

THE STUDENT'S FRIEND.

PUBLISHED QUARTERLY.]

EDINBORO, PA., DECEMBER, 1869.

[TERMS—TEN CENTS PER YEAR, IN ADVANCE.]

Advertisements.

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EDINBORO, PA.

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Two Doors from the Normal School,
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GROCERIES, OIL, BOOKS,
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BOOTS AND SHOES MADE TO ORDER.
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We will sell cheap for cash.
EDINBORO, PA.

TAYLOR & REEDER,
Manufacturers and Wholesale Dealers in
WELL
AND
CISTERN
PUMPS!

POLITENESS.—Affability is always an important element in determining what is called "success" in life. It is the polite man in every vocation in life who is the successful man.

Within a few years a couple of gentlemen—one of whom was a foreigner—visited the various locomotive workshops of Philadelphia. They called at the most prominent one first, stated their wishes to look through the establishment, and made some inquiries of a more specific character. They were shown through the premises in a very indifferent manner, and no special pains were taken to give them any information beyond what their own inquiries drew forth. The same results followed their visits to the several large establishments. By some means they were induced to call at one of a third or fourth-rate character. The owner was himself a workman of limited means, but on the application of the strangers his natural urbanity of manner prompted him, not only to show all he had, but to enter into detailed explanation of the working of his establishment, and of the very superior manner in which he could conduct his factory if additional facilities of capital were afforded him. The gentlemen left him, not only favorably impressed toward him, but with the feeling that he thoroughly understood his business.

Within a year he was surprised with an invitation to visit St. Petersburg. The result was, his locomotive establishment was removed there bodily. It was the agent of the Czar who had called on him, in company with an American citizen. He has recently returned, having accumulated a princely fortune, and still receives from his Russian workshops about a hundred thousand dollars a year. He invests his money in real estate, and has already laid the foundation for the largest fortune of any private individual, and all are the results of civility to a couple of strangers.

SABBATH REST A NECESSITY.—Nature reaffirms the Divine law that one day in seven should be set apart for rest and worship. Both the brute and human world need it for their well-being. Dr. Farre, a distinguished physician, says:

"Although the night equalizes the circulation well, yet it does not sufficiently restore its balance for the attainment of a long life. Hence one day in seven, by the bounty of Providence, is thrown in as a day of compensation, to perfect by its repose the animal system. You may easily determine this question by trying it on beasts of burden. Take that fine animal, the horse, and work him to the full extent of his strength every day of the week, or give him rest one day in seven, and you will soon perceive, by the superior vigor with which he perform his functions of the other six days, that this rest is necessary to his well-being. Man, possessing a superior nature, is borne along by the very vigor of his mind, so that the injury of continued diurnal exertion and excitement in his animal system is not so immediately apparent as it is in the brute; but in the long run it breaks down more suddenly; it abridges the length of his life and that vigor of his old age which—as a mere animal power—ought to be the object of his preservation. This is said simply as a physician, and without reference at all to the theological question."

MISSIONARY FORCE OF THE WORLD.—The whole number of American foreign missionary societies is 16, having under their charge 2,388 missionaries, native preachers, etc., 54,060 Church members, 22,000 pupils, and receipts amounting to \$1,100,000. In Great Britain there are 20 missionary societies; missionaries, native preachers, etc., 5,216 members, 185,000; pupils, 201,000; receipts, \$3,094,000. On the continent of Europe there are 12 societies, of which 6 are in Germany. They have 811 missionaries, etc., 79,000. Church members; receipts, \$267,000. Total of Protestant missionary associations, 48; missionaries and native helpers, 9,418; Church members 518,000; pupils, 235,000; receipts, \$4,481,000. This is exclusive of minor missionary efforts, undertaken, as on various Pacific islands by converts among the heathen.

Advertisements.

The Northwestern State Normal School,
EDINBORO, ERIE CO., PA.

EXPENSES.
Tuition, per term.....\$12 00
Board, " 45 00
Instrumental Music 12 00
Use of Piano one hour per day
per term..... 3 00
Oil Painting 12 00
Those who desire board in private families can find pleasant accommodations for \$4 per week.

Those who desire to reduce expenses can find rooms for self board at low rates. A large number of the Students board themselves for \$1.50 to \$2.50 per week.

ASSISTANCE TO SCHOOL TEACHERS.

All persons over seventeen years of age, who intend to teach can receive \$21 per year from the State and \$50 on completing the course of study;—most persons can complete the course in two years. The tuition for two years is \$72. The State aid is \$42 and the amount paid at graduation is \$50. Therefore those who graduate in two years, receive \$20 more than all their tuition.

CALENDAR.

The Winter term opens December 1st, 1869.
The Spring term opens March 29th, 1870.
The Fall term opens August 25th, 1870.

COURSE OF STUDY.

This has been arranged with great care. It is designed to conform to the natural order of the development of the mental powers. For full particulars send to the Principal for a catalogue.

EDINBORO.

Edinboro, the seat of the Normal School, is one of the most quiet, attractive, and moral towns in the State. It is six miles from the Atlantic & Great Western division of the New York & Erie Railroad, at Cambridge, and eighteen miles from Erie City. There is less temptation to neglect study and to be absent a day now and then, than there is in larger villages or those on lines of public travel. Daily Hacks run to and from Cambridge and Erie.

The citizens of Edinboro take an unusual interest in the welfare of the students and the prosperity of the school. To this end, they aim to remove all temptation from the young. By act of the Legislature, passed at the request of the citizens, no Billiard Saloon can be kept within five miles of Edinboro, and it is illegal to give, sell or offer any intoxicating liquors to students.

There are several fine churches in the village and regular service in the same.

STUDENTS.

The students are mostly young men and young women of age and discretion. They feel the value of time and try to improve it. They prize an education and labor faithfully to obtain it. Many of them have taught school and nearly all expect to teach. They know that need of good order and throw their influence in favor of maintaining it. Teachers find it pleasant to instruct such scholars, and have more time for instruction, because little or none is needed for prevention of, or punishing wrong doing. Such students are pleasant and profitable associates. None but moral young persons are desired, or if known, will be received as students.

LIBRARIES.

In the General Reference, Sunday School and Society Libraries, there are about 2,000 volumes of choice works accessible to the students. All the books have been purchased within a few years and the most of them have been selected with great care. The Reference Library is accessible at all hours of the day, and contains information upon nearly every subject the student can desire.

TEXT BOOKS.

Nearly every young person has two or more text books upon each of the Common Branches. To save the expense of buying new text books, the text books in these branches are lent free of charge. Text books in the higher branches are for sale here, at the trade prices, and, as few students have even one book upon these subjects they are required to furnish their own text books upon the higher branches.

CATALOGUES.

NECESSARY RULES OF SLEEP.—There is no fact more clearly established in the physiology of man than this, that the brain expends its energies and itself during the hours of wakefulness, and that these are recuperated during sleep. If the recuperation does not equal the expenditure, the brain withers—this is insanity. Thus it is that in the early history persons condemned to death by being prevented from sleeping always died raving maniacs; thus it is also that those who are starved to death become insane—the brain is not nourished and can not sleep. The practical inferences are: 1. Those who think most, who do most brain work, require most sleep. 2. That time "saved" from necessary sleep is infallibly destructive to mind, body, and estate. Give yourself, your children, your servants, give all that are under you the fullest amount of sleep that they will take, by compelling them to go to bed at some regular hour, and to arise in the morning the moment they awake; and within a fortnight nature, with almost the regularity of the rising sun, will unloose the bonds of sleep the moment enough repose has been secured for the wants of the system. This is the only safe and sufficient rule, and as to the question how much sleep any one requires, each must be a rule for himself; great nature will never fail to write it out to the observer under the regulations just given.—Dr. Forbes Winslow.

EARLY RISING VS. EARLY RETIRING.

—To all young persons, to students, to the sedentary, and to invalids, the fullest sleep that the system will take, without artificial means, is the balm of life—without it, there can be no restoration to health and activity again. By all which we mean to say that as physiological truth is more demonstrable than that the brain and with it the whole nervous system is recuperated by sleep, it is of the first importance, as to the well-being of the human system, that it have its fullest measure of it; and to that end, the habit of retiring to bed early should be made imperative on all children, and no ordinary event should be allowed to interfere with it. Its moral healthfulness is not less important than its physical. Many a young man, many a young woman, has taken the first step toward degradation, and crime, and disease, after ten o'clock at night; at which hour, the year round, the old, the middle-aged, and the young, should be in bed, and the early rising will take care of itself, with the incalculable accompaniment of a fully-ripened body and a renovated brain. We repeat it, there is neither wisdom, nor safety, nor health, in early rising in itself; but there are all of them in the persistent practice of retiring at an early hour, Winter and Summer.—Hall's Journal of Health.

RICHES OF THE BIBLE.—It is a Book

of laws, to show the right and wrong. It is a Book of wisdom, that makes the foolish wise. It is a Book of truth, which detects all human errors. It is a Book of life, which shows how to avoid everlasting death. It is the most authentic and entertaining history ever published. It contains the most remote antiquities, the most remarkable events and wonderful occurrences. It is a complete code of laws. It is a perfect body of divinity. It is an unequalled narrative. It is a Book of biography. It is a Book of travels. It is a Book of voyages. It is the best covenant ever made; the best deed ever written. It is the best will ever executed; the best testament ever signed. It is the young man's best companion. It is the school-boy's best instructor. It is the ignorant man's dictionary, and every man's directory. It promises an eternal reward to the faithful and believing. But that which crowns all is the Author. He is without partiality, and without hypocrisy, "with whom there is no variability, neither shadow of turning."

AN ERROR ILLUSTRATED.—When

Dinter was school-counselor in Prussia, a military man of great influence urged him to recommend a disabled soldier, in whom he was interested, as a school-teacher. "I will do so," said Dinter, "if he can sustain the requisite examination."—"Oh," said the colonel, "he does not know aught about school-teaching; but he is a good moral steady man, and I hope you will recommend him, to oblige me."—"Oh, yes," said Dinter, "to oblige you, if you in your turn, will do me a favor."—"And what favor can I do you?" asked the colonel.—"Why get me apolluted drum-major in your regiment," said Dinter. "It is true that I can neither beat a drum nor play a fife; but I am a good, moral, steady man as ever lived."—Northend's "Teacher and Parent."

HABITABLE HOUSES.—Good ventilation is not less important than good drainage. In the eye of law, houses are not considered habitable unless they are properly drained. Neither should they be considered fit for occupation unless every room is properly ventilated also. In a sanitary point of view, the one is as necessary as the other. Men and women who dwell in crowded

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At the South Corner of the Diamond,

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Fresh Groceries

Which will be disposed of
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The most convenient and best place in town to buy

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- Sugar,
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- Syrups,
- Flour,
- Potatoes,
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- Salt,
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- Canned Fruits,

And all such articles as are usually kept in a FIRST CLASS PROVISION STORE.

The highest market price paid for Butter, Eggs, and all kinds of Farm produce.

Come and make a careful examination of my stock and prices.

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AND

General Variety.

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DRUGGIST.

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We wish to inform the public that we keep

Pure Drugs and Medicines.

Our PRESCRIPTION DEPARTMENT is most complete—none but the best and purest Drugs are used. Prices as low as it is possible to put a good article.

Our stock of SOAPS, HAIR OILS, POMADES & PERFUMERY is the largest in the town. Pomades from 10 cents to \$2 per bottle. Soaps from 5 cents to \$1. We keep all the popular Hair Restoratives, Hair Dyes and Cosmetics, Patent Medicines, Jewelry, Fancy Articles, Stationery, &c.

We are able to offer superior inducements. Our arrangements in New York and Philadelphia are such as to insure us a constant supply of all the popular Medicines of the day.

We are Agents for Mrs. Winslow's Soothing Syrup, Brown's Troches, and Brown's Vermifuge Comfits.
EDINBORO, PA.

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Webster's Unabridged Dictionary,

2,000 engravings; 1840 pp.; quarto; trade price \$12. 10,000 Words and Meanings not found in other Dictionaries.

"Superior in most respects to any other English Dictionary known to me."—[Hon. George P. Marsh, March, 1866.]

"One of my daily companions. My testimonial to its erudition, the accuracy of its definitions, and to the vast etymological research by which it has been enriched through the labors recently bestowed upon it, can hardly be of much value, sustained as the book is in world-wide reputation, by so general an approbation, but I have no hesitation in thus expressing my sense of its merits."—[Hon. John L. Motley, the Historian, and now American Minister at the Court of St. James, 1868.]

"The etymological part surpasses anything that has been done for the English Language by any earlier laborers in the same field."—[Hon. George Bancroft, the Historian.]

"The merits of Webster's Dictionary need not here be insisted on. In this country (England), as well as in that which gave it birth, it is now generally admitted to be the best. In the copiousness of its Vocabulary, and in the clearness and accurate correctness of its Definitions, it has no rival—and it is in these points the value of a dictionary consists."—[The London Bookseller and Handbook of British and Foreign Literature, June, 1869.]

"In our opinion it is the best dictionary that either England or America can boast."—[National Quarterly Review.]

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"The new Webster is glorious—it is perfect—it distances and defies competition—it leaves nothing to be desired."—[J. H. Raymond, L.L.D., President Vassar College.]

"The noblest contribution to science, to literature, and to education, as dependent on an adequate knowledge of the English language, that the combined labors of Editors and Publishers have yet produced."—[Prof. Wm. Russell, the Elocutionist. Published by G. & C. MERIAM, Springfield, Mass. Sold by all Booksellers.]

Also, now published, WEBSTER'S NATIONAL PICTORIAL DICTIONARY, 1040 pp. octavo; 600 engravings. Trade price, \$6.

THE

BOOK NOTICE.

[Books designed for Schools... Notice should be addressed to Editor of THE STUDENT'S FRIEND, Edinboro, Pa.]

HITCHCOCK'S COMPLETE ANALYSIS OF THE HOLY BIBLE, published by A. J. Johnson, New York. This work may justly be styled "multum in parvo." It contains the Bible arranged by subjects; Cruden's Concordance; A Dictionary of Religious Denominations; An Alphabetical Index of Subjects; A Scripture Index of Verses; A pronouncing Vocabulary of Scripture names and a History of the Bible; the whole well printed and substantially bound in one elegant volume of 1160 pages.

Self Education.

Edward Stone was born a few years before the close of the 17th century. His father was gardener to the Duke of Argyle, who walking in his garden observed a copy of Newton's Principia, in Latin, lying on the grass, and thinking it had been brought from his own library, called some one to carry it back to its place. Upon this Stone, then in his 18th year, claimed the book as his.

"How," said the Duke, "came you to know these things?" Stone replied "A servant taught me to read. Does any one need to know more than the twenty-four letters in order to learn every thing else?" The Duke more astonished than before requested a detail of the process by which he had obtained his knowledge. "I first learned to read," said he, "when the masons were then at work upon your house; I approached them one day and observed that the Architect used a rule and compasses and made calculations. I inquired the use and meaning of these things, and learned that there was a science called Arithmetic. So I purchased a book on arithmetic and I learned it. I was told that there was another science called Geometry. I bought the necessary books and I learned Geometry. By reading I found there were good books on these two sciences in Latin; I bought a dictionary and learned Latin. I also learned there were some good books of the same kind in French; I bought a dictionary and learned French. It seems to me that we may learn every thing when we know the twenty-four letters of the alphabet."

EDUCATION is a science whose facts and principles are apparent, and susceptible of definite classification. These principles may be studied and learned, recited and practised, in Normal Schools. These facts and principles are the true bases of all right methods of teaching and learning. All methods are traceable to these principles, and hence may be deduced from them. There is neither wisdom nor safety in intrusting their discovery and practice to mere chance, or the caprice of inexperienced teachers. The claims of this science to our consideration are strong in proportion to the magnitude of the results contemplated. It is the duty of all who undertake to teach to thoroughly acquaint themselves with this science before attempting to practice in our schools. It is as impossible for teachers to learn this science in ordinary schools as it is to learn law in these schools. Normal Schools are just as much more necessary than professional schools as teachers are more numerous and necessary than the practitioners of other professions.

UNITY of design, and perseverance and boldness in pursuits have never wanted resources, and never will.

Willson's Readers.

(A PRIMER, 2 SPELLERS, and 7 READERS.)

The leading objects aimed at in the preparation of the School and Family Series of Readers have been: 1st. To prepare a Series that shall furnish all possible means which books can afford for correct and successful instruction in the Art of Reading, and, especially, for the formation of CORRECT HABITS of reading at the very beginning of the pupil's course. Connected with these objects, the plan of the lessons in the early Readers involves, more than in any other series, the constant cultivation of the perceptive faculties, as being those which are first and prominently called into exercise in the natural order of development. 2d. To impart, as far as may be consistent with giving prominence to the rhetoric of reading, as great an amount and variety of interesting and useful information as possible. To this end the author has aimed to popularize, to the capacities of children, many of the Higher English Branches of study; especially the natural sciences and the departments of animal life—branches which, if not taught in our public schools, are never taught to the mass of American children. In order to impart interest and give variety to these subjects, the author has sought to throw around them all the charms which poetry, and vivid description, and incident, and anecdote, and the best illustrations can lend. This Series of Readers has now been before the public for nine years, and has conclusively proved that skill in reading and a knowledge of the natural sciences can be acquired at one and the same time: they have consequently proved that by the use of the old system of reading books a large amount of valuable time is wasted.

French's Arithmetics.

(First Lessons in Numbers, Elementary Arithmetic, and Common School Arithmetic now ready; Mental Arithmetic in Press.)

The Series is intended to precede the higher mathematics of Professor Loomis, of Yale College, the whole to form a complete Mathematical Course containing books for the primary school, for the most advanced college class, and for all intermediate classes. The authors are men of rare ability and superior mathematical talent, and they have had sufficient experience in the class-room, in the field of authorship, and in business life, to be eminently qualified for the task of preparing mathematical text-books for American schools.

The attention of live, progressive teachers is especially invited to the many new and valuable features of this Series. The radical changes from the stereotyped plan of other works upon the same subject are the result of long experience, extended observation, careful study, and a thorough acquaintance both with schools and business; and they are destined to work a change in methods of teaching that shall result in making (what all previous methods have failed to do) good, practical Arithmeticians.

Harper's Writing Books;

Combining Symmetrical Penmanship, with Marginal Drawing Lessons, in Ten Numbers. The Common-School Series, containing the first Six Numbers, now ready.

"I believe a child will learn both to draw and write sooner, and with more ease, than he will learn writing alone."—HORACE MANN.

This Series contains a system of "helps" which enable a child to more quickly and practically learn the Art of Writing than he could by the use of other systems of penmanship. In addition to the writing exercises, the books contain a very carefully-arranged set of drawing-lessons, which are placed on the borders of each page. By means of these books drawing can be taught in all schools, without the need of a special drawing teacher, or of special books of instruction.

March's Parser and Analyzer,

Just published, and already used, with great success, by many of the best teachers in the United States.

For detailed descriptions of any of the above-named works, and for terms thereon, address HARPER & BROTHERS, PUBLISHERS, FRANKLIN SQUARE, NEW YORK.

This is the title of the first chapter in Dr. J. S. Hart's late work, "In the School-Room." From this article we extract the following:

"In the first place, teaching is not simply telling. A class may be told a thing twenty times over, and yet not know it. Talking to a class is not necessarily teaching. I have known many teachers who were brim-full of information, and were good talkers, and who discoursed to their classes with a ready utterance a large part of the time allotted to instruction; yet an examination of their classes showed little advancement in knowledge.

Teaching is causing any one to know. No one can be made to know a thing but by the act of his own powers. His own senses, his own memory, his own powers of reason, perception and judgment must be exercised. The function of the teacher is to bring about this exercise of the pupils' faculties. The means to do this are infinite in variety. They should be varied according to the wants and character of the individual to be taught. One needs to be told a thing; he learns most readily by the ear. Another needs to use his eyes; he must see a thing, either in the book, or in nature. But neither eye nor ear, nor any other sense or faculty, will avail to the acquisition of knowledge, unless the power of attention is cultivated. Attention, then, is the first act or power of the mind that must be roused. It is the very foundation of all progress in knowledge, and the means of awakening it constitute the first step in the educational art.

The teacher must seek not only to get knowledge into the mind, but to fix it there. In other words, the power of the memory must be strengthened. Teaching, then, most truly, and in every stage of it is a co-operative process. You can not cause any one to know, by merely pouring out stores of knowledge in his hearing, any more than you can make his body grow by spreading the contents of your market basket at his feet. You must rouse his attention, that he may lay hold of, and receive, and make his own, the knowledge you offer him. You must awaken and strengthen the power of memory within him, that he may retain what he receives, and thus grow in knowledge, as the body, by a like process, grows in strength and muscle. In other words, learning, so far as the learner is concerned, is a growth; and teaching, so far as the teacher is concerned, is doing whatever is necessary to cause that growth."

Methods of Teaching.

Among the processes of instruction are:

The Pouring in Process. The Drawing out Process. The Developing Process. Some of our teachers consider pupils' minds as so many jugs to be filled with knowledge. This is an illustration of the pouring in process, though an abuse of that method. Properly speaking it is an important auxiliary; and in the crowded state of many of our schools a desirable and a quicker method of imparting instruction than the drawing out process. It is better that the mind of the pupil should be awakened and the recitation so conducted and adroitly managed that the pupils seemingly give all explanation instead of the teacher. An abuse of the drawing out process is for the teacher to do all the reciting, the pupils answering to questions and explanations, yes or no. The whole method of asking questions is but to aid the pupils to tell what they know. These two methods are useful in acquiring information on the means of knowledge. A distinguished educational writer says, "Reading, writing and the accounts are not education, but the means." The true object of study is properly considered under the head of

THE DEVELOPING PROCESS.

- We study— 1. To acquire the means. 2. Information. 3. Taste for study and thought. 4. Cultivate the faculties of mind. 5. Discipline. 6. To acquire mind.

One of the most useful things toward the education of a nation is for them to acquire a taste for reading, writing, study and thought. This, with an access to books, papers, &c., will enable a person to acquire a vast amount of useful information. A taste for knowledge may be acquired as well as a taste for the use of tobacco, spirits, &c. An habitual applica-

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possesses many advantages that are not common to any other company. Any information concerning this staunch old company can be had by calling on any one of the following Agents, who will be glad to write your application for any amount from \$1,000 to \$25,000.

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The method by which children, before going to school, learn their simple and limited language, may be applied to the learning of their native language in all its extent and complexity. Language, being an object, may be studied objectively. Children should be taught to use good language, by correcting all their improper modes of expression, before they can understand the grammatical reason for the correction. As children learn to speak by speaking (not by learning the rules of speech), so children may learn to write by writing, without learning the rules of composition. As people become fluent talkers by beginning early and talking much, people may become ready writers by beginning early and writing much. As soon as children are able to speak, they should be taught to speak in definite sentences and pure English; and as soon as they are able to use the pen, they should be taught to write in definite sentences and pure English. As children never talk of that of which they know nothing, they should not be asked to write of what they know nothing. As a means of becoming familiar with language, children should be taught to write down, frequently, their ordinary conversations. School recitations may, with great advantage, be conducted in two ways,—orally and in writing. The teacher should take advantage of interesting events within the knowledge of his scholars, and require them to relate them orally and in writing. The teacher should take advantage of interesting events within the knowledge of his scholars, and require them to relate them orally and in writing. As the common words of our language are learned by hearing them often in connected discourse, so the less common words should be learned by reading them often in connected discourse. As words learned by the ear are not thoroughly appropriated until they are pronounced by the tongue, so words learned by the eye (reading) are not completely mastered until they are reproduced to the eye by writing. As the child learns its early language indirectly, while in pursuit of amusement, or gratifying its curiosity, or thinking only of expressing its feelings, so its early language may be best extended by extending its sphere of general knowledge. Therefore, reading for information and amusement should form a prominent part of school exercises, distinct from reading for elocutional purposes; and that all knowledge so obtained should be re-produced in writing or speaking. A practical knowledge of the English language,—the ability to speak it, read it, and write it correctly in its simplest forms; and a familiar acquaintance with a few of our best authors,—forms the only sure foundation on which to commence the analytical study of English Grammar.

MEMORY.—Sir William Hamilton told some marvelous stories in his lectures on Memory. Ben Johnson could not only repeat all he had written, but whole books he had read. Neibuhr in his youth was employed in one of the public offices of Denmark, where part of a book of accounts having been lost, he restored it from his recollection. Seneca complains of old age, because he cannot as he once did, repeat two thousand names in the order they were read to him; and avers that on one occasion, when at his studies, two hundred unconnected verses having been pronounced by different pupils of his preceptor, he repeated them in a reversed order, proceeding from the last to the first uttered. A quick and retentive memory, both of words and things, is an invaluable treasure, and may be had by any one who will take the pains. Theodore Parker, when in the divinity school, had a notion that his memory was defective and needed looking after, and he had an immense chronological chart hung up in his room, and tasks himself to commit the contents, all the names and dates from Adam to the year one, down to Nimrod, Ptolemy, Soter, Heliogabalus, and the rest. Our verbal memory soonest fails us, unless we attend to it and keep it in fresh order. A child will commit and recite verbatim easier than an adult, and girls than boys. To keep the verbal memory fresh, it is capital exercise to study and recite

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ITS CONTRIBUTORS.

THE COURANT, the coming collegiate year, will have, besides the contributors of the past year, many other able writers. Perhaps no other idea of these contributions can be given than by enumerating a few which have recently appeared in its columns: "The Alabama Claims," (two articles), by Rev. T. D. Woolsey, D. D., LL. D., President of Yale College; "War in Colleges," by Paul A. Chadbourne, LL. D., President of University of Wisconsin; "The Ancient and Modern Languages," by Rev. Jonathan Blanchard, President of Wheaton College, &c., &c.
 There have also been articles by Donald G. Mitchell (the Marvel), Rev. Leonard Bacon, D. D., Prof. Schiele, De Vere, Prof. Edward North, of Hamilton College, Prent. Allyn, of McKendree College, &c.

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Elocution.
 There is great need of elocutionary instruction everywhere in our country. One can hardly go to the church, the court-room, or the public meeting without feeling the need. But, after lamenting most keenly the lack of mental culture which our public speakers often exhibit, we never attend the readings of any elocutionist without a feeling of thankfulness that we are not obliged to hear one read the liturgy on Sundays. The fault of insufficient reading is a bad one, but the elocutionists invariably make us feel that it is better to bear the ills we have than to fly to others that we know not of.

We well remember years ago listening to two readings of the same piece, "The Bridge of Sighs," on consecutive evenings. The first time it was read by Mr. G. W. Curtis in one of his lectures on the English novelists, and the second evening, by a noted "professor" of elocution. The first reading was the quiet and simple rendering of the thought by a gentleman who evidently felt every word that he uttered, and who so thoroughly gave the whole spirit of the poem that it never occurred to us to inquire whether he was reading it well or ill. The poem, and the poem alone, occupied our thoughts. The next evening we were so tormented by the vocal effects and the dramatic gestures of the actor, that all idea of the poem was banished from our minds; and yet the piece was, theoretically speaking, very finely declaimed, and the gesticulation did not offend by inappropriateness, but rather by too close imitation of the various motions spoken of in the poem. It offended us because our imagination could supply the features of the scene described far more satisfactorily than any actor could represent them to us.

The orator or reader, whether public or private, should never forget that it is duty to convey the idea as faithfully as he can by voice and gesture, but that his gestures should, in almost all cases, be suggestive rather than imitative, and that this law in many cases applies to voice as well as to gesture. If this is forgotten the orator gives place to the actor, and should show his ability in its appropriate place behind the footlights of the theatre.

Good reading is an art so difficult, so rare, that not one in a hundred educated persons is found to possess it to the satisfaction of others, although ninety-nine in a hundred would be offended were they told that they knew not how to read. Among the requisites, which are indispensable for attaining the highest possible perfection in this delightful art, we will mention the following qualities, which may be the gift of nature or the fruit of education:—rapidity of sight, by which the eye outstrips the voice, and embraces more words than the tongue utters; a voice pure, sonorous, and capable of varied modulation; clear utterance, great command over the respiratory function, and a flexible countenance; acute sensibility, lively sympathy and great powers of imitation; quick conception, vivid imagination, correct judgment and refined taste. In addition to these physical, moral and intellectual qualifications, the rare assemblage of which sufficiently shows the difficulty of the art, a reader should possess a thorough knowledge of grammar, prosody and rhetoric; should have a mind enriched with information to seize every allusion; should know the human heart to enter into every sentiment and give expressions to it; should finally be able to vary his manner of delivery with every style and every subject.

GOD SEES US.—One day the astronomer Mitchel was engaged in making some observations on the sun, and as it descended toward the horizon, just as it was setting, there came into the rays of the great telescope the top of a hill seven miles away. On the top of that hill was a large number of apple-trees, and in one of them were two boys stealing apples. One was getting the apples, and the other was watching to make certain that nobody saw them, feeling certain that they were undiscovered. But there sat Professor Mitchel, seven miles away with the great eye of his telescope directed fully upon them, seeing every movement they made as plainly as if he had been under the tree with them. So it is, often with men. Because they do not see the eye which watches with a sleepless vigilance, they think they are not seen. But the great open eye of God is upon them, and not an action can be concealed. There is not a deed, there is not a word, there is not a thought that is not

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Errors in the School Room.
 "To err is human." It is to be expected that some errors will be found in every school. Burke says, "He censures God, who quarrels with the imperfections of men." While it is human to err, it is a man's prerogative to improve, to investigate, to reflect upon his own errors, and to take measures to avoid them. In correcting our errors the first step is to find what errors we commit; the next, to decide upon the means of avoiding them. From conversation with school officers and examination of school reports, we have learned some of the prominent errors of the school room. We herewith present a list that we have compiled, to enable teachers to examine their own operations and avoid all common errors.

1. Want of good order is the error most frequently mentioned.
2. Teachers generally talk too much. In some schools the teacher talk more than half the time. Teachers might just as reasonably attempt to eat for their pupils as to think for them.
3. Teachers waste time at recitation in asking questions and receiving short answers—often "yes," or "no." A teacher's questions should be few and short; the scholar's answer should be full and correct; and, as a general rule, nine times as long as the question.
4. There are too many "Is it's." The teacher describes something, or answers a question, and then says "Is it?" could very profitably be banished from the school room.
5. Scholars help each other too much, and they get too much aid from the teacher. Three-fourths of all the help which scholars receive from their teacher or school-mates is an absolute damage to them.
6. All scolding, threatening and harshness are errors.
7. Time is wasted in coming to order at morning, recess and noon.
8. Time is lost for want of promptness in coming to, and going from classes, in reciting and in beginning to study after a class.
9. Pupils sometimes study in an improper manner.
10. Too many studies, and improper studies.
11. Too many hours spent in recitation, too few in study.
12. Reviews are neglected.
13. Injurious position of body, lack of ventilation.
14. Want of life and interest.
15. Want of object in each exercise.

DATES OF SACRED EVENTS.—We give the following dates of events so sacred to all Christians on the authority of the late Rev. Samuel Farmar Jarvis, D. D., LL. D., an eminent scholar and divine of the Episcopal Church, whose profound learning and diligent researches into antiquities would have distinguished him in any age.
 Our Saviour was born on Wednesday, December 25th, 4707.
 He was baptized by St. John in the river Jordan on Sabbath—Saturday, January 6, 4738.
 His public entry into Jerusalem was on Palm Sunday, March 21, 4741.
 He was betrayed by Judas Iscariot on the following Wednesday evening, March 24.
 He celebrated the Passover and instituted the Eucharist, on Thursday evening, March 25th.
 On Friday morning, March 26th, at the third hour, or 9 o'clock, he was nailed to the cross, the hour when the lamb of the daily morning sacrifice was offered in the Temple. At the 9th hour, or three o'clock, P. M., when the lamb of the daily evening sacrifice was offered in the Temple, he expired. At 5 P. M., his body was taken down and deposited in the tomb of Joseph of Arimathea.
 On the first Easter Sunday, March 28th, about the beginning of the morning watch, or 3 o'clock, A. M., he rose from the dead. It was the morrow after the last Jewish Sabbath, when, according to the law, the first sheaf of the earliest ripe grain was waved in the Temple, by which the whole harvest was sacrificed, that Christ, "the first fruits," rose from the dead, as a type and pledge of the future resurrection of his faithful followers.
 On Thursday, May 6th, he ascended into heaven.
 On Sunday, May 16th, the day of Pentecost, the Holy Ghost descended upon the apostles and disciples.

In teaching prepare for difficulties, meet them with a brave heart, love labor, scorn ease, and expect success, and the joy of triumph will compensate for all trials and toils.

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From Stephen Morrison, Superintendent of Lawrence Co., Pa.
 Having examined quite a number of the students of the Northwestern State Normal School at Edinboro, I find them well qualified. They have a clear, systematic and practical knowledge of the sciences and the theory of teaching, and, in their operation in the school room, they appear to be prompt, energetic, and especially adapted to their work.

From H. R. Stewart, Superintendent Crawford Co., Pa.
 I can tell the pupils of the State Normal School, whenever I see them teaching, by their superior methods in teaching their classes and governing their schools.

From L. T. Fisk, Superintendent Erie Co., Pa.
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From W. M. Lindsey, Superintendent Warren Co., Pa.
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From H. D. Persons, Superintendent Crawford Co., Pa.
 Teachers who have spent even a simple term at the Normal School at Edinboro, I find are better qualified for teaching, and have a better understanding of the teacher's duties and responsibilities, than those of the same or even greater experience, who have not had such training. Those who have attended this school for several terms manifest a decided superiority, both with respect to their intellectual and professional attainments, as well as their practical skill in giving instruction and managing their schools.

From Hon. J. C. Swezey, Cal.
 A single term spent at a good Normal School, is worth more to a young teacher, or person who intends to teach, than a year at another school.

From J. W. White.
 I have made more useful points in a single week here, than in a whole term before.

From C. H. Dale, Superintendent Venango Co., Pa.
 The work of many of the scholars of the Normal School, Edinboro, in the school room, is that of master workmen carrying with them that energy and knowledge which is always accompanied with success in any profession or calling.

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WHEN Prof. Davies, of West Point, was once traveling in Candia, he was served by a hostler's boy, and in putting some questions to him, he proved so sharp at figures that the Professor took him as a servant. He was waiter and boy-of-all-work. But he developed such gifts and graces that he was put to his books, and became a cadet, and stood second to none, until an unfortunate Christmas spree delivered him from the thrall of West Point and sent him to finish his career in the great academy of the world. I found him in 1827, teaching mathematics at Mount Pleasant Classical Institute, in Amherst, Mass. He taught me to conquer in studying. There is a very hour in which a young nature, tugging, discouraged, and weary with books, rises with the consciousness of victorious power into masterhood. For ever after, he knows that he can learn anything if he pleases. It is a distinct intellectual conversion. I first went to the black board, uncertain, soft, full of whimpering. "That lesson must be learned," he said, in a very quiet tone, but with a terrible intensity, and with the certainty of Fate. All explanations and excuses he trod underfoot with utter scornfulness. "I want that problem. I don't want any reason why you don't get it." "I did study it two hours." "That's nothing to me; I want the lesson. Underwood, go to the black-board."

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"Why," whimpered I, "I recited it just as he did, and you said No." "Why didn't you say Yes! and stick to it? It is not enough to know your lesson. You must know that you know it! You have learned nothing till you are sure. If all the world says No, your business is to say Yes, and prove it."

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6th. Give your whole attention to the lesson before you.
7th. Study the subject matter of the lesson.
8th. Learn each lesson in the shortest possible time.
9th. Have a written programme for each day.
10th. Attend every recitation, and recite promptly, clearly and accurately.
11th. Exercise regularly and sufficiently.
12th. Consult the dictionaries and encyclopedias often.
13th. Learn every lesson thoroughly and without help from other students.
14th. Keep a common place book.
15th. Review each days' work before retiring.
16th. Review the studies of the week on Saturday.
17th. Perform every duty in the best possible manner.

The Principles of Education. The mind is capable of growth. All minds have the same faculties. The faculties are latent at birth, and are unfolded in a fixed order. The perceptive faculties unfold first, the retentive next, the recalling third, the reflective next, and the expressive last. The culture of one faculty does not develop another faculty. The mind is active in wakeful hours. The mind continually forgets. The mind increases in strength by appropriate exercise only. Each faculty requires appropriate culture. The faculties should be cultivated in the order of their development. The mind should be employed at all times except when it needs rest or sleep. Tasks should increase in difficulty as the mind increases in strength. The mind grows by its own action. The object of education is the development of mind. Every man must educate himself. A fondness for study may be acquired. Books are a natural source of amusement. The exercise of the mind is attended with pleasure. Nothing is well known until it can be told. Only one thing should be done at once.

Aphorisms on Education. Education is a preparation for life. Education fits the individual to fulfill his destiny. Education is what makes the difference in men. Education is to the Soul what Sculpture is to the block of Marble. Education confers on man the highest improvement of which his body, his mind, and his soul are capable. Education consists in virtue, wisdom, good breeding and learning. A complete education fits a man to perform justly and skilfully all private and public duties. Education should make a man willing and able to obey the dictates of reason and conscience. Education should render the mind a fit instrument for discovering, applying and obeying the laws of the universe. A man ought to know three things: First, where he is; what sort of a world he has got into; what it is made for; who made it; what may be made of it. Second, where he is going. Third, what he had better do under these circumstances; what kind of faculties he possesses; what is his place in society; what are the present wants of mankind, what are his means of obtaining happiness and diffusing it. The man who knows these things is educated.

All Young Persons can Obtain an Education. Time, study and money will enable every one to obtain an education. 1st. The young have a prospect of many years of life, and may use some years for study. 2d. Every one can study, if it is only during the odd moments in the intervals of business. 3d. Every one can earn money and pay for books and teaching. 4th. Many of the most learned men and women of this and other ages obtained their education at their own expense. 5th. Each year there graduate from colleges and seminaries in this country hundreds of young men and young women who have earned the money spent upon their education. 6th. A large number attend this school every year who earn the money spent here.

NEVER TOO OLD TO LEARN.—We are told that Socrates, at an extreme old age, learned to play on musical instruments. Cato, at eighty-eight years of age, thought proper to learn the Greek language. Plutarch, when between seventy and eighty, commenced the study of Latin. Sir Henry Spelman neglected the science in his youth, but commenced the study of them when between fifty and sixty years of age. After this time he became a most learned antiquarian and lawyer. Ludovico, at the great age of one hundred and fifteen, wrote the memoirs of his own time; a singular exertion noticed by Voltaire, who was himself one hundred and thirty years old.

Devotion, Diversion, And Recreation in Schools.

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