, think you would that boy have turned out as he did? I could give an instance very like this from my own ex-

hearted man, saved Dr. Adam Clarke. when a boy, from despair, and was the means of making him one of the world's greatest scholars. Be gentle, yet remember that you must also be firm; and that your pupils must know that in every instance, what you promise to do you will certainly perform. Never promise, or threaten to punish, but if you should, m an unguarded moment, happen to do so, see that your promise is redeemed. Govern by love. "He that rules by ter-

ror, doth a grievous wrong." The good teacher is an inventive genius. He runs not in ruts. He has no stereotyped way of reaching the childmind. If one method will not do, he tries another. The teacher cannot be too inventive-within the bounds of the principles of the "Science and Art of Educa-They do not look upon their work as drudgery, and go to it like "dumb, drivare in their work. They love their work. and to it give their best energies. The teacher I have been trying to des

cribo carries within him a determined

purpose to make teaching his life-work. He does not look upon teaching as a stepping stone to something higher. Higher What can one enter that is higher than moulding the future philosophers, statesmen, literati, ministers and presidents of the nation, and of the world. The teacher is already at the top of the professions. Yet, young gentlemen step over teaching to the profession of law, medicine, theoloflowers to be found for the teacher. If I ing a stepping-stone to matrimonial bliss had been a lady, you would have been in sometimes, however, it proves to be danger of mistaking me for Flora, the excusable, for they simply pass out of a larger into a smaller school. Stick to an Horticultural Hall. When fruit time your work, teachers. They say it takes came, apples, pears, all kinds of fruit a man at least ten years to learn how to preach. If this be so, it must take a man the hero of their poems. They painted crate their lives to this work. I bare my head, and can bow very low to the man. who like our worthy Superintendent at of despair, after trying all other means to my left, and our excellent President at stop their eulogistic flow, I told them to my right, have taken up the work of grow old in that work, and die with the harness on. Stick to your work-stick to the emphasis of an earthquake, or tornado, if I could stick to your work! The good teacher, in addition to all this, is one who has made the character of the Great Teacher his study and

model. His life is brought to some degree at least under the transforming, elevating and loving influence of the life of our Lord Jesus Christ. If not influenced by that life to the degree of piety and devotion. the teacher should at least, in view of his difficult and responsible work. be brought under the Christly influence sufficient to free him from all immorality and irreverence. Other things being equal, the best teacher will be found to be the one most fully devoted to Christ. But taken all together, do not these requirements place the standard too high for the great mass of teachers? Is not commanders in the great army of educaalizing the ideal? Let me reply in the language of one of

the foremost educators of this age, slightly changing the words for the sake of adaptation, and adding to them when eccessary: Whatever may be done in the case of these children who are somewhat some extent at least learned how to learn. it is most of all important that in the beginning of instruction, and in order to struction, the earliest teacher should be notion that any one is good enough to teach young children is all wrong, and most disastrous when acted upon. In administration of government, It is a need the very best teachers that can be secured. Let the standard be high, and no difficulty. We should take a lessor is the force of gravitation, holding worlds from the "Jesuits," who in their famous schools, when they found a teacher showing real skill and knowledge in teaching the higher classes, promoted him to the charge of the lowest. There was a wise calm and silent influence of the atmos- hate knowledge-whether his fundamenphere is a power mightier than all the tal notion of things shall be clear or noisier, more boisterous powers of nature | cloudy-whether he shall advance in his course as an intelligent being, or as a powers is the sunbeam, It drives the mere machine, whether he shall at last machinery of the world, and lifts rivers leave school stuffed with crude, undigestand occans into the atmosphere, carrying ed gobbets of knowledge, or possessed of knowledge assimilated by his own-digestion, and therefore a source of mental be lean, atrophied, weak, destitute of the softly than the filmy snowflake trembling, earliest instruction is conducted, and this efficiency. Place, then, your ideal high: and feel that you have never reached it. hair's breadth, though an infant's faintest Keep it floating ever above and beyond bursning. It is all important that those a block of marble, an unskillful physician may damage a mortal body; but an unskillful teacher may ruin forever an im-

I would like to say more; but I am afraid that you will be reminding your remembrancer that a good speaker knows when to stop. I will only add: Go forth A solemn trust is committed to your the world. Go: and remember that you shall ever bave our warmest sympathics and most carnest prayers. Go; and may bor of love.

A LITTLE fellow who wore striped stockings was asked why he made barber-poles of his legs. His pert reply was, "Well,

An Eastorn man, in writing to his riends of his marriage in California, thus tersely describes his bride: "She has a head as red as a woopecker's, and owns

LITTLE SUSIE, looking at some pictures