

THE JEFFERSONIAN.

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

VOL. 27.

STROUDSBURG, MONROE COUNTY, PA., FEBRUARY 4, 1869.

NO. 44.

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.
17. Advertisements of one square (eight lines) or less, one or three insertions \$1.50. Each additional insertion, 50 cents. Longer ones in proportion.

JOB PRINTING,
OF ALL KINDS,
Executed in the highest style of the Art, and on the most reasonable terms.

DR. D. D. SMITH,

Surgeon Dentist,
Office on Main Street, opposite Judge Stokes' residence, Stroudsburg, Pa.
Teeth extracted without pain. August 1, 1867.

Drs. JACKSON & BIDLACK,
PHYSICIANS AND SURGEONS.
Drs. JACKSON & BIDLACK, are prepared to attend promptly to all calls of a Professional character. Office—Opposite the Stroudsburg Bank.
April 25, 1867.—t.

C. W. SEIP, M. D.,
Physician and Surgeon,
STROUDSBURG, PA.
Office at his residence, on Main Street, nearly opposite Marsh's Hotel.
All calls promptly attended to. Charges reasonable.
Stroudsburg, April 11, 1867.—t.

J. B. COOPER, E. L. ROGERS,
COOPER & ROGERS,
GENERAL COMMISSION MERCHANTS for the sale of Flour, Grain, Feed, Seeds, &c., 217 North Water Street, and 220 North Delaware Avenue, Philadelphia, Pa.
Particular attention paid to BUCKWHEAT FLOUR. Oct. 1 '68m.

A Card.
Dr. A. REEVES JACKSON,
Physician and Surgeon,
BEGS TO ANNOUNCE THAT HAVING returned from Europe, he is now prepared to resume the active duties of his profession. In order to prevent disappointment to persons living at a distance who may wish to consult him, he will be found at his office every THURSDAY and SATURDAY for consultation and the performance of Surgical operations.
Dec. 12, 1867.—1 yr.

NEW GROCERY STORE.
THE PUBLIC ARE INVITED to call at the New Grocery Store of the subscriber, on Main Street, one door below the "Jeffersonian" office, Stroudsburg, Pa., and examine of the best stock of GROCERIES, PROVISIONS, FLOUR &c., ever brought to the place. Everything in the Grocery line will be found on sale in great abundance, and at prices at which all can purchase and live. Purchasers will save money by heeding this notice.
GEORGE F. HELLER.
October 22, 1868.—t.

M. D. COOLBAUGH,
Sign and Ornamental Painter,
SHOP ON MAIN STREET,
Opposite Woolen Mills,
STROUDSBURG, PA.
Respectfully announces to the citizens of Stroudsburg and vicinity that he is prepared to attend to all who may favor him with their patronage, in a prompt and workmanlike manner.
CHAIRS, FURNITURE, &c., painted and repaired.
PICTURE FRAMES of all kinds constantly on hand or supplied to order.
June 11, 1868.—1y.

BEEF,
IRON AND PURE BRANDY,
BY DR. HARTMAN,
Regular Graduate of the University of Pennsylvania.
It will positively cure Consumption, Coughs and Colds, and all diseases of the Lungs or Bronchial Tubes.
It has been the means of RESTORING THOUSANDS to health who have been given up beyond the reach of medical assistance. It does more to relieve the Consumption than anything ever known. Unequalled strengthener for delicate Ladies and Children. EACH BOTTLE CONTAINS THE NUTRITIOUS PORTION OF TWO POUNDS OF CHOICE BEEF.
The cure of Consumption was first effected by the use of RAW BEEF and BRANDY in Russia, afterwards in France, in which countries I have travelled for years.
I have used it with perfect success in my own family. In presenting this preparation to the public I feel confident that every afflicted one who reads this (even the most skeptical) may become convinced, by a single trial that it is truly a most valuable medicine.
Circulars and medicines sent for any address. Price \$1 per bottle—six for \$5.
Laboratory 512 South Fifteenth Street, PHILADELPHIA.
Wholesale Agents, French, Richards & Co., Tenth and Market streets; Johnson, Holloway & Cowden, 602 Arch street; R. Shoemaker & Co., Fourth and Race streets, Philadelphia.
Sold by Druggists Every where.

Cheap Feed.
GAIN AT 25 CENTS PER BUSHEL.
Apply at the BREWERY,
July 30, 1866.—1y. East Stroudsburg.

MONROE CO. TEACHERS INSTITUTE.
(CONCLUDED.)

Tuesday Jan. 12th—Institute opened with prayer by Professor Sanders, A. H. Berlin opened the work of the Institute by a drill in addition, he thought this should be made a daily exercise and engaged in by all the pupils—showed how we might add quickly by combination, gave rules for contraction in Multiplication—to multiply any number by 11, add the digits of the number together and place the sum between the digits, or multiply by 6 add half the number to the left hand digit of the number. Following this exercise Capt. Drake's reason why we carry one for every 10 was given by the Supt. as follows; while Arithmetic was yet in its infancy, and the Arabians counted over the ends of their fingers, they could count no further than the 10th finger, which brought them once round, or over their fingers, once round then was expressed by 1 and a circle around (o) equal 10, twice round would be 20, &c. Prof. Sanders followed with an elocutionary drill on the chart, while the teachers repeated the sounds of the vowels he remarked, his hearing was very acute and then told a story. Two old crones meeting, one said, his eyesight was very defective, the other remarked that his sight was very acute whereupon the first said, though eyesight fail, his hearing was remarkable when the first willing to give an exhibition of the power of his sight exclaimed. See there now that church steeple in the distance, I can see a fly crawling up it, at which the other replied, can you? I can not see it, but I can hear him scratch as he goes up. 44 sounds are all we use in the English language, a has 7 sounds o has 6 sounds. Prof. Sanders does not like the pronunciation of oo for u as found in the Dictionaries. Sub-tonics he said were under tones, or base tones, such as the big-bull frog made in the mill pond on a warm summer's night, when trying to say b.—In giving the consonant sound of v, he told the teachers they must pucker their lips. Here he told a story. A man advertised to teach boys to whistle, for a sixpence, when the boys were assembled, he proceeded to put them through the preliminary exercise of straightening them up etc. when saying now boys, the first boy that laughs, goes out of that door, and he don't get his money back neither—there—now, boys, once more, straightening,—begins to pucker,—the boys immediately burst out laughing when the whistling teacher said. Boys out of that door with you. The consonant sound of v is made by puckering the lips, spoke of flats and sharps and gave as a rule—flats go with flats and sharps with sharps in pronouncing the words of our language—Ex the Sub-tonics are flat, the A-tonics, sharp a flat g converts a sharp s following it, into a flat. A sharp t converts a flat z following, into a Sharp.—Prof. Sanders, performs association, to association. Followed by a drill in Mental Arithmetic by S. S. Lesh.

Tuesday, 2 o'clock P. M. When the institute had assembled, Prof. Sanders took the floor, telling the teachers he knew what was the matter with them. They gave too much attention to Mathematics (mathematics), yes that was it, then gave a drill in Elocution. Prof. Coffin was next introduced to the institute who gave a short lecture on the Sun the rays of the Sun passing through a drop of water, produce all the colors of the rainbow, the light of the candle will do the same. If we place a small quantity of soda in the flame and burn it, the yellow in the spectrum will be found increased, the same results follow if the lights pass through drops of oil, grains of salt &c. Potash burned in the same way is found to produce black lines, and black lines have recently been discovered in the solar spectrum, may not this lead us to think we have discovered some of the ingredients which produce sunlight?

Prof. Manson, next delivered a lecture on penmanship, he said teachers must understand the spirit and plan of the Author, before they could teach well, thinks a series of 3 grades of books gives sufficient range for the school room.—Pupils should be taught list to know how to do. 2d to do. 3d to criticize.
Prof. Coffin explained the Metric system—it is in fact a decimal system, and now a new thing in the world. The Egyptians use it as may be seen in the Base of their pyramids which is 2 1000 part of a degree of altitude, Thos Jefferson proposed a system nearly similar for our currency in which we should have, the milli-dollar, the centi-dollar; the deci-dollar; the dollar, deca dollar; hecto dollar, Kilo-dollar, myra dollar &c., equal in value to the mill, cent, 10 cents, dollar, \$10, \$100, \$1000, \$10,000, &c. Seven-eighths of the nations of the earth used the metric system, why not the other one-eighth? This system, is derived from the earth itself, its unit bearing a certain proportion to the measure of the earth, this fact would address itself to the pride of all nations.

Tuesday, 7 o'clock, P. M.—Prof. Coffin, Subject, Signs and Symbols. Many graves discovered at Rome had christian Symbols upon them, one in particular had the Sign or Symbol of a fish, going to the creek for an explanation, it is found the letters that make up the fish are ITHUS which are the Greek initials of the words Jesus Christ God's Son, Saviour.—In those days christians dared not write inscriptions of a christian character on their tombs and thus it was this symbol was used.—Symbols are the language of nature, the adjuncts of expression, there are dif-

ferent Sorts,—the Social Symbols, such as greetings, bowing, baring the head, and in Nubia rubbing together the greasy noses, shaking hands, how often is the weak hand reached by the friendly, hearty grasp of a stranger hand. Among christian nations black is a sign of mourning though not a christian symbol, whose feelings should never give way to the blackness of darkness. In Turkey the symbol of mourning is yellow, in Persia blue, in Circassia white. The Ring is the Symbol of marriage, and put upon that figure which is supposed to connect directly with the heart, perhaps also put there because not likely to be roughly used and where the ring would be least in danger. We learn not only from the place of the ring, but the ring in its simple shape,—round—implying the bond, the perfect bond, the love which is endless, and in its material, pure gold—Religious Symbols, the Stately building in Jerusalem, so perfectly Symbolized to the Jews that it was not to be used for mercenary purposes, some of our own coins contain the faint outlines of the figure of the cross, with the motto "in God we trust," Symbols of value, as the sign for dollar in our currency taking its origin from the initials of the United States, U. S. s over the u; and the u finally cut down to two perpendicular and parallel lines, libra the latin for pound, the two cross marks signify equality equal pounds, fairness, akin to this are the seruples, but not much in use, our tea and coffee we often find are weighed without scruple. Here the lecturer produced a Confederate bond declared it a symbol of departed glory, upon which we might write Ichabod, Ichabod, "thy glory has departed." another bond having on it the Symbol of Stonewall Jackson, implied perhaps that the best place to hide would be behind a stone wall.—Medals were intended to indicate particular facts in History, as "Millions for defence"—Symbols of authority, as "a well oiled Hickory," those who had had no experience with this sort would do well to get it before they go to New Jersey. O. K. all correct, said of Jackson. D. H.—dead head,—free free of charge, supposed to have originated as follows, a drover about passing over a Bridge with a drove of 14 live cattle and one dead one asked the keeper what the toll was, a certain price was named for live cattle, upon which drover responded, "them the Dead head goes free," Hence D. H.—dead head—free. Again that peculiar mark, X placed in the middle of a persons name with the words "his mark" placed one above the other below, is a Symbol that School Houses are not plenty, the Interrogation mark signifies questions, take the first and last letters and you have q o which finally became changed o the character we now see? again the Exclamation point! originated from I o the expression for wonder, in which I is the upper part and o the lower I want to derieve this thought that the meaning of all symbols should be explained or they will be useless—to get a true conception the use of Symbols must be dispensed with.

Prof. Sanders, objects and aims of Teachers Institutes. Teachers who attend the Institute take notes of the proceedings, or take part in the exercises, come not for pastime, or amusement, as some will have it. Teachers should qualify themselves for a position, and they will find a place waiting for them, Educators occupy an important position, they assist in giving character to those coming after, from the young must the future Lawyer, Doctor Statesman arise, and the teacher has a hand in shaping their course. Teaching is a big Business, Teachers should treat their pupils with respect, there may be among them some of nature's future noblemen, great men who will yet shake kingdoms, love your business or else it will be but a drudgery. A school Teachers as well as a minister should be apt to teach, and love it too Singing is important if teachers can not sing, they should learn. A tune sung by Christies ministrals to-night, set to some doggerel rhyme, will in 3 weeks reach to Iowa. It is forming our national character, said a certain one. Let me make the Songs and tunes of a people and I care not who makes their laws. The Prof. here related how he came to write a book. When he was a boy going to school, no Arithmetic, Geography or Grammar was taught, it was nothing but spelling book, after going over this again and again the teacher brought a bible to school and arranging the school into class around the room, he proceeded to give words to spell to the one at the head of the class, he gave out, eggit the word was missed and passed to the next, and so around the class, no one being able to spell the word, when the one at the head called out, well Master how do you spell eggit to which the master answered, E-G-Y-P-T, eggit, the lecturer said that from that time though but 8 years old, he resolved to make a spelling book with words hard enough that there should be no need to go to the Bible for difficult words, and he kept the resolution, and that's how he came to write books. We must resolve what we will be, and do, while we are young or we will do nothing, and be nobody at all.

WEDNESDAY, January 13th, A. M.—Prof. Sanders opened Institute with reading Scripture and prayer. He said the Bible should be read every day in school. If the teacher is ignorant of the Scriptures, there is a great failure in his education. The Bible is a book of science, you will find it to contain Philosophy,

Astronomy, Geography, Elocution and Arithmetic, as examples in arithmetic may be cited one in addition, "Add to your faith, virtue; and to virtue, knowledge; and to knowledge, temperance; and to temperance, patience; and to patience, godliness; and to godliness, brotherly kindness; and to brotherly kindness, charity." An ex, in subtraction, "And if any man shall take away from the words of this prophecy, God shall take away his part out of the book of life;" an ex, in Rule of Three, "If the righteous scarcely be saved where shall the ungodly and the sinner appear;" an ex, in Loss and Gain, "What shall it profit a man if he gain the whole world and lose his own soul."—Prof. Manson discussed Penmanship at full length, followed by Prof. S. S. Coffin, subject—"Names of States and Territories." Our names are historical.—From English history we have New Hampshire, so named by Mason from his home, hamshire, which signifies hampton. New York had its name stolen—originally being New Amsterdam, it was changed to New York, in honor of the Duke of York, after it had passed into English hands. New Jersey was named by Carteret, after the isle of New Jersey. Delaware derived its name from Thomas West, Lord, Delaware. Virginia derived its name from the Virgin Queen Elizabeth. Georgia was named from King George II. Pennsylvania, a double derivation, English and Latin, Pennsylvania, meaning Penn's woods. Arizona signifies, arid zone, from its character.—Passing on to Death History we have Rhode Island—Rood Eycland—Red Island—from the nature of the soil. From French History we have Joliet, named after Lewis Joliet. Detroit, from detroit—on the straits. Vermont, from verd mount—green mountain. Carolina, from John Ribault, who named it in honor of Queen Caroline. Louisiana, in compliment to Louis XIV. Baton Rouge, signifies baton, stick; rouge, red—red walking stick. Illinois signifies red men's country. Min being of Indian origin, and ois French. From the Spanish we have Florida, derived as follows; The Spaniards arrived here on Palm Sunday, or Poseua Florida in their language, from which they named the country Florida, signifying flowery feast day; Tallehasse signifies old town. California, from Caliente and Forna, signifying a fiery furnace. Nevada—snow district. Oregon has two derivations, the one English signifies river of the west, the other, and perhaps the better one, is origgan, signifying wild sage, and with this the country about the mouth of the Oregon abandoned. Canada—town. Massachusetts, from massa hills—hilly country. Connecticut—crooked river. Alabama—here we rest. Mississippi—long river Michigan—lake country. Mackinaw—great turtle. Wisconsin—gathering waters. Kansas—smoky water. Arkansas—low wood, of French and Indian origin, ark signifying low. Iowa—drowsy people. Minnesota—sky tinted water. Dakota—confederations. Wyoming—broad plain. Utah, named from the Pah Utah Indians.—Mexico, after the Aztec god of war, Mexipia. The attention of the house was next drawn to Composition Writing by A. H. Berlin, who said many teachers rode hobbies, as Composition was a good hobby to ride, he would try it awhile. He did not advocate composition writing as a weekly but a daily exercise, the same as Grammar, Geography, &c., though it is necessary to furnish thoughts to children before requiring them to write compositions; he thought Grammar should not be taught in our common schools, we should teach to make sentences before taking up a text book on Grammar.—Composition in its early stages should be taught on the blackboard. Prof. Coffin took up Algebra, and, in a very clear manner, explained why like signs produce plus, and unlike signs, minus. Prof. Sanders said he was not a professed elocutionist, wouldn't be one of that class, who go about the country engaged in teaching the young, the principles of elocution, and splitting the ears of the groundlings. They go beyond nature.

P. M.—Prof. Sanders. The time is coming when the teachers who will receive the best salaries, will be those who can teach little children, things will be reversed, the tried and skillful teachers will teach the little ones, and the young boys will be set to teaching the languages. We should teach pronunciation by phonetic sound, letters never spell words. By sound he could do what would puzzle the mathematician to do, he could prove the 8 plus 10 was equal to rat, this is done by a play upon the sound, are eighty equal r, a, t? In teaching the Alphabet he would always teach the small letters first, and let the capitals take care of themselves—would teach but two or three letters at a time, words should be defined for the little folks, the definitions of easy words are of ten more difficult than the words themselves. Placing the word knowledge on the board he requested the teachers to give the phonetic pronunciation, Mr. Sanders would teach to parse both orthographically and phonetically, gave examples of each on the board. Mr. Schofield in teaching Arithmetic would start as near the beginning as possible, and then would drive away. Ideas should come before words, the cipher 0 is a symbol, if we should use symbols for all numbers it would be nearly impossible to learn arithmetic. The Chinese language is an example, in which nearly every letter represents an idea, and the letters are said to

be so numerous that only the most learned ever become acquainted with them at all. Numbers are supposed to have originated from angles, as one angle would represent one idea, which is equal to 1; two angles would represent two ideas, which is equal to 2; three angles would represent three ideas, which is equal to 3, &c.; explained decimal notation, gave the derivation of twenty, as follows, twain a Saxon word and ten—twain ten which had become worn down to our present twenty. Hamilton, he says, has it, that there is no philosophy in mathematics, for the reason that it is only putting together and taking apart, but if we look a little further into the matter, we may find the philosophy in the comparison of numbers. He thought we should teach children expeditious methods of performing examples in addition, subtraction, and division. Prof. Sanders conducted an exercise in spelling, which, if it did not redound to the credit of the teachers, was at last a wholesome lesson to them, and by which they will, no doubt, profit.—Mr. Sitgreaves delivered a lecture on School Management. He said teachers must have a purpose, their hearts must be in the work; if ladies, they dare not run the schools and the young men at the same time. Teachers should not advertise their business by their appearance. Mr. Sitgreaves would not prohibit whispering entirely, would allow talking in low tones.

7 o'clock, P. M.—Lecture, by Dr. A. R. Jackson, subject—"Egypt and the Holy Land." Egypt is the land of imagination. Its hieroglyphics have been the subject of speculation for 2000 years. In America any thing having an antiquity of 500 years is old; in Egypt, 1,000; and in Rome, 2,000 years is old.—But Egypt boasts of an antiquity over forty centuries.—Cleopatra's Needles at Alexandria, which all school boys have been taught to believe were erected in honor of Egypt's beautiful Queen. We are told by the lecturer, that they were not erected to her memory, but that they had graced some city fifteen centuries earlier—only one of them is standing at the present day. Pompey's Pillar also, which is popularly believed to have been erected in honor of that famous Roman General, was said by the lecturer to have been erected to the memory of Diocletian. The scenery of the Nile, about the Delta, is peculiar, banks 20 feet high, surrounded by green fields, no fences, but divided by ditches,—land under water three months in the year, the deposits thus left, the means of enriching the land,—here and there Arab villages to be seen, surrounded by beautiful groves of Palms. An Arab village at a distance, and Arab village close by are pronounced quite different affairs. If we would remember the East as the land of romance, we should view it from a distance. The Camel, he pronounced as a humbug, he looks well in a picture, is gentle from laziness, docile only when he wants to eat—an ungainly animal and only fit for Arabs.—They sprinkle the streets of Cairo. A pig or goat skin mounted on an Arab constitutes the street sprinkling machine.—The Holy Land is not less debased and degraded than Egypt. Everywhere is seen desolation and decay. Beirut, the finest city of Syria, with its 55,000 inhabitants, owes all its prosperity to the foreign element in its population. The Dragoon, or travellers guide, as described by the Doctor, is an important personage. He must know everything and do everything, if interpreter and commissariat, must be able to account for a headache, and is expected to know the amount of fleas at each stopping place.—The beauty of Jerusalem is all on the outside—its streets are only ten feet wide.—Of Jericho, the lecturer said it was difficult to believe that it was Jericho.—Pleas are its principal inhabitants, and these are very irregular in their habits, staying up all night every night, and very full of vivacity. Lecture by Professor Sanders. Theme, Uniqueness.—We live in a world of variety, Suns, Stars, Clouds, all unlike; mountains and valleys, plains, oceans, prairies, all show variety; plain lake, rill, river as well as low sand bank and frowning bluff. Among the organic products we have the lofty cedar and the lowly moss, the pine leaves are spines, while the leaves of the gallipot pine will cover a company of soldiers.—The whale sports in ocean, the animalcula in a drop. No two grains of sand are alike, they are as diverse as boulders.—Nature never cast two articles out of the same mold, when the first is finished she breaks the mold. The different races of men differ in their heads, their eyes, their fingers and in their languages, of which there are from three to four thousand, from the harsh sound of the Esquimo to the soft delicate Italian. This variety of Nature is a continual blessing, make all the flowers roses, who would not miss the violet, make all men alike, like a row of pins, what a desert of faces, and what terrible mistakes might there not appear before morning. Mankind differ in their tastes and inclinations. Some would be farmers, others mechanics, let them be such. The little fellow making horses out of dough in the kitchen is an artist, and he, drawing figures of men and horses on the barn floor, with a bit of charcoal will, if allowed, yet prove his genius.—Men also differ in their moral and religious sentiments, one is a natural skeptic and another believes everything. The economical man's purse strings are twin ed around his heart, and he thinks ten times before he gives once, while the

spendthrift's purse is ever open, and he gives without the thinking. One man's religion is firm and intense, another's calm and placid like the moon, clear like stars. There is no royal road to take the scholar up the inclined plane of the hill of science, he must be himself, must work out his own future. It is in studying as in eating, who does it gets the benefit, genius is but another name for application. Who was Shakspear's model? with no broken pitcher did he go to another's well,—as men tread o'er untrodden hills, "still hills on hills and Alps on Alps arise." We are here to-day because Columbus dared be himself. Imitators tire themselves in trying the steps unnatural to them. Books written by men who think, and dare write their thoughts, are always worth the reading. These remarks may be applicable to the teacher, may make the fables of others their model.—No profession opens a wider door for quacks and bunglers, those who fail in other callings try to get into this.

Thursday Morning 9 A. M.—Institute opened with prayer, by Rev. D. M. Henkel. A. H. Berlin continued his method of teaching Composition. Prof. Sanders on Reading. We should never read faster than we naturally talk on the same subject. Ladies may be allowed to read the same subject faster than gentleman, for, as a rule, their voices were lighter, and the rule is good in reading or speaking, as in mechanics, that heavy bodies move more slow. Dan Webster spoke slow, but it was like the tread of an earthquake, it would stay put, he spoke about 60 words to a minute. Henry Clay uttered about 90 to the minute; and J. C. Calhoun 120. If we have the thought, and express it properly, it matters not so much if we miss an unimportant word, or put one in, only so we do not change the meaning. Professor S. S. Jack spoke of methods of teaching Geography. In memorizing definitions, pupils should be taught the meaning of the words. In teaching Topical Geography, the mountains, with their different peaks, should be pointed out, the rivers, with their direction and source, the character of soil, production, early history, character of people, &c., &c. In the study of Grammar he is a friend of oral teaching, to primary classes, to consider things too simple, will be to make a failure. We distinguish properties by what they do, what they are. The definition of Apposition was given, as,—used to explain or identify some other noun. On the conclusion of this exercise the Lord's Prayer was chanted by members of the Institute. Prof. Sanders gave another drill in Elocution.

Thursday Evening.—C. M. Stigreeves occupied a short time in reading an article on Penmanship,—following which Prof. S. S. Jack delivered a Lecture on School Discipline. The object of Teachers' Institutes is not only the improvement of the teachers, but the schools.—Teachers must have an idea of good government. Proper discipline will cultivate respect for authority. In addition to necessary comforts, there should be ornaments, pictures, flowers, &c., they are silent teachers. Teachers must not depend on text. Many teachers fail in discipline, but more on account of ignorance—they should be students themselves. The discipline of a school should lead to good manners. The teacher should be a model of good manners himself. Penishments should have reference to the offense. Fear of punishment may produce a negative good, and a positive harm. Prof. Sanders addressed a few words to the parents as well as to teachers. Teachers should study. The fountain must be replenished, or can send forth naught but stagnat water. Parents should visit their schools. "You look after your pigs and your calves, haven't you some large calves in the house that need looking after?" The schoolhouse should be an attractive place, as good as the homes of the children.—"Parents, visit your children." Call to hear the classes recite, call for the grammar class, whether you understand it or not, look wise and call for it any how.

An original poem was now read by Miss Jennie V. Meyers:—
Little Maud.
Little Maud, grand-papa and I, we three,
Dwelt all alone, in a cot by the sea,
Where the winds were high and the hoarse
breakers roar
And the wild waves broke on the pebbly shore;
A more glorious sight when it lay still,
And we only felt the power it could wield at will.
Grand-papa was hale, a hearty old man,
Three score years, his cheek had the sea breeze
es fanned;
Two score years before from her island home,
Brought his sweet young bride to his cottage
lone.
Two children played on his knee in that happy
time;
Two beautiful twin girls,—Maud's mother and
mine,
A few years,—They had kissed him, each a
bride.
Five graves were down by the ocean side,
A wreck floated back and four corpses lay
On the sands of the shore when the sun rose
that day.
I remember yet low grandpapa cried,
When he laid them by her who had been his
bride,
Clasping Maud's hand and mine so solemnly
Led us back to the cot by the side of the sea.
Maud was a merry child in those by-gone days,
She snickered all with her willful ways,
Till grandpapa smiled as he was wont before,
Those graves were down by the ocean shore,
But one shadow was there, in that happy place,
For grandpapa feared that Maud and he
Would soon be alone in that cot by the sea.