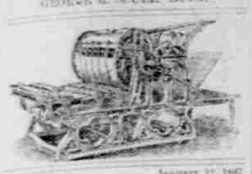
# The Somerset Herald.

GEORGE R. SCULL, ESQR.


WEDNESDAY ..... January 12, 1887.


For want of space we are again compelled to hold over quite a number of interesting communications.

### Resolutions of Respect.

Headquarters Captain James Hinckemand Camp, No. 43, Division of West Pennsylvania, Sons of Veterans.

Whereas, we have learned with profound sorrow of the death of Gen. John A. Logan, the soldier and citizen; eminent for his good works and usefulness to the whole country, we desire to place upon record our appreciation for his noble character. Therefore be it

*Resolved*, That in the death of Gen. Logan the country loses one of its most useful citizens and the Grand Army of the Republic one of its most active members.

*Resolved*, That our charter be draped in mourning for a period of 30 days, and that we tender our heartfelt sympathy to the bereaved family.

*Resolved*, That a copy of these resolutions be forwarded to the bereaved family. That they be published in the county papers and the *National Republic*.

E. E. PRITTS,
W. E. BEACHY,
J. H. FOX,
Committee.

### New Volume of The Living Age.

With the first number in January *Littell's Living Age* enters upon its one hundred and seventy-second volume. It is a magazine whose value constantly increases as the field of foreign periodical literature widens, and it has become fairly indispensable to the American reader.

The first weekly number of the new year has the following table of contents: *Make or Mar*, Conclusion. *Forbidden Books*, A Sequel. *Dr. Claudius*, by B. L. Farjeon. *English Pastoral Mysteries*; Mrs. John Taylor of Norwich, Mrs. Ellis, A. S. G. Bale, by the Author of "Mother Dolly," etc. *English Illustrated Magazine*. France As It Is and Was. *Blackwood* and Society, by a Parisian. *Nineteenth Century*. Modern Judaism in Central Asia. *Contemporary Review*. A Pilgrimage to Assisi. *Leisure Hour*, to gether with choice poetry, etc. This, the first number of the new volume is a good one with which to begin a subscription. For fifty-two numbers of about large page each or more than a page a week the subscription price of $8.00 is low, while for $10.50 the publishers will send any one of the American $4.00 magazines or weeklies with *The Living Age* for a year, both postpaid. Littell & Co., Boston, are the publishers.

### Calendar Items.

Mr. John Saumon met with a severe accident a short time ago.

The Plymouth school is in full blast this week and has a good teacher.

Undertaking is now serving an apprenticeship under Mrs. Jacob Miller, at the wearing bath and expects to soon be a full-fledged "professional."

Mr. Charles Saurman has been paying Lavelle a visit lately.

Mr. Isaac Williamson and Elmer Frazer gave a little "display of the manly art" a short time ago and Williamson came out first best.

Mr. Lucas Small will move to his new home in the near future, which he purchased of Clanny Pratt.

We are having a severe snap of cold weather at present. Sleighing is excellent throughout the county.

Mr. Simon Shank shot two wild turkies a short time ago.

Mr. Albert Sorber our champion hunter killed a large Wild cat last Tuesday. It measured four feet from head to tail.

Mr. Samuel Dapstaff's horses got frightened the other day at the laying of a hound and run away a mile to Stanleyville where they were stopped by Mr. Ross.

ROVING BILL.

### Snyder Items.

Herbert Neudemire is the lucky fox hunter in Somerset county. Last week he captured two grey foxes near this place. He reports them plentiful.

William Trout & Son have the best lime in the county, and they understand how to manage the lime business.

Our good friends E. E. Pugh and Mr. Denman were in our midst during Institute week, but have returned to their homes in the beautiful valley of Southampton township.

WILD BILL.

Remember the Red Letter Sale of Parker & Parker will only last until February 1st.

### For Sale.

A good hunting shote. Enquire at this office.

Don't fail to call before February 1st and see the great bargains of Parker & Parker.

### For Sale.

Two Alderney Heifer calves for sale—now of John H. Pile's stable, Somerset Pa.

### OYSTERS! OYSTERS!

By the can, quart or Stew, at W. H. Pile's Restaurant on Cook & Beerits' Block.

### Settle Up! Settle Up!

Persons knowing themselves indebted on our books will please call and settle by cash or note and save costs.

PARKER & PARKER.

We have on hand a large number of good brick which we will sell in quantities to suit the purchaser. Prices very reasonable. Yard opposite the planing mill.

HOLDERBAUM, BOOS & PARKER.

### Wanted!

Hides, Furs, Rock. I will pay the highest cash prices for all kinds of hides, pelts and furs. I also want 500 cords of Rock Oak and Spruce bark.

H. G. CUNNINGHAM.

MEAT MARKET.—We have just added a large Refrigerator to our Meat Market, in which all meats can be kept cool and clean. Mutton, beef, pork, &c., kept constantly on hand. Open daily. Parties buying meat can have it kept in the refrigerator until wanted.

ROSE DAVIS & CO.

All goods sold at Reduced Prices until February 1st, at

PARKER & PARKER'S.

The following letters remaining in the Postoffice at Somerset will be sent to the Dead Letter Office if not called for within ten days from this date, January 12, 1887:

Beck, John A.; Bittner, George; Beagly, Katie Boyd, Miss Jennie; Camp, G.; Fichthorn Mrs. Rebecca (2); Goehmont, John P.; Huth, Adam; Hart Wm. C. (2); Horner, Mrs Laura; Hedley, A. A.; Hentz, Prof. John; Kimmel, Dave; McClemmins, Robt.; Mahaney, Miss Lena; Peters, John; O'Neil, John; Reddy, Geneva; Sanders, A.; Spahr, W. A.; Stahl, Mrs. Mary; Schrock, G. H.; Yoder, S. B. Postals—Geehmont, John P. (2); Hutchinson, D. O.; Stief, John M.; Zimmerman, Mrs. Susie.

J. K. GOSSNER, P. M.

### California Excursions!

A series of Winter and Spring Excursions from Missouri River points to California and return, will be run between now and May 1, 1887, tickets good for six months to return. The B. and O. makes direct connection with all points from which these excursions are announced. For dates, rates and full particulars address J. W. Patton, T. P. A. B. & O. R. R., Somerset, Pa.

Mr. Jacob Neff is lying seriously ill at his home on Main Cross Street.

The jury commissioners have finished their task of filling the wheel for 1887.

N. B. Snyder has been confined to his home for the past several weeks by a serious illness.

Mr. C. F. Walker died at his home in Somerset Township at an early hour Tuesday morning.

We have had more than a month of excellent sleighing, and the prospects are good for its lasting fully a month more.

Hon. James L. Pugh was a member of the House slate committee, an honor not usually bestowed upon a new member.

The board of county auditors are at work auditing the accounts of the county for the past year. Dennis Meyers, Esq., is their clerk.

Mr. Charles F. Uhl has been suffering from an attack of diphtheria. He is rapidly recovering, and expects to be about again in a few days.

The Everett *Press* entered upon its twentieth year last week. It has greatly improved with age, and is well deserving of the patronage of the citizens of Bedford county.

The intense cold and storm of Monday was too much for the heating apparatus in the new school building. It was impossible to heat the rooms sufficiently to make them comfortable, and the schools had to be dismissed for the day.

Carpenters are at work making the changes recently ordered by the Court in regard to the Treasurer's office, and the vault for the Sheriff and Treasurer. Wonder when the improvements in and about the Court House ordered by the Grand Jury are to be made.

The phenomenal musician, Blind Tom gave a most delightful entertainment to a large audience, in the Opera House last Tuesday evening. The audience enjoyed the performance immensely. The feat of playing "Yankee Doodle" with his right hand and "The Fisher's Hornpipe" with his left, on the piano, while singing "Tram, tramp, tramp," etc., elicited the most enthusiastic applause.

At an Election of the farmers Union Association and Fire Insurance Co. of Somerset Co., Pa., held in Berlin on the 28th of December last, the following officers were elected to serve the ensuing year:

John Musser, President; Samuel F. Rehman, Vice President; Jacob Swartzendruber Secretary; Fredrick Weller Wm. K. Koontz Daniel J. Brallaker, Ephriam J. Walker Philip Hay, Elias Fike, Directors.

At the organization of the board Ephriam J. Walker was elected Treasurer for the company.

The New Year brings Calendars by the score; but Hood's Household Calendar Almanac is literally "head and shoulders above all others. The beautiful child's face, in colors, will ornament any home for the whole of 1887, and will constantly grow in favor. The pad, containing the months, is neatly and concisely arranged, profusely illustrated by wood engravings, and contains besides the usual Calendar features, all the information worth having which is usually given in almanacs. Hood's Calendar-Almanac is beautiful, condensed, practical. It may be had at the druggists', or by sending six cents in stamps to C. I. Hood & Co., Lowell, Mass.

An important lease was executed on Monday by the Misses Reamer and Mr. C. C. Reamer, of Bedford, to Mr. James J. Hoblitzell, of Meyersdale, Somerset county. The lessee secures the right to mine and remove the fire clay on a tract of 420 acres, part of which lies in Londonderry township, Bedford county, and part in Allegheny township, Somerset county, for a period of fifty years. Heis to pay 25 cents per ton for fire clay and 10 cents per ton for soft clay. He must remove as much clay each year as will make the annual income to the lessors $3,000, and he may remove as much more as he pleases. The lessee is the proprietor of several large fire-brick manufactories in Bedford and Somerset counties.—*Gazette*.

About 1 o'clock Saturday morning the citizens of Somerset were startled by an alarm of fire. A large frame building on the premises occupied by James B. Trostwell had in some mysterious manner taken fire, and was soon burned to the ground. The fire had gained considerable headway before it was discovered, and by the time assistance arrived the building was one sheet of flame, and all efforts were directed toward saving the brick dwelling house that stood within a few feet of the burning building. The frame building was used as a wood-shed, coal house and smoke house, and within twenty minutes of the time it was discovered to be on fire nothing remained but a pile of charred boards and ashes. Had there been the slightest air blowing, the dwelling house and the Disciple parsonage that adjoins it would most likely have been destroyed.

About one hundred friends and neighbors of Mr. Charles Parson the B. & O. Railroad employe who broke his leg some ten days ago, an account of which was published in the HERALD at the time, paid a visit to his home in a body Saturday evening. None of them went empty handed. The party formed in line in front of the Somerset House, and headed by Mr. George H. Tayman and Marshaled by Ed Rhoades and A. C. Davis, marched to Mr. Parson's residence on Race street, where they deposited their packages and bundles, in one room then proceeded into the room where Mr. Parson was lying, when each one shook him by the hand and wished him a speedy recovery and then marched on out to the street. Among the presents was a purse containing some seventy dollars in money, a number of sacks of flour, corn-meal, buck wheat flour, several loads of coal, potatoes, applebutter, coffee, tea, sugar, and many more of the substantials things of life. Mr. Parson and his family have requested us to return their sincere thanks to the many kind friends who visited them Saturday evening.

A happy event which took place at the Reformed church on Thursday morning at 9:30 o'clock, was the marriage of Miss Nettie E. Mowry, daughter of Mr. John A. Mowry, of Bedford, and Rev. C. J. Musser, pastor of the Reformed church at Huntingdon. The ceremony was performed by Rev. E. N. Kremer. The bride was attended by her sister, Miss Virge M. Mowry, and Miss E. Blanche Mann. The groomsmen were Dr. Jacob Bowman, of Meyersdale, and Dr. James Biesecker, of Somerset. Rev. E. S. Hassler, of St. Clairsville, and Mr. Will Irvin, of Bedford, acted as ushers. Miss Lizzie D. Shuck rendered a wedding march as the joyous party entered the church, and then continued during the ceremony sweet, beautiful strains of music that breathed through the fragrance of the pine-laden room, like a benediction.

Immediately after the ceremony, which was very impressive, a reception was held at the house of the bride's father. About an hour was spent in congratulations, pleasant conversation, and a sumptuous luncheon. The table, in all its appointments, was a beautiful sight. The gifts of affection and esteem formed a glittering array to the eye. Rich, rare, and costly were the many tributes arranged in one of the upper rooms.

The bride is a charming young lady whom all learn to admire and respect, and Rev. Musser may flatter himself on having been so fortunate as to get such a lady for a life companion.

The groom is a gentleman who manifests traits which characterize only the true gentleman, and will surely be a kind and loving husband.

Many were the wishes for future joy which followed the happy couple as they started on a bridal trip to Washington and the eastern cities.—*Bedford Inquirer*.

The HERALD unites with Rev. Musser's many Somerset friends in extending very hearty congratulations.

## THIRTIETH ANNUAL.

### Session of the Somerset County Teachers' Institute.

FULL REPORT OF THE CLOSING SESSIONS.

WEDNESDAY MORNING SESSION.

Institute called to order at 9 A. M. Music, Prof. Excell. Instrumentalists, Miss Excell and Miss Ada Knepper. No. 89, "A Good Time Coming." Devotional services by Dr. Finley. Music; opening service—Excell's Collection, "Revive Us Again."

Scriptural selection: God's commission to Joshua after the death of Moses, "Have not I commanded thee? Be strong, and be of good courage; be not afraid." Prayer. Music, Prof. Excell and Institute—No. 79, "Sing with Cheerful Voices."

Prof. Weller suggested that the photographer was willing to take a picture of the Institute. *Tabled*.

Report by J. A. Berkey—"The Special Senses." He said:

"The special senses are seeing, hearing, smelling, &c. We find little children in their homes studying the Book of Nature. When they are taken into the school-room they go from the Book of Nature to the printed paper. Illustrated by teachers being unable to name the figures on a clock or watch. Ask a boy how many legs a fly has, and he'll likely tell you four; it has six; how many a spider has, and he'll fail; it has eight; how an animal comes down a tree—he can't tell you. Tats is a defect in the cultivation of the sense of sight. A blind man was able to tell by touch when a scratch existed on a polished piece of steel; he found a scratch that only the microscope could reveal. He had a cultivated sense of touch.

The sense of sight can be cultivated. A lady can return from church and tell you all about the dress of her neighbors, though very little of the sermon. Teachers generally pay little attention to the dimensions of the school-room; very useful information can be got from it. Cultivate the muscular sense; lift a book—have your pupils lift it; then send them to have it weighed. A good object lesson is to let your children gather all the leaves they find on the road to school. Ih lieve in having more object lessons.

The Election of Permanent Committe—The County Superintendent read the Act providing for the election of this Committee.

The persons holding permanent certificates and eligible to election because teaching are: Fred. Graf, J. D. Meese, J. F. Dively, G. M. Baker, J. A. Berkey, C. F. Livengood, and S. S. Coughenour.

Tellers appointed to count the vote: B. J. Bowman, P. S. Boyer, and S. D. Blrick.

Music; Prof. Excell and the Institute—No. 42, "The Merry Farmer's Boy"; No. 85, "The Singer's Invitation"; No. 61, College Song, ("Jolly Boys,") which Prof. Excell pronounced the best in his collection.

Instruction by Dr. Finley, who spoke of Joseph Cook's being an example of conservation of energy—storing up energy—that he had spent $10,000 before he began his work, and what a store of it he has! Continuing his subject, he said: "You've heard a great deal said about following nature; my watchtalk shall be an endeavor to illustrate that idea; I don't mean that one set of faculties start, get their growth, pass away, and are succeeded by another set; I mean that every set has a beginning place. When we talk about the intellect we mean the mind, active in knowing; moral power simply means the direction of the minds activity in that direction. Primarily in our direct teaching we are confronteded with the elements of mental activity, which are three:

1. The Presentation. Under which are, 1, Consciousness, which is the mind's knowing itself.

2. Perception, the mind's taking knowledge of objects present to the senses. (There is a variety of definitions of these terms, by different authors.)

3. Intuition. Representation. The power of the mind that enables it to bring forward a second time what has been acquired.

1. Memory.

2. Imagination. Literally, the imagining power of the mind.

There are several kinds; Constructive, creative, &c. The imagination allies us with the Divinity.

3. Thought power. There is no subject of more importance to the teacher. How can we know our work unless we know what we work on? When I began the subject I had no simple classification. III. Conception is the power to bring together what perception has accumulated. I can stand here and see my house, my friend, &c.

4. Judgment, which leads on to classification; look at two things; you compare them, and form a judgment.

Reason is the faculty or power of the mind at rest reasoning the same power in action. The teacher that gives no attention to mental science may be using means in the first stage of the mind life that belongs to the latter stages.—Illustrated by a figure how all the powers of the mind grow and widen side by side—The little baby can scarcely exercise any power of mind other than perception. There is an order of mental development in all correct teaching Corollary. First step in child teaching should be object teaching. Many people confound object teaching with object lessons; hold up a piece of brick and questioned about it as an object lesson. Grammar may be taught objectively, say you want to teach the relative pronoun—go to the board write a sentence containing a relative, and then call attention to the relative. Don't give definitions, until you are ready for them. Can Mental Philosophy be taught objectively? Yes by the mind's simply looking at its own mental operation, suppose you lead pupils to perceive something, to exercise their perception, that is objective teaching, objective teaching may be applied to any subject whatever. There are objects of sense, objects of thought, objects of faith. The mind that has the clearest perception has the liveliest faith.

I've said to the teachers of our own county, "You don't know how to look and see." One of the most important things is for us to train our pupils to open their eyes and see.

Music, by Prof. Excell and Institute as before, No. 61, "College Song;" No. 72, "Mary and Martha."

Solo, Prof. Excell, "The handwriting on the Wall"

Instructions by J. D. Meese, of Meyersdale private school. He said:

It has been stated from this rostrum that unless we have the undivided attention of our pupils there must be something radically wrong. This is not necessarily true. All of us have a greater or fewer number of inattentive pupils, and I don't think there is anything radically wrong with all of us. It is possible to compel attention to a certain extent at least.

There are some faults in teaching spelling, to pronounce words, and have them missed by one correctly spelled by another and no more attention paid to it—is not doing much good. Attention must be called to the correct spelling.

The usual method of conducting a written spelling exercise is to have the pupils write and properly correct their spelling, hand the papers back marked. They then crumple the papers throw them away. The true one is to preserve the papers for future reference.

Mrs. Monroe, on "*How to Read, and What to Read.*"

Geography, Grammar, and Arithmetic is too thin a diet to make the future men and women of the country. I desire to call the attention of teachers to the importance of having libraries. They can be got by entertainments. Many persons don't know what to read. I am not a book agent nor interested in any book, but in making this list I had "Kidpath's History." I give a list of what I consider the best books for Americans to read. Sir John Lubbock's 100 books are not the best 100 for Americans to read.

We should choose the highest motive for reading. Every one must be content to remain ignorant of a great many things. Have a fixed time for reading. Read few newspapers or magazines, only the best. Don't read novels closely unless studying an author's style; life is too short. From a certain class of novels we get much information, much history. Shakespeare's historic plays give many persons their earliest and best thoughts of English history. History should be read with regard to the philosophy of history. There are many facts that it makes no difference whether we know or not.

Biography is the soul of history. The noble actions of great men stimulate us to emulation of their greatness. Poetry must be read. Give children a fair amount of Fairy tales. I have found children lack imagination. We are so practical that the children have really no time for imagination.

THURSDAY AFTERNOON SESSION.

Directors' Meeting.

Music, by Prof. Excell and the Institute, instrumental music as before. No. 56, "Bringing in the Sheaves." No. 89, "Help it on." No. 79, "March, March along."

Enrollment of Directors—Showed 44 Directors present at the Institute. "What directors are doing and what they may do to benefit their schools," Opened by F. J. Kooser. He said:

I confess I don't understand why this session is called, unless it be to listen to Prof. Excell. The question is a kind of double barreled one. I can answer the first part of it as to Somerset borough, easily and I will answer it by saying they are staying at home and minding their own business.

If any director fully comprehends the school law, he must feel that he has undertaken the heaviest duty that can fall to mortal man. The Commonwealth of Pennsylvania is a Republic in itself.

Great sums are raised for the education of its people. The only question asked is, are your children of the Commonwealth of Pa. We stand as trustees of the entire state not of any part of it. The Director who casts his vote for a teacher because of family, church, or political influence is a defaulter to the public trust, if the term be allowed when there is no money involved.

Directors will always be willing to employ the best teacher. You can never get out of a lower grade school unless you honestly discharge your duty in the lower grade. Compensation to a Director is, in my opinion, not the best means of getting his best work.

Mr. S. J. McKenzie from Summit was called upon. He said:

I cannot tell you what the Directors of the entire county are doing, but in our township I can say we have advanced. We have built better school houses. We have endeavored to do away with the prejudice against women teachers. We have several women teachers employed this winter, and they are doing well; there is no complaint. We have advanced the salaries of our teachers; other townships, our neighbors, have done the same thing. The responsibility of salary does not lie upon the Boards, much of it lies on the teachers themselves. You must not pay $50 for a teacher when one for $30 will fill the bill. You must educate the people to believe in a higher grade of schools.

Hon. Wm. H. Sanner, Ex-Co., Supt., said:

We believe right supervision is eminently necessary. In ancient times the Priests were the supervisors of Education as well as of morality.

I believe that Herodotus tells us that the branches of education were what we call the 3 R's. In these days, when a boy gets a few more strokes of the rod than he thinks he ought to have had, the next thing is a complaint in the Courts of Justice. The Directors should stand and generally do stand by the teacher under such circumstances. From 1804, there has been progression until to-day we stand in our school system the first State among the foremost.

Prof. Weller stated that 44 Directors now present is the highest enrollment of Directors and 225 teachers the greatest number of teachers that we have ever had.

Music, Prof. Excell and the Institute. Solo, "Keep in de Middle of de Road."

"*The Necessity for Apparatus in the Common Schools.*"—Opened by A. C. Holbert. He said:

Ladies and Gentlemen, Teachers and Directors of Somerset County:

When a man has been sitting as I have been since Monday, at 9 a. m., boiling down the concentrated wisdom of age, and experience, so that ye may forget it not; when he has been on *The Winning Side of Life*, unfortunately missed Dr. Willits *On the Wing*, passed through *Picturesque Washington*, championed by feminine culture, reached *Ultimate America*, and stands confronted by *The Labor Problem* is it any wonder that he should drop into the midst of School apparatus in a somewhat dazed condition.

What is a school? The hardest thing to give perhaps is a good definition. There is an old story told of Plato and Zeno, I believe called the Stoic, which illustrates two or three points that I want to bring out.

Plato lecturing before his class in Greece, some 2500 years ago, which was a few days before you and I were born, undertook to define man, and here is the definition: "Man is an animal without feathers walking upon two feet." The definition was considered sound, and I suppose those Greek boys took it down in their note books, and went off to wonder at the wisdom of Plato. Zeno, however, didn't do this, "because he wasn't built that way;" but he presented himself at the lecture next day clad in a huge cloak and when old Prof. Plato asked them how many of them could repeat his definition of man and whether they had done so and been commended for remembering so well what they had written down, Zeno rose and said, "Now look at Plato's man" and he tossed into the middle of the room an old hen that he had picked as bare as the palm of your hand. Plato remodeled his definition—a good many others ought to do the same. In definitions there is danger of giving mere *synonyms*. Notice the number below:

But there are schools and schools; of men and other things. There may be a *school* of whales, as well as of pupils, but a *school of* mackerel is a *shoal*, and a shoal of robbers is a *horde*, and a horde of men is a *crowd*, and a crowd of counterfeiters is a *gang*, and a gang of sheep is a *flock*, and a flock of deer is a *herd*, and a herd of girls—I mean belles—is a *bevy*, and a bevy of rabbits is a *warren*, and a warren of preachers may be a *synod*, and a synod of singers is a *choir*, and a choir of bees is a *swarm*, and a swarm of teachers is an *Institute*, and an Institute of School Directors is a *Convention*, and a Convention of women engaged in a great and good work is the *Women's Christian Temperance Union*. So much for synonyms.

We read much, hear much, say much about schools and teachers, but I have yet to *hear* in Institute, a *definition* of a school. A certain school of philosophy, or Divinity—I mean Theology—or medicine, or Ethics etc., is the teaching of a certain set of men upon these subjects respectively.

Before coming here I turned over the pages of Northend's Teacher and Parent, Brooks' Normal Methods, Baldwin's Art of School Management, Col. Parker's Talks on teaching and three English works on teaching, Landon's School Management, Bain's Education as a Science and Fitch's Lectures on Teaching, which three last ought to be in the hands of every teacher in the County and country, and in addition to these another little work by an English author, that I advise you all to get and read—study, Oscar Browning's History of Educational Theories, and in none did I find in so many words a definition of the term *School*. It may be there, if so I overlooked it. Perhaps the nearest I came was in Northend, but not near enough. Then I came to Fitch, we went into a limited partnership, on my part, and got up this definition. I'll read it slowly—write it down and better it if you can; I'll be glad if you do so:

A school is a collection of persons known as pupils, for the time being, under the control of a person known as the master, mistress, or teacher, and ought to provide in its own way and measure instruction and training of several different kinds—the practical arts, so that the pupil learns so *to do* something—as read, write, or draw; the real or specific teaching, so that the pupil is made to *know* something of the facts and phenomena round him; the *disciplinal* or *intellectual* teaching whereby he is helped to *think* and observe, and reason; and the *moral training* whereby he is made to *feel* rightly, to be affected by a right ambition, and a sense of duty.

What is Apparatus? Webster says: Apparatus—Things provided as means to some end, especially a full collection or set of implements, or utensils, for performing scientific experiments or operations.—(I'm opposed to Dictionary definitions.) The best illustration of an apple is the apple itself.

An old Frenchman was employed about a sawmill in Greene county, Pa. This Frenchman one day noticed some peculiar vegetable productions on the mantel-piece. He was delighted, and went to the lady and said: "Do you not use this delightful vegetable?" Why no, Pierre," she replied "they're called 'Jerusalem apples,' and are rank poison." Pierre asked if he might prepare a dish of them for himself. Of course permission was granted, under protest, but he said: "Why I am surprised. This is the *Tomato*, and is one of the most delicious vegetables, when properly prepared, known to civilized man." He cooked the tomatoes, ate them too, and when he did not die, the family ate of them. Their use spread to other families their neighbors, and this was the origin of the culinary use of tomatoes in Greene county, Pennsylvania. How much talk would have introduced them among people trained to believe them poison?

Now there is much teaching that can only be done effectively by illustrating it step by step as you go; if this be not done your work will degenerate into mere *parrot-like* repetitions. Tell a boy to multiply the length by the breadth for the area of a parallelogram. He will do so of course, but show him why, and you'll see his eyes brighten up as though he had received a new revelation. By the way, Teachers, let me say a word on *Why*.

Human life may be divided into *three* periods, the *what*, the *how*, and the *why*. The very young child—say to near six years old—asks *What* is it? Then he asks *How* is it? up to fourteen, or thereabouts, and then he begins to reason and asks *Why* is it? Now it's sheer nonsense to ask of a child in the *how* period of life a question that belongs only to the *why* period. I'm going to tell you a secret, let me whisper in your ear. Until children reach the *why* period they are not *reasoning beings*. Don't you never forget to remember it, and you'll save yourself much vexation of spirit.

What do you suppose this grand old county of Somerset is worth? The assessed valuation in 1886 was $9,051,867; the real value is perhaps three times that amount. If I remember rightly there are 248 schools in it. Prof. Weller says 236, no matter. Suppose the directors at their next triennial convention should conclude to levy a tax of one mill, it would pay in round numbers $9,052, and this done for three years would pay, say $27,000 dollars. Suppose this money were expended in *apparatus*, wouldn't it revolutionize your schools. Instead of the bare, blank walls wouldn't your schoolrooms become things of beauty and a joy forever to the children that go—most of them—from beautiful homes to fret over the vacancy of schoolrooms utterly unfurnished?

What is some of the apparatus absolutely required, and its cost?

| | |
|---|---|
| A set of Primary Reading and Color Charts | $ 12 00 |
| A set of Writing Charts (may be omitted at first) | 12 00 |
| A Webster's Unabridged Dictionary (as it contains Gazetteer of the World) | 14 00 |
| A set of Physiological Charts (absolutely necessary) | 15 00 |
| A set of maps—outline or otherwise | 30 00 |
| Total | $ 83 00 |

Now deduct say 20 per cent and you have in round numbers 866 per school; the tax, outlay for the schools of the county to buy this amount of apparatus, is $16,368—a good deal of money, but you have say $11,000 left of the $27,000; I have named a very small list, only the essential things, yet appetite grows by what it feeds on; buy these things; some of them, any of them, and see how soon you'll be wanting more. There are many things that I have not mentioned.

Man has been defined "*The tool-using animal*," and he is the only animal that must have tools to perform the common operations of life; give your teachers and children proper tools to work with; you heard, yesterday, about going from the concrete to the abstract, but always beginning with the former—with the thing itself, or as near it as you can get.

Now I've a few words to the women of the Christian Temperance Union: You did a good work when you put Physiology into the schools as a text-book, but you only *began* it. You've prepared the way for the accumulation of facts, without very much more; facts never did any one very much good; nine-tenths of this audience believe heaven to be a glorious place—and ninety-nine one-hundredths of it are doing all they can, in season and out of season, to reach the other place.

Physiology must be taught in the same way as any other branch; you must reason from the Concrete to the Abstract.

The teachers need charts, pictures, in short—apparatus to enable them to teach. I could have shown you a set, but then you'd have said, "O, he's an agent; nothing in that." But I've named no chart; I don't care what our directors buy, or the the W. C. T. U. enclose—not two pins do I care, but I want to see *some* chart in every school in which they attempt to teach Physiology. There is a book—very valuable to teachers—I used to pore over it by the hour—about 1872—it's called "Youatt on the Horse." He describes an operation that was performed on the great dray horses of London—the largest horses in the world, when they became lame. A certain nerve was cut down upon and about an inch of it cut out, when feeling and lameness vanished together. This operation was called *Neurotomy*.

Now year after year we come here, we hear home talent and foreign genius, line upon line and precept upon precept, here a little and there a good deal about the importance of putting *sunshine into the schoolroom*. I want to ask of every school director here present, ask your own heart the question and be your own judge. "How much sunshine have I put into our schools in *all* my term, that didn't go in when I opened the school-room door?" Gentlemen, directors, after you've wrestled with this question, perform the operation of Neurotomy on your pocketbook nerve, and try the apparatus road to sunshine.

S. J. McKenzie, Director, of Summit, followed on the same subject. He thinks the directors are willing to beautify the schoolrooms, and to furnish apparatus.

Captain Sorber, Director, of Stoystown, thinks that school visitation would be one of the best means of securing the necessary furniture and apparatus. Directors are often blamed unreasonably; believes in having the school-houses pleasant.

J. S. Miller, of Quemahoning. He said: "We find that the school-houses are absolutely empty; many houses badly seated, good, comfortable seating, is the first thing to be attended to; apparatus is a necessity and should be furnished, but need not all be furnished at once."

Mr. Blough, of Brothersvalley: He said: "The question is, after all, are we able to buy the apparatus necessary? The people must be educated up to the standard necessary to induce them to encourage the directors to buy the necessary apparatus, and when they do so, the apparatus will be furnished,

Mr. Leininger, of Addison, thinks that it would be useless to attempt to do anything in the matter without education of the people to the standard required."

Music, Prof. Excell and the Institute; No. 72—"Mary and Martha." No. 61—(College Song, "Jolly Boys."

Dr. Finley said: "You teachers have much to do in regard to apparatus; learn to use apparatus, and learn how to take care of apparatus; I've heard of a teacher in Ohio saying that at one time they had a globe, but the last he saw of it the boys were using it for a foot ball. The country schools should be the best schools in the country, because they furnish the cities with the material from which they are built up."

"How can we bring about larger salaries, and a longer term?"

Hon. Fred. Graf, Meyersdale: "Higher salaries can be brought about by getting more teachers having professional training; in our county the great trouble is surplus of teachers; teachers underbid one another; if the standard of qualifications were raised so as to cut out about one-third of the teachers, it would be a good thing for teachers and scholars; I have no doubt that many a young man has been ruined by being sent into the field of school teaching too soon; regarding a longer term, the first means we think of, is applying to the Legislature. I think the directors are more competent to judge of the needs of their own districts than the Legislature. The average length of the term in the State is something more than seven months. About two mills is the average levy of taxation, for *school purposes only*. In our county an average of one mill is required for five months, at an average salary $30.31.

There must be something wrong in the system when the least rate of taxation in the State is to the greatest as 1 to 9. Our schools are *free*, why not make them *free and equal?* The State appropriation is not equally distributed, as it should be; let the levy, tax, collection, and paying out of the taxes, be done by the State.

Hon. W. H. Sanner said: "In 1870 Prof. Wickersham drafted a bill of which I had charge as a member of the Educational Committee, that provided for the levy, collection, and paying out of the taxes for school. There was little trouble in the House but it was killed in the Senate, because it made the richer counties and the poorer ones equal. I scarcely think that we are prepared to add another month in the manner the schools are at present sustained."

Capt. M. V. Sorber said: "I've thought that it would pay to add a month, or two months, because children would get through in a fewer number of years."

F. J. Kooser said: "It would be better for the children to have a greater number of months if we, that is the taxpayers, are willing, but we are not willing to pay the additional tax. If our State Appropriation were fairly distributed, to have another month, then let us have a fair distribution."

Motion by Mr. Kooser:

*Resolved*, That we, the School Directors of Somerset County, in Convention assembled, hereby request our Senator, Hon. W. Scott Alexander, and our Members, Hons. J. L. Pugh and N. S. Miller to inquire into the basis of the distribution of the Fund appropriated by the State to the Public Schools, and if they should find unfairness in such distribution to make a vigorous effort to secure for Somerset County her just and full share of said fund by additional legislation on the subject, if necessary.

Seconded by W. H. Sanner; carried unanimously.

Dr. Finley said that the scramble for schools is out of place; it exists in in no other learned profession; directors might *sell* a teacher.

*Report of Election Tellers:*

J. D. Meese, Fred. Graf, J. A. Berkey, C. F. Livengood and G. M. Baker were declared elected.

Adjourned until 7 P. M.

THURSDAY EVENING SESSION.

Opened at the usual hour 8 P. M.

Solo, by Miss Belle Tomer, Miss Miller at the piano. Applause.

Piano Solo, Miss Emma V. Miller of Johnstown, Pa.

Solo, by Prof. Excell, Miss Miller at the piano. "The Old Sexton." applause.

Prof. Weller now introduced the Hon. Roswell G. Horr. He said:

Ladies and Gentlemen: I come here to talk over with you a subject that is attracting attention not only in your State but all over the country.

In preparing for this talk I found but little aid in books on account of the disagreement of authors. As I go on I shall appeal to your knowledge of every day life. I have no panacea for all the ills that present, I know that men are accustomed to claim that if you adopt their ideas you cure all the ills of life. For instance our Prohibition friends imagine that to pass a law according to their ideas will end all earthly evils but I've been in States in which such laws were in existence and yet I never thought once that I was in Heaven.

We are producing here in America the highest type of Manhood and Womanhood that exists on Earth. When the human family, way back at first, took possession of the earth there was a great deal of land and but few folks. The land, animals, etc., all were in common. But when a man caught an animal the caught animal didn't belong to everybody did it? No, the man got his title to it from the work it took to catch it. But when men owned cattle and there was no water, say, within 20 miles it would take all day to drive his cattle to water, and there was no time to eat, so a man took a notion to claim a spring and some one else dug a well.

But by and by some one tamed an animal and the tamed animal was no longer in common.

The first animal tamed in my opinion was the dog and he has been living with men on his former good behavior ever since. You can now get up a row about as quick by kicking a man's dog as you can by insulting his wife.

The first trade may have been that of arrow making whether it was or not I don't know I wasn't there. But the people who used arrows found that they'd get more game by using the arrows of a skilled arrow maker than their own clumsy arrows, and the arrow maker found that he'd make more by selling his arrows than by hunting, and he was kept making arrows all the time. This may be the origin of skilled labor. The Germans claim that labor should be paid according to its difficulty not according to the skill required to do it. Then you'd pay the man that piles slabs more than the man that runs a circular saw mill, though only about one man in 40 can learn to run such a mill. So the man that swit-hes off the flies ought to get more wages than the man that shoes the horse.

There is in this world such a thing as old fashioned frugality as a decent economy. Take a couple of young men that have studied double-entry book-keeping; one is offered and takes $800 and the other only gets only $400 a year. The first must smoke 3 to 5 cigars a day so he smokes 4 every day,is pretty often, and is very frequently, he must drink, he wants a livery team, pictures, etc. He will come out in debt. The other has different ideas, has no vices; it is as well for him and much better for Susan if he rides out once in 3 months. He'll come out ahead make money. In thirty years they'll be oldish men. The $400 man will be rather wealthy the $600 man will be struggling and end up by asking the $400 man to divide up with him.

The man who has accumulated a competence has a right to it against every other person on earth. A citizen of Pa. says he has written a volume to prove that property is the curse of society. He says too that he can trace his pedigree down back to the Mayflower; I don't doubt his word but he's landed where not many Mayflower men ever do land. Henry George claims that the working men are worse off year by year. Is it true? I say No, George reasons on false premises.

I worked the first two months of my life for $10 a month—for a Presbyterian deacon, and if there's a man that thinks that a Presbyterian deacon can't get all out of a boy that's in him, I'd like to see him. Tisn't true either, that you could buy more for $10 forty years ago than you can now. The truth is that you could buy more of the the things we used than you can for $15 of the things we use now,—because the things we use now were not invented then.

If a machine is invented, for one man to do the work of six, what becomes of the other five? Invention is a blessing; old men remember how we used to reap with a sickle; half an acre a day. The grain cradle enabled one man to cut four acres a day, which undoubtedly threw five men out of work. Now, if there was nothing else could be done by the five men, the George argument would be solid—but they went to work to invent something else; one of them invented the friction match; another the stove—the Franklin stove; another invented canned fruit; in my days we dried some apples, pumpkins, etc., and they furnished the *sass* for the season. I never saw those things when a boy, because they were not in existence.

"Capital is taking advantage of labor and robbing it of honest earnings." What is the co-operative system? The theory is this: If a man should come here to start, say a barrel factory, instead of hiring men to work for him, he'd get them together and say to them "I'm going to put in the capital, say $30,000, at 2 per cent.; I can get $1500 for my stock, but I'll work for $800; I want you to work as low as you can—at the end of the year I take out my earnings and give you all your pro rata earnings." The plan has been tried for two hundred years, and I can count on my fingers all such concerns that have lived five years. Why do they fail? Simply because labor cannot afford to take the risks of labor. Bad years break up the partnership. Falling prices cause starvation.

When prices go up for products, they go up for necessities, and this breaks up the partnership. If prices of products go down the man of capital is in trouble, and there is another conflict between capital and labor. The whole trouble is because men do not deal justly with each other. When the man of cap