

THE JEFFERSONIAN.

Devoted to Politics, Literature, Agriculture, Science, Morality, and General Intelligence.

VOL. 32.

STROUDSBURG, MONROE COUNTY, PA., DECEMBER 17, 1874.

NO. 30.

Published by Theodore Schoch.
Terms—Two dollars a year in advance—and if not paid before the end of the year, two dollars and fifty cents will be charged.
No paper discontinued until all arrearages are paid, except at the option of the Editor.
Advertisements of one square of (eight lines) or less for three insertions \$1.00. Each additional insertion, 50 cents. Longer ones in proportion.

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Reduced rates, \$1 75 per day. * * *
HENRY SPAHN, Prop'r.
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Nov. 26, 1874.—6m.*

DR. J. L. ANTZ,
SURGEON & MECHANICAL DENTIST.
Will have his office on Main street, in the second story of Dr. S. Walton's brick building, nearly opposite the Standard House, and he factors himself that by eight years constant practice and the most earnest and careful attention to all matters pertaining to his profession, that he is fully able to perform all operations in the dental line in the most careful and skillful manner.

Special attention given to saving the Natural Teeth, and to the insertion of Artificial Teeth on Rubber, Gold, Silver, or Continuous Gums, and perfect fits in all cases insured.
Most persons know the great folly and danger of undergoing their work to the inexperienced, or to those living at a distance. April 13, 1874.—4t.

DR. N. L. PECK,
Surgeon Dentist.
Announces that having just returned from Dental College, he is fully prepared to make artificial teeth in the most beautiful and life-like manner, and to all dental work according to the most improved method. Teeth extracted without pain, when desired, by the use of Nitrous Oxide Gas, which is entirely harmless. Repairing of all kinds neatly done. All work warranted. Office removed to
No. 10 G. Keller's new brick building, Main street, Stroudsburg, Pa. [Ang. 31 '74-tf.]

WILLIAM S. REES,
Surveyor, Conveyancer and
Real Estate Agent.

Farms, Timber Lands and Town Lots
FOR SALE.
Office next door above S. Rees' news Depot and 2d door below the Corner Store.
March 20, 1873-tf.

DR. HOWARD PATTERSON,
Physician, Surgeon and Accoucheur.
Office and Residence, Main street, Stroudsburg, Pa., in the building formerly occupied by Dr. Seip. Prompt attention given to calls.
Office hours { 7 to 9 a. m.
{ 1 to 3 p. m.
{ 6 to 8 p. m.
April 16, 1874-ly.

DR. GEO. W. JACKSON
PHYSICIAN, SURGEON AND ACCOUCHEUR.
In the old office of Dr. A. Rees Jackson, residence, corner of Sarah and Franklin street.
STROUDSBURG, PA.
August 8, 72-tf

AMERICAN HOTEL.
The subscriber would inform the public that he has leased the house formerly kept by Jacob Knecht, in the Borough of Stroudsburg, Pa., and having repaired and refurnished the same, is prepared to entertain all who may patronize him. It is the aim of the proprietor, to furnish superior accommodations at moderate rates and will spare no pains to promote the comfort of the guests. A liberal share of public patronage solicited.
April 17, '72-tf.] D. L. PISLE.

KIPLE HOUSE.
HONESDALE, PA.
Most central location of any Hotel in town.
R. W. KIPLE & SON,
Proprietors.
169 Main Street,
January 9, 1873.—ly.

JOHN F. DRINKHOUSE,
Counselor at-Law,
Office—Kresgeville, Pa.
Consultations in German and English. Legal business of all kinds solicited and full satisfaction guaranteed.
[Dec. 15 '74-tf.]

DAVID S. LEE,
Attorney at Law,
One door above the "Stroudsburg House," Stroudsburg, Pa.
Collections promptly made.
October 22, 1874.

REV. EDWARD A. WILSON'S (of Williamsburg, N. Y.) Recipe for CONSUMPTION and ASTHMA carefully compounded at
HOLLINSHEAD'S DRUG STORE.
Medicine fresh and pure.
Nov. 21, '67. W. HOLLINSHEAD.

DON'T FORGET THAT WHEN you want any thing in the Furniture or Ornamental line that McCarty & Sons in the Old-Fellows Hall, Main street, Stroudsburg, Pa., is the place to get it.
June 18, '74-tf.

ROCKAFELLOW,
DEALER IN
Ready-Made Clothing, Gents Fur-
nishing Goods, Hats & Caps,
Boots & Shoes, &c.
EAST STROUDSBURG, PA.
(Near the Depot.)
The public are invited to call and examine goods. Prices moderate. [May 6, 69-tf]

Secretary's Report of the Proceedings of the Teachers' Institute of Monroe Co., at Stroudsburg, beginning Nov. 30th, 1874.

Met at the Court House, at 1:30 P. M. Meeting was called to order by the County Superintendent Mr. Frutchey, twenty-five teachers responded to their names. The Secretary was then elected.

The following resolution was the subject of a general discussion for the remainder of the day. *Resolved*, "That Vocal Music should be added to the list of branches on the teacher's certificate. The discussion was opened on the affirmative by J. T. Griffin, followed by Mr. Morey on the negative. The discussion was continued on the affirmative by Messrs. J. H. Bush, L. H. Van Vleet, Place, Transue, C. S. Detrick, and Miss M. F. Flint. The negative was further sustained by Messrs. Van Horn and Thompson. The subject was treated in its sentimental, philosophical and practical phases by the various speakers. The Institute then adjourned until the next morning at 9 o'clock.

TUESDAY, DEC. 1ST.

The Institute was called to order, 40 teachers answered to the calling of the roll. The exercises were commenced by a discussion of the subject of Pronunciation. Opened by Mr. Van Horn followed by Messrs. Morey, Frutchey, Schoedler, Van Vleet, Christian, Swink and Yesley. The pronunciation of words often mispronounced was the branch most dwelt upon.

This was followed by music. Singing of "Jewels" led by J. H. Bush. Then followed a discussion on the teaching of Geography, opened by Mr. Morey, followed by Miss Flint, Messrs. Christian, Van Horn, Thompson, Frutchey, Detrick, and Kintner. The order of teaching the different parts of the subject and the use of text books were the two leading thoughts in this discussion. The Institute then adjourned to meet at the Academy at 2 o'clock.

Met per adjournment, 50 teachers were present at the calling of the roll. On motion of Mr. Turn a committee on questions, for teachers, was appointed, consisting of Messrs. Turn and Christian. On motion of D. E. Shoedler a committee on introduction was appointed, consisting of Messrs. Shoedler, Turn and J. H. Bush, and Misses Shafer, Blair and Flint.

Discussion of Grammar, opened by Mr. Van Horn, who spoke of the difficulties of the study, many of which were due to the peculiar history of the formation of our language. Small children should be taught the proper use of language before they are taught the grammatical reasons involved in forming proper expressions. Teach children to speak correctly by example. Mr. Shoedler, followed with a discussion of the subject of Participles.

He began by speaking of the use of first defining terms before we commence to discuss them. Some parts of speech may be understood, as to their use, simply by their use, simply by their etymology, but others cannot. Participles may be understood simply by their definition, at least in a great part. Participle means participating in, partaking of a verb and adjective. Mr. Shoedler then gave definitions by various grammarians, Kerl, Bullion, Green, Quakerbos, Harris, Brown, Burt, and Shoedler. The latter's definition was, "A participle is an adjective carrying with it the idea of time." He gave a historical sketch of adjectives and their terminations in Anglo-Saxon and other languages which have helped to form ours. There is no need of any rule in the parsing of adjectives, as the case endings are nearly all dropped in modern English, there is no need of having case in our grammars. The English language is the simplest in the world, but what we have gained in the simplicity we have lost in variety. Mr. Shoedler would parse all participles as adjectives. However if we must parse them sometimes as participles, his rule is, to parse them as such when they follow the noun and as adjectives when they precede. This rule he illustrated by several sentences. Recess followed, during which the distribution of "The Music Page Supplement" was continued.

Called to order, after which music led by J. H. Bush, singing of "Work for the Night is Coming." Mr. Amzi Treible then gave his solution of the "Age Problems" in Brooks' Normal Mental Arithmetic. He was followed by Morey who gave a slightly different method. Mr. Christian then spoke upon the methods of teaching Political Geography. Mr. Shoedler resumed the discussion of the subject of "Participles," speaking specially of the "present active participle." He gave as a general rule "After verbs of motion, the present active participles show the nature or object of the motion or some concomitant of the verb." Mr. J. T. Griffin opened the discussion of the best manner of preparing "a Reading Lesson." He thinks the reading, and spelling book should be the same.

Time was then given for the committee to distribute questions. The Institute then adjourned to meet at the Court House, at 7:30 p. m.

The Institute met per adjournment. Called to order by Mr. Frutchey. Singing of "Safe within the Vail," led by J. H. Bush.

Discussion of "School Discipline," opened by J. H. Bush. He thinks the discipline exercised by the teacher should be such, as to influence the conduct of the pupils when outside of the school. He believes in moral suasion, supplemented by corporal punishment. He was followed by Messrs.

Van Horn, Shafer, Shoedler and Morey, on the same subject.

Music by Miss Sanford, at the organ; Singing of "Sweet Hour of Prayer," led by J. H. Bush and Van Horn.

The subject of U. S. History was next treated by W. P. Thompson.

The questions to individual teachers was the subject which occupied the attentions of the Institute. All the teachers gave answers to the questions put to them, some of them were wise and some otherwise. On motion of Mr. Shoedler, it was ordered, that Mr. Morey's answer to the question,—"What are the qualities requisite to make a successful teacher?" should be entered upon the minutes. Mr. Morey's answer was,—Ability, stability agreeably, capability, volubility, immobility, affability, civility, fertility of invention, gentility, facility, humility, morality, impartiality, punctuality, regularity, sincerity, modesty, fluency, decency, efficiency, readiness, adroitness, thoroughness, cleanliness, aptness, expertness, address, carefulness, exactness, correctness, skillfulness, inventiveness, fairness, frankness, thoughtfulness, cleverness, positiveness, inoffensiveness, ingeniousness, sedativeness, inostentatiousness, justness, dexterousness, knowingsness, shrewdness, promptness, firmness, tidiness, uprightness, competence, influence, patience, confidence, and perseverance.

Institute then closed by singing, "Home Sweet Home," led by J. H. Bush and Van Horn, Miss Sanford at the organ.

WEDNESDAY, DEC. 2ND.

Called to order at 9 o'clock; there were 50 teachers present at the calling of the roll.

Mr. W. Yesley opened the discussion upon the subject of the use of Punctuation points in reading, he spoke of the different points and the rules for their use. Mr. Shafer made some remarks upon the same subject.

Mr. A. N. Raub, of Lock Haven, was then introduced, he spoke first of the pronunciation of the headings and addresses of letters. He then made some remarks on school management. He said nine tenths of the failures made by teachers, resulted from inability to manage a school; and not because of want of sufficient knowledge in the branches taught. The first thing to be done is to make the school room attractive, school rooms are not attractive enough. We should have plants and flowers in schools where it is possible to keep them from freezing. Then the walls should be ornamented with pictures, either wood or steel engravings, these can be obtained cheaply in illustrated newspapers and supplements issued by them. Again, by forming cabinets, consisting of the different grains, wood, leaves, grasses and minerals which are to be found in the immediate neighborhood, all these things will interest the scholars in the school and make it attractive.

Mr. Shoedler opened the discussion upon the nature and use of Prepositions. He said prepositions are merely *form* words, *relational* words. Prepositions supply the place of case terminations, in other languages, in the use of prepositions there are four clauses of errors: 1st. The use of the wrong prepositions, 2nd. The error of positions, 3rd. In the insertion or omission of a preposition, and 4th. In the repetition. He then gave examples of the proper and improper use of several prepositions.

The Institute then had recess for 15 minutes, music, singing of "Work for the Night is Coming," led by J. H. Bush. The next subject which occupied the attention of the institute, was a discussion of Mathematical Geography. The subject was opened by W. K. Van Vliet, who would commence the study of Geography by teaching the scholars first the shape and size of the earth. This he thinks is best taught by drawings upon the blackboard. He then talked about some Trigonometrical methods of determining the distance to the moon.

Prof. Raub then addressed the Institute on the study and methods of teaching Arithmetic. He thinks we have too much of this subject in our school. We should avoid one-sidedness in our education. He gave two rules for the computing of interest. One was to compute the interest at six per cent. for any number of days. Multiply the principal by the number of days and divide by sixty, (60) at any per cent. other than six, multiply the principal by the number of days and the rate per cent. and divide the result by sixty times six, (60x6).

The Institute then adjourned until 1:30 P. M.

Met per adjournment at Court House. Called to order, 98 teachers present at calling of the roll. Music. Singing led by J. H. Bush.

J. B. Kintner discussed the subject of the best manner of hearing a Reading class.

Prof. Raub then resumed the subject of School Management. He spoke of the necessity of keeping the School-room clean, especially the walls and floor. The furniture of a school room should be the best, and of hard wood. He says pine seats are the most expensive in the long run. The school grounds should be ornamented by planting trees and shrubbery; if the directors will not do this, the teacher with the assistance of the larger scholars, should do it themselves. The school room should be kept heated to a degree of warmth, so that it may be comfortable for all; better a little too warm than the opposite. In ventilating a room, to let out the impure air, the better way is to open the door for a short time. In keeping a school quiet, the

teacher himself must be quiet; a noisy teacher makes a noisy school.

The next thing in order was music, singing of "National Hymn."

Mr. G. G. Shafer then gave a discussion of the applications of Square and Cube Root. He began by advocating the teaching of cube and square root in connection with cubic and square measure.

The Institute then took recess, after which we had some more singing.

Mr. Shafer then resumed the subject of square and cube root.

Mr. Shoedler then took up the subject of prepositions, where he had left it at the close of his previous discussion. He treated of the philology of certain prepositions. These remarks were interesting, though of little practical benefit.

The committee on questions then called for answers; after which, came music and adjournment.

Met per adjournment at 7:30 P. M. Music, Singing, "Safe within the Vail." Prof. A. M. Raub then addressed the Institute on the subject of "Talk." He began by speaking of the composite character of our language. All languages, ancient and modern, have contributed something towards making our language what it is. Our ships touch at no port, meet no class of foreigners but what some new words are brought back and mingled with our speech. The language, like the nation, is made up by mixing and assimilating the most opposite and varied elements. The speaker compared our language to the raft of driftwood in the Red River of the North. This raft is slowly traveling up the river. Materials at the lower end, at every freshet are washed away, while at the same time, the upper part receives new materials. So in our language we are dropping some old words and are also continually adding new ones. The speaker gave several examples of new words, "skeddadle," "tweedism," "epizootic, &c. All had their origin in some extraordinary circumstances. Again, in the use of "provincialisms," the speaker gave some amusing examples and anecdotes. Also in the abbreviation of names, for example, what was once called the turnpike road was afterwards called simply turnpike and then pike alone. Once we said omnibus, but now a gentleman does not think it improper to ask a lady to take a bus with him.

The use of extravagant hyperbole is something we meet with very often now. Things are never nice but are always splendid or magnificent. We even unite contradictory terms, as "mighty small," "powerful weak, &c.

Slang terms and phrases sometimes lose their slang significance and pass into proverbs, still the habitual use of slang is to be avoided by all who would speak correctly. The speaker read a poem, called "Grandpa's Soliloquy," showing the prevalent use of slang phrases in ordinary conversation. The speaker then gave several illustrations of the wrong use of words, for example, the word *depot* should be used only for places of deposit of goods, and not with the meaning of station. The history of words should occupy the attention of teachers, the variation of meaning which the same word has undergone should be known; for example, the word *idiot*, *dunce*, *knave*, *hostler*, &c. Also in geographical names, by once meant town, as Rugby is rock-town; Rio means river; wick; is village; kill is creek; belle, beautiful; Baton Rouge; means red stick; several other names of this class were given. The speaker at the close of the lecture, promised to speak on the question of a Normal school at this place, before he leaves us.

Rev. D. E. Shoedler, then gave the Institute a lecture on Surnames. The lecturer introduced his lecture by some remarks on the difference between man and animals. He spoke of the fact that man is the only being who ever laughs and reasons, there is no thought without language, thought is the substance and words the form of language. All names have some meaning though this meaning is often lost so that we cannot find out what it is. Adam means real earth; David, dear; Felix, happy; Mary, exalted; Noah, rest, etc. The causes which gave rise to these names are of interest to us. At first there were no surnames, but the increase of population made it necessary that there should be some means of distinguishing men from one another, this gave rise to surnames. In this connection many questions arose as to the meaning of our names, the correct spelling of them. In course of time men desired to be remembered; that their names should continue after they had passed away. In order to do this, they gave their own names to their children, given part of the name to one child and another part to one of the other children. There were but few surnames in England before the Norman Conquest in 1066. Under William, the Norman surnames became very fashionable. Men generally assumed the name of their castle or the name of the locality in which they lived. Some names were given on account of the work or craft which a man followed. Others for some physical or personal peculiarity. Again, names were formed by adding that of the father's to the son's. In German, are found the greatest variety of names. The German government at one time compelled all Jews to assume a surname. Those who complied with the requirement took very beautiful names, but others who refused were given all sorts of offensive names by court officers and others in authority. The speaker then gave some amusing information gathered from New York city directory and other sources. The Institute then adjourned.

THURSDAY, DEC. 3D.

Institute met per adjournment at 9

o'clock, 85 teachers present. Mr. Van Horn opened the discussion of the subject of Tense.

Prof. Raub followed with some remarks on grammar. He spoke of the use of the two words *further* and *farther*. The word has reference to a positive distance which can be measured, the word *farther* always *farther* has reference to an indefinite distance.

In the use of *each other* and *one another*. *Each other* applies to two objects only; *one another* to an indefinite number, *either*, again, applies to two.

The use of the Apostrophe was next taken up. He gave as a rule that the apostrophe always indicated an omission of one or more letters. In the use of contractions, Mr. Raub thinks, is correct. In the expression,—He is not here—if we would contract it we should be careful to place the apostrophe in the right place which is thus—He is *n't* here. Also in the expression—We are not going—the proper contraction is—We *a'n't* going. In teaching grammar, parsing and analysis should not occupy too much attention but the correction of sentences in false syntax is most important.

In parsing, each word should be parsed according to the office of which it performs in the sentence under consideration. In determining the nature of a word we can often see more clearly what office it performs by substituting some parallel expression. Neuter verbs, of no action, are never followed by an adverb but rather by an adjective.

The next thing in order was music, led by Prof. Raub.

Mr. J. H. Fenner then began a discussion of the subject of Decimals. He first spoke of the best method of teaching scholars to write them. Reduction, Addition, and Subtraction were treated of successively. Mr. Fenner prefers the method of adding to both Subtrahend and Minuend, to that of borrowing in Subtraction. In Division he always reduced to a common denominator.

The Institute then took recess, afterwards music, led by Prof. Raub. Mr. Morey then gave his plan of teaching Conjunctions.

Mr. Morey teaches that conjunctions always connect words with words, phrases with phrases, etc. This is the first thing to be taught concerning conjunctions. After this take up one peculiarity after another and teach the pupils them.

By special request Prof. Raub explained the use of the apostrophe, in the possessive, after the plural of words and those ending in s or ss.

Old English formed the possessive by adding *is or es*, hence the apostrophe still indicates an omission, in forming the possessive of words ending in s, with the hissing sound the apostrophe and letter s should be added, as Brooks, Brooks's in words ending in s with the z sound only the apostrophe should be used, as Adams, Adams's.

The Institute then adjourned until 1:30 P. M.

The Institute met per adjournment, 91 teachers were present at calling of the roll. Mr. Shafer gave some further remarks upon the application of square and cube root.

Prof. Raub then addressed the Institute on School management. Primary teaching is one of the most difficult things in all teaching. Directors make a great mistake in supposing anybody is able to teach primary pupils, in this department. Teachers who know the most are not the best, the greatest care should be taken that the foundation of education should be laid well. The perceptive faculties are the most active in children. Observation is their greatest source of knowledge they think correctly, in learning their arithmetic they should be allowed to count their fingers or to make marks on the blackboard. This gives them some ideas through sight.

Children should be encouraged to become inquisitive, to ask questions. There is a great difference between knowing and teaching. Knowledge and education teaching is training whether it be physical intellectual or moral.

All cannot tell everything they know. Young pupils need a teacher who is a good talker. Text books should only be used as texts and not as containing all that is known on every subject. Keep pupils busy at something all the time they are in school. Small children should not be kept in school more than three or four hours per day. A slate and pencil is the best thing to employ the time of the little children and every one should be provided therewith. Teach them to draw with these, both letters and pictures, teach scholars to compose sentences, and a poor composition is preferable to a good declamation.

The next thing in order was music, singing led by Prof. Raub.

Mr. Shoedler then resumed the discussion of prepositions, Mr. Morey made some objections to Mr. Shoedler's method. Recess followed; during which the voting for member of the committee on Permanent Certificates, took place. Then music.

Mr. — then addressed the institute on the subject of Free hand drawing. He spoke of the value of this study and the best method of teaching.

Prof. Raub then resumed the subject of school management. But few rules should be made and hardly any of them should be inflexible. He then related his experience with a boy, whom he declared to be a continuation of Dan Rice and Josh Billings. Teachers should be careful not to be too strict or too lenient. Never whip a scholar when the act is committed but wait and become perfectly cool. A school should be self governing. Corporal punishment should be used when necessary, but always in the

presence of the school. Reproof should be given in private. Prof. Alsop and Shoedler spoke on the same subject.

The committee reported J. H. Fenner, S. Turn, and C. Christian as elected members of the committee on Permanent Certificates. Signed.

W. C. ZIEGENFUSS, } Com.
S. N. CROSS, }

Mr. D. E. Shoedler, J. B. Kintner and Miss M. F. Flint were appointed committee on resolutions, The Institute then adjourned.

The Institute met per adjournment, 7:30 P. M. Hon. J. B. Storm delivered a lecture on Art Culture.

Society may be divided into two classes Idealists and Materialists. Everything embodied in the true, beautiful and good belongs to one and utility to the other.

Southern nations are more given to the ideal and northern nations to materialism. Science is the work of utility, art of ideality. Simple truth is the object of science, the higher aspirations find expression in art. In theory science precedes art, in reality the opposite is the rule. Ideality found its most perfect expression in the ancient civilization of Greece and Rome. The highest form of praise that can be given works of art is to liken them to those of the ancient masters.

The reason we are so far behind these ancients, in all forms of art, is not due to our youth. We have many advantages which none others ever enjoyed; the Bible, Christianity, the works in literature of these old masters, we have had greater than that of Troy, heroes as heroic as any of Homer's. The trouble is our subjects are all too new, the line which separates the real and fictitious has not become sufficiently indistinct, we need more culture of the sentiment of beauty and less of the intellect, which dwells upon the practical art which alone made the ancients great is not what makes us great. The remains of art are what we admire them for, if our civilization should ever pass away, the same would not be the case with us, art is the means of giving expression to the spiritual and affectionate part of our nature.

Homer was considered an idle dreamer, and so with some of her other artists. But these are the ones to whom Greece owes her peerless fame in all branches of art expressions of ideality. Socrates declared artists the only wise men.

In our times, the discoveries and works of Fulton and Morse have done most for the interests of our times, and civilization. The discovery of Photography has been of incalculable benefit to all branches of life and industry. These men have united the beautiful and useful as they always should be.

The speaker referred to the value of art remains in verifying history. The recent discoveries on the site of ancient Troy were given as an example.

The expense of encouraging the highest forms of art is not extravagance. The works of art at our national capital are little better than caricatures. The plan of giving whatever work of art these is to be done to the lowest bidder is not encouraging the best artists. Our art collections at the Centennial will not compare favorably with those which Europeans will send. The speaker closed by urging the culture of art, that we may make a better exhibition when our second Centennial shall arrive.

The next thing in order was music.

Prof. A. N. Raub delivered a lecture entitled "Life and Living." In all the different occupations which men follow, there is more of hard trial than there should be. In the actual life of the farmer, there is too little of the fancy life, painted by poets. The same is true of miners, factory hands, clerks, dressmakers, etc. There is no intellectual life, in symmetrical development of all the power of mind and body.

There is too large a class of men who live a purely sensual existence. He illustrated by a story of Dr. Johnson and a London Alderman, at a dinner. How much of real high life do we find in such an existence? We are too much inclined to overlook faults of this kind; because the person has some brilliant or praiseworthy qualities. The eccentricities of drunken men are merely laughed at. Prevention is the only cure for these things. In working for reform we must have a definite aim, and persistence of effort. We must fight for our cause and opinions. In opposition we grow strong.

The passion for amassing wealth is another cause of our low living. Not that there is anything wrong in desiring and working for a certain amount of riches, but it is so, when the main or only object of life is to get rich. In this race for wealth, all ideas of honesty, and verity, are thrown aside. When social distinctions are based upon wealth, high life becomes low life.

Men in pursuit of wealth often delude themselves by thinking they will, at some future time, live to enjoy it. But too often this time never comes or only when they have grown old and worn out, so that but a few years, at most, remain to them. The life which each one lives is the true criterion of his character.

Our homes should have more of ornament about them. The yards around the house should have more trees and flowers. The house should be made more inviting by pictures and cleanliness. Chromos are just as good as paintings, though they are cheap and common.

The speaker spoke of the Normal School scheme. He discussed all the arguments pro and con. He gave a history of the different schools in the State, of this class.

Continued on Fourth Page.