

The Student's Friend.
 THE STUDENT'S FRIEND is published quarterly, at EDINBORO, ERIE COUNTY, PA.
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 Address THE STUDENT'S FRIEND, EDINBORO, ERIE CO., PA.

ADVERTISEMENTS.

The Normal School.

Q. What is a Normal School?
 A. It is a school for the training of Teachers.
 Q. How does the instruction given differ from that of other schools?
 A. It is more thorough, more exact and more systematic.
 Q. Is there any difference between the course of study at Normal Schools and at other Schools?
 A. The same branches of study are pursued as at other Schools, and, in addition, the Principles of Education are taught as a Science and as an Art.

COURSE OF STUDY.

Q. What is the course of study at the Northwest State Normal School?
 A. It includes a thorough knowledge of the branches taught in common schools, as required by law; also:
 PHYSICAL GEOGRAPHY, as much as found in Warren's and Mathematical, as much as found in Smith.
 ETYMOLOGY.—Prefixes and suffixes, as found in ordinary text-books; scientific terms of the study of the course; Grimm's laws; Max Muller's principles; and Trench's Study of Words.
 GEOMETRY.—Plane and solid geometry, including the measurement of the surface, the volume, the prism, the pyramid, the cylinder, the cone, and the sphere.
 ALGEBRA.—As found in elementary text books.
 BOOK-KEEPING.—Single entry, as found in ordinary text-books, with a knowledge of the use of checks, notes, drafts, &c.
 PHYSIOLOGY.—As found in the larger common school text-books.
 NATURAL PHILOSOPHY.—As found in the ordinary text-books, with use of apparatus.
 BOTANY OF GEOLOGY.—As found in the ordinary text-books.
 HISTORY UNITED STATES AND CONSTITUTION.—As in ordinary text-books.
 RHETORIC.—As in ordinary text-books.
 PENMANSHIP.—To be able to teach and explain some approved system.
 DRAWING.—To be able to draw from the black-board objects from nature and art.
 VOCAL MUSIC.—Principles as found in ordinary text-books, and attendance upon daily exercises for at least one-third of a year.

THE THEORY OF TEACHING.—The great secret of rapid progress is that of close, intense application, and the grand secret of successful teaching is to get the pupils deeply interested in their studies. You ask, "How shall I accomplish this?" You say, "Here it is, and never fails. Be deeply interested as teachers yourselves, and energetic in the performance of all your duties, and you will infallibly infuse the same spirit into your scholars. Teachers should be more fully impressed with the truth that a recitation is not work just for the present, but that it ought to be so conducted as to show fruit far in the future. The common weakness of scholars from the primary department to the senior class of our colleges, is that study is for the recitation, and not for the benefit of the mind; hence we have 'examinings,' 'testings,' &c., in all of our institutions of learning, and the result is estimated on the day of its production. There should be less of the common song, 'I've got my lesson,' and more earnest study in order to know.—H. S. Jones.

TEACHERS.—A gradual advancement is being made by most of our teachers; yet there are some who regret to say, whose services as teachers might be better employed in other lines of business. The cause of popular education. More trained teachers are wanted, and no one should be allowed to tamper with the youthful mind who does not understand well the laws of mental development. The carpenter, the tailor, the blacksmith, the tinner, and the bricklayer all have to serve an apprenticeship before they can, respectively, become head workmen, and be entrusted with the management of the work in their several departments; but the teacher, whose work requires infinitely more skill, in whose hands are placed the hopes of future generations, and upon whom rests the destiny of nations, and the stability of society, is allowed to blunder into the work, almost without thought or previous preparation. The evil thus inflicted is an incurable one, and can only be remedied by prevention.

The leading feature of Superintendents' reports, even from the beginning until now, has been the lack of competent and well qualified teachers. And why train the minister, lawyer and physician with especial reference to their respective vocations, and yet permit the greatest and noblest work, falling to the lot of mortal, to be performed by an apprentice hand, with often a narrow knowledge of the what to be taught, the how to teach it, and the latent powers of mind to be developed?

Reason and common sense demand that those who engage to educate mind, to develop latent powers and assist nature in her unfoldings, to strengthen reason and memory, to awaken the perception and enliven the understanding, to cultivate in symmetrical harmony all the parts and powers of the soul, should receive special preparation and training.

NORMAL SCHOOLS.—We hold that it is of prime importance to all teachers of common schools, to spend as much time as possible attending some Normal school. My experience has found it true, that teachers having spent a few terms at some Normal school, invariably teach the more successfully. There they learn system, so highly important, and all other things useful to teachers.—W. J. Water-ton.

The following fact was noticeable in applicants who attended the State Normal School, that they stood the test better by odds than did those who attended "private boarding schools." A lasting argument in favor of these indispensable institutions. Students of those schools are everywhere sought for, and employed in preference to those who attend schools elsewhere, showing the confidence reposed in these schools by the people.—E. J. Young.

Every teacher should be required to attend a Normal school at least one year, before assuming control of a school. It should be a principal object with these schools to ascertain whether the student-teacher be possessed of any native teaching ability; and if so, let the normal aptitude be trained and developed, because here is the germ of success, which, if cultivated, must achieve the highest good.—E. J. Young.

REMARKS TO TEACHERS.—Let your first aim be to make your school pleasant and attractive. For young children every thing should be short and simple. Short sessions, short lessons, short recitations, and every thing short says reason. These may be long for children soon get tired of restraint, and those directors who forbid recesses to the schools under their charge have mistaken their calling, or in other words do not understand the philosophy of children. Too long comment is injurious. Interest the children by showing things and talking about things. Cause them to think and exercise their senses; ask them many questions, and allow them to question you.

"ologies" progress in books is not always progress in the learning, and to put a child back, who has advanced faster than he understands the subject, is the best way to put him forward. The boy or girl who can read and spell well; can write, with ease, a neat, legible hand; has a thorough knowledge of any one of our elementary arithmetics; who has some common-sense, practical ideas of the elements of grammar; and who has a general knowledge of the most prominent geographical features of the earth. Has truly a good business education.—Jesse Newlin.

Q. How long is required to complete this course?
 A. Two years.
 Q. Can not persons enter an advanced class and finish the course in less time?
 A. Students can join the class at any time, provided they are acquainted with the branches already passed over. Some have thus joined the class and graduated with only half a year's study at the school.
 Q. Are particular studies taken up at special times?
 A. The course is arranged as follows:

FIRST TERM, Fall.—Review, English Grammar, Geography, and Arithmetic. Science of Education.
 SECOND TERM, Winter.—Begin Algebra, History of United States, School Organization.
 THIRD TERM, Spring.—Complete Algebra, Book-keeping, Begin Natural Philosophy. Methods of Instruction.

Second Year.
 FIRST TERM, Fall.—Begin Rhetoric. Complete Natural Philosophy Geometry. Drawing.
 SECOND TERM, Winter.—Mental Philosophy, Physical Geography, Etymology, Moral Philosophy.
 THIRD TERM, Spring.—Complete Rhetoric, Botany, Physiology.
 Q. Do graduates obtain a Diploma?
 A. They do, and the Diploma exempts them from any further examination by school officers of the State. The Diploma is a legal certificate, good for life in all parts of the State.
 Q. Are any students except actual or prospective teachers admitted?
 A. Many. Any one who desires a thorough education, and is willing to conform to wholesome regulations, is admitted on application and allowed to remain as long as he improves his time.

Q. Are the Normal Schools successful in making good teachers?
 A. They are as successful as other professional schools. All Normal School pupils do not become good pupils, and all medical school pupils do not become good physicians.
 Q. Do not Normal Schools interfere with the success of other schools?
 A. They do not. The direct aim of Normal Schools is to prepare teachers to govern wisely, to teach rightly and to develop all the powers of the children of their schools. The more successful Normal Schools are the better all other schools will be.

Q. Is a Normal School course the best course for practical life?
 A. It is. All persons should understand their own moral, intellectual and physical constitution. They should know how to educate and improve themselves. They should know to lead and train those whom God shall commit to their care. A Normal School course seeks to give this knowledge.

Q. How long is the term, or can they be admitted at any time?
 A. Students are received any time, but the best for them to enter at the opening of the term.

Q. Are there any opportunities for instruction in vacations?
 A. Every vacation some pupils remain over, and there are two or more daily class recitations during vacation.
 Q. When do the terms open and close?
 A. The Spring Term opens March 29th, 1870, and closes June 30th, 1870.
 The Fall Term opens August 10th, and closes November 18th.
 The Winter Term opens November 30th, and closes March 3d, 1871.

Q. What are the necessary expenses?
 A. The Tuition is \$12 per term. Board costs from \$3 to \$4 per week. Many of the students board themselves for about \$2 per week. Those who hire their board pay about \$4 per week.
 Q. What are the opportunities for self-board?
 A. All who wish can have a room for self-board. The rooms are furnished with a cook stove, a bedstead, and a table. The rent is \$7 per term, whether used by one or two students.

Q. Can brothers and sisters board themselves together?
 A. Yes. They are not allowed to do so in the Hall, but there are convenient rooms in town, and they can be hired at reasonable rates.
 Q. How much does it cost for board in the Hall?
 A. Four dollars per week.
 Q. Does this include all expenses?
 A. It does—fuel, light, and furniture.

Q. How are the rooms for boarders in the Hall furnished?
 A. Very nicely. The furniture consists of carpet, curtains, bed and bedding, stove, chairs, table, mirror, lamp and toilet furniture. The rooms are papered, and are airy and cheerful.
 Q. Can board be had in private families?
 A. Yes, at reasonable rates.
 Q. Does the State assist the pupils?
 A. The State pays \$21 per year for those who are over seventeen years of age and intend to teach school. It gives graduates \$50.

Q. Then actual graduates, who have been two years in the school, receive \$92 from the State?
 A. Yes. \$21 a year for two years and \$50 on graduation amounts to \$92. This is just \$20 more than two years' tuition.
 Q. What books are used, and what do they cost?
 A. All the text books used in Arithmetic, Grammar, Geography, Reading and Spelling are lent to the scholars, FREE OF CHARGE. All other books are furnished by the pupils, and can always be bought here as cheap as anywhere. Students are advised to bring such books as they have, but to buy no others until they arrive here.

Q. Is the School provided with Library facilities?
 A. It is. There are over 2,000 well selected books, to which the students have access free.
 Q. Is there a Reading Room?
 A. A good Reading Room is open to all the students. It is provided with 75 of the best publications, and is open daily. All have FREE access to it.
 Q. Are there any Literary Societies?
 A. There are. These meet on Saturdays. The Society exercises are very profitable to those who engage in them.

Q. Are there any examinations?
 A. Students are examined for classification on admission.

ADVERTISEMENTS.
 Q. Are there any opportunities for the study of Music?
 A. There are good opportunities for the study of both vocal and instrumental music. A class in vocal music receives daily instruction and drill. All who wish have time for instruction and practice in instrumental music.

Q. What are the special advantages of the School?
 A. 1st. Thorough and practical instruction.
 2d. Instruction in the methods of learning.
 3d. Instruction in the methods of teaching.
 4th. Association with studious and enthusiastic young men and women.
 5th. Opportunities for reading afforded by the Libraries and Reading Room.
 6th. The influence of experienced instructors.

Q. Are there openings for educated teachers?
 A. The demand for good teachers exceeds the supply. Good teachers always have been, and always will be, in demand.
 Q. Where is Edinboro, and how can one go there?
 A. Edinboro is in Erie county, 18 miles south of Erie city.
 It is six miles from Cambridge, on the Atlantic & Great Western Railroad. Hacks run daily to the trains at Cambridge. Persons coming over the Erie & Philadelphia Railroad, change cars at Corry. Those coming over the Erie & Pittsburgh Railroad, change at Transfer, near Greenville.

STUDENTS' GUIDE TO AND THROUGH THE STATE NORMAL SCHOOL.

- 1st. Write to the Principal and engage a room before the opening of the term.
- 2d. Start for Edinboro on Monday before the term opens. If coming on the cars, leave the A. & G. W. Railway at Cambridge; stop at the American Hotel, and take the stage to Edinboro.
- 3d. On arriving, call at the office of the Steward, who will show you to your room.
- 4th. Call at the Principal's office, and obtain a Membership Card.
- 5th. Make out a programme of daily duties, assigning definite hours for learning and reciting each lesson, for exercise and recreation, and follow the programme closely.
- 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 day's work before retiring.
- 16th. Review the studies of the week on Saturday.
- 17th. Perform every duty in the best possible manner.

STAGE LINE

FROM
Cambridge to Edinboro.

Passengers on the Atlantic Road en route to EDINBORO, should stop at Cambridge, the nearest station on the road, and only one from which public conveyance can be had.

PASSENGERS AND BAGGAGE

will be conveyed, if desired, to the AMERICAN HOTEL, in Cambridge,
FREE OF CHARGE.

from which place the daily line of coaches leave immediately on the arrival of passengers from the depot.

Checks for Baggage entrusted to the subscriber will be carefully attended to and baggage delivered as directed.

A. HOIG,
 Proprietor of the American Hotel,
 and of the Stage Line to Edinboro.
 Cambridge Boro, March 1, 1870.

Unconscious Influence.

Two School Directors wished to engage a teacher for a late winter school. Not knowing of any one who was disengaged, they concluded to visit an academy, ten miles distant, in expectation of finding a student willing to teach. Before arriving at their destination they met an acquaintance to whom they stated their business. He told them to enquire for Wm. Williams as he was attending the academy and would prove a good teacher. When near the academy they fell in with another acquaintance. He inquired their business and on learning it replied, "My son Henry will teach for you if you wish, and he will be a good teacher." Not knowing whether to engage William or Henry, the directors concluded to make some enquiries of the Principal. To him they went and said "Shall we engage William or Henry to teach our school?" The Principal replied if you want the best teacher take Henry, but I had rather lose any other scholar from the school than to lose him. His influence is always on the right side. He does not seem to make an effort to lead others, but he always does his whole duty and others are unconsciously led by his example.

—Extract from a funeral speech:—
 "Gentlemen," said the speaker in a

The Lord's Prayer.
 WHEN the elder Booth was residing in Baltimore, a pious, urbane old gentleman of that city, hearing of his wonderful power of elocution, one day invited him to dinner, although always deprecating the stage and all theatrical performances. A large company sat down to the table, and, on returning to the drawing room, one of them asked Booth, as a special favor to them all, to repeat the Lord's Prayer. He signified his willingness to gratify them, and all eyes were fixed upon him. He slowly and reverently arose from his chair, trembling with the burden of two great conceptions. He had to realize the character, attributes and presence of the Almighty Being he was to address. He was to transform himself into a poor, sinning, stumbling, benighted, needy suppliant, offering homage, asking bread, pardon, light and guidance. Says one of the company present, "It was wonderful to watch the play of emotions that convulsed his countenance. He became deathly pale, and his eyes, turned tremblingly upwards, were wet with tears. As yet he had not spoken. The silence could be felt; it had become absolutely painful, until at last the spell was broken as if by an electric shock, as his rich toned voice syllabled forth, 'Our Father, which art in heaven,' etc., with a pathos and fervid solemnity that thrilled all hearts. He finished; the silence continued; not a voice was heard nor a muscle moved in his rapt audience, until, from a remote corner of the room, a subdued sob was heard, and the old gentleman (the host) stepped forward, with streaming eyes and tottering frame, and seized Booth by the hand. 'Sir,' said he, in broken accents, 'you have afforded me a pleasure for which my whole future life will feel grateful. I am an old man, and every day, from boyhood to the present time, I thought I had repeated the Lord's Prayer; but I never heard it before, never!' 'You are right,' replied Booth; 'to read that Prayer as it should be read caused me the severest study and labor for thirty years, and I am far from being satisfied with my rendering of that wonderful production. Hardly one person in ten thousand comprehends how much beauty, tenderness, and grandeur can be condensed in a space so small, and words so simple. That Prayer itself sufficiently illustrates the truth of the Bible, and stamps upon it the seal of divinity!'"

The Merchant's Mistake.

In the spring of 1861 a young man came from Cambridge, Mass., where he had taught school and obtained a situation as clerk with a merchant doing a good business in Springfield, Mass. In a short time the clerk became an expert and accomplished business man. His employer found but one fault. The clerk was too frank in acknowledging the defects in the goods.

One day in July a lady and gentleman entered the store in quest of cloth. They wished to buy the material for one hundred suits of clothing for a company of volunteers. The lady had traded with the clerk and sought him now. "We have just the article," said the proprietor, who stood near. "George, go up stairs and bring down a bolt of that heavy flannel." The young man brought it and there nineteen pieces of the same kind left.

The lady examined the cloth and pronounced it satisfactory. "You know," she said to the clerk "what we want this for." "You can warrant this?" The clerk knew that his place depended upon his answer, but he replied, "I am sorry to tell you that I cannot recommend these goods." I will show you some that I can warrant. In the end he sold five hundred yards of good cloth. When the customer had left the merchant opened his battery of wrath. The clerk declared he would not knowingly deceive a customer, and was told his services were no longer required.

It was soon known in town that he was discharged for his honesty, and in less than a week he had an offer of a better situation and better pay in another store. The customers of the dishonest merchant hearing of the circumstances, refused to trade longer with him, and all gave their patronage to the employer of the honest clerk. George is now a prosperous merchant and his early employer is a bankrupt.

Doing Things Well.

Samuel Budgett was a famous merchant in Bristol, England. He employed three hundred persons in his store. He employed one boy to straighten the old nails taken from the barrels and boxes.

"A boy who will straighten nails well will do other things well," he used to say. If a boy did this well, he was promoted to the position of bag mender. If he did not straighten nails well he was dismissed. He who did the first well almost always did the second well. If faithful in mending bags, boys were advanced to the rank of errand boy. Thus step by step the faithful workers rose in Mr. Budgett's establishment.

James Smith rose from the humblest origin till he became a member of the British Parliament. An aristocratic member taunted him with "I remember when you blackened my father's

Blackwood says, education does not commence with the alphabet. It begins with a mother's look, with a father's nod of approbation or his sign of reproof, with a sister's gentle presence, or a brother's noble act of forbearance, with a handful of flowers in green and daisy meadow; with a bird's nest admired but not touched; with pleasant walks in shady lanes and thoughts

The Student's Friend.

EDINBORO, PA., FEBRUARY, 1870.

SEE story of Arnold Winkleried. The Little Hero, Unconscious Influence, &c.

MONEY BY MAIL.

There is no safety in sending money by mail. Parents sending money to their children at school should remember this. Send a bank check, a draft or a post office money order, but never enclose money in letters. There are several bankers and two banking houses in Edinboro, which will always cash New York or Pittsburgh drafts. New York Drafts are preferred.

NORMAL SCHOOL MOTTOES.

In another column will be found an advertisement of these mottoes. It will be seen that they contain more matter than any other set of mottoes. The mottoes consist of complete sentences, not of fragments. Each one is designed to have an influence in promoting the interests of the schools. They can be used in several ways. One method of use is as follows:

Keep the mottoes in your desk. Whenever anything goes wrong in school bring out a motto applicable to the case in hand. Place it before the school. Read it. Illustrate it by a suitable story. Apply it to the case in hand. Return the motto to the desk again and bring out another when needed.

WEBSTER'S UNABRIDGED PICTORIAL DICTIONARY.

No school can afford to do without it. It includes all that can be desired in such a work. In definitions, etymologies, synonyms, pronunciations and references, it is full and accurate. Whatever other works of the kind shall hereafter be produced, this will long stand without a rival in all the essentials of a complete dictionary.

Study.

John Ogden says: "Probably one-half of the time devoted to study by scholars at school is either altogether lost or worse than wasted." The time is lost by improper modes of study. The whole attention should be fixed upon the subject of study. No wandering thought should be harbored. The thought expressed in the words of the text book should be seized. The ideas expressed should be grasped. The relation of the ideas should be noted. The whole subject should be mastered once for all.

Hard study affords pleasure. All study should be so conducted as to be pleasant. Every period of study should be well improved. He who wastes an hour loses an opportunity for improvement which will never return. No study should be continued longer than during the vigorous action of the mind. Weariness produces weakness. Protracted effort may weaken the mental powers. Whispering in study hours distracts the attention and weakens the intellectual powers.

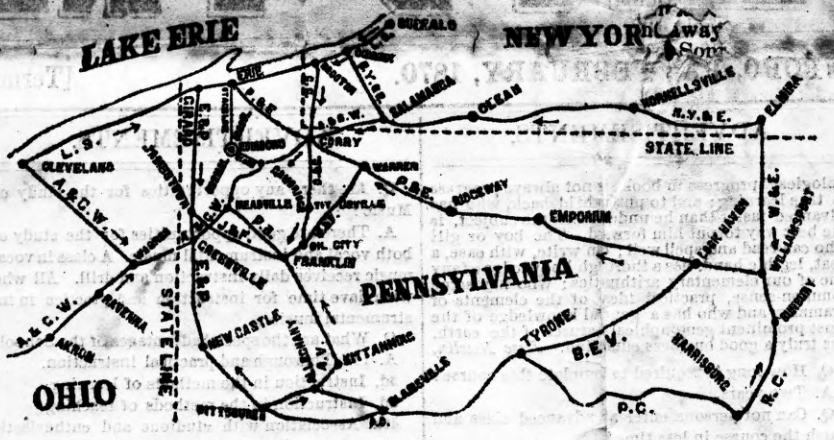
Habits.

"Blessed is the man whose habits are his friends." A person can form any habit he desires, and can break up any bad habit. Resolution and perseverance will enable him to do it. All persons have some habits which they would like to be free from. All lack some habits which they would like to have. What habits should a young man form which will prove his friends?

- 1. The habit of Truthfulness.
2. Of Industry.
3. Of Punctuality.
4. Of Economy.
5. Of Reflection.
6. Of Daily Study.
7. Of Using Language Correctly.
8. Promptness in beginning a known duty.
9. Of Fulfilling his engagements and carrying out his resolutions.
10. Of Placing the right before the expedient.

What a man can write out clearly, correctly and briefly, without the aid of books or notes, that he knows; knowledge less certain than that is of little value. There never was a time when careful training in clearness and accuracy was more needed.

ONE always receiving, never giving, is like the stagnant pool, in which whatever flows remains, whatever remains corrupts.



RAILROAD MAP, SHOWING ROUTES TO EDINBORO. A. & G. W., Atlantic & Great Western; P. & E., Philadelphia & Erie; E. & P., Erie & Pittsburgh; A. V., Allegheny Valley; P. C., Pennsylvania Central; N. Y. & E., New York & Erie; C. C., Cross Cut; O. C., Oil Creek; W. & F., Warren & Franklin.

NORTHWESTERN STATE NORMAL SCHOOL,

EDINBORO, ERIE COUNTY, PA.

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- J. A. COOPER, A. M., Principal.
MAGGIE COMPTON, B. E. D.
G. A. LANGLEY, M. E. D.
H. EVELYN BROOKS, B. E. D.
J. R. CHANDLER, B. E. D.
S. A. HOLT.
CELLA SHERMAN.
J. H. McMILLEN.

The Spring Term will open March 29th, 1870. Tuition, \$12 per term. Instrumental Music, \$12 per term. Use of Piano one and one half hour per day, \$4 per term. Books in the common English branches furnished for use free of charge. The State will pay \$7 per term for those who intend to teach school. Board can be had, every thing found, for \$8.50 to \$4.25 per week. Rooms for self-board, furnished with cook stove, bedstead, and table, rent for \$7 per term. Self-boarders can bring their expenses within \$30 per term. Board in the Boarding Hall, where all but two of the teachers board, every thing found, plenty of good food well prepared, \$32 for the Spring Term of fourteen weeks. For room for self-board, or board in the Hall or in the village, address

THE PRINCIPAL, Edinboro, Pa.

Potter Literary Society.

Organized December, 1863. Vols. in Library, 349.

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J. W. Parshall. SUB-MOTTO—We Work to Win.

Everett Literary Society.

NAMES OF ACTIVE MEMBERS OF THE E. L. SOCIETY—1869-70.

Volumes in Library, 340.

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Just Published,

WORMAN'S GERMAN READER.

The finest compilation of Classical and Standard German Literature ever offered to American students. Besides selections from the masterpieces of Goethe, Schiller, Kormr, Seume, Uhland, Freiligrath, Heine, Schlegel, Holty, Lenau, Wieland, Herder, Lessing, Kant, Fichte, Schelling, Winkelmann, Humboldt, Ranke, Raumer, Menzel, etc., it contains, complete, Goethe's "Iphigene," Schiller's "Jangfrau," and, for instruction in modern conversational German, Benedix's "Gleisninn."

PRICE—\$1.50, postpaid.

IMPORTANT TO STUDENTS OF FRENCH.

WORMAN'S FRENCH ECHO.

A New System of CONVERSATION.

This work is the companion and result of the German Echo on the same plan, issued some months since, and

ALREADY WIDELY POPULAR. The exercises are entirely in French, and of the most practical character. The object attained by this method is, briefly, that it enables the student

TO THINK IN FRENCH. The book contains a fine vocabulary of words and idioms.

PRICE—\$1.25, post paid.

BOTANY.

Alphonso Wood's NEW BOOK,

The American Botanist and Florist.

This work is the most available text for schools yet prepared. Being a complete manual within the compass of a smaller, more easily learned and less expensive volume than any of those heretofore considered indispensable for thorough courses. Its conciseness has been attained, not by the omission of anything necessary to the complete definition and prompt recognition of every species, but simply by avoiding repetitions.

FACTS. I was troubled, some time since, by the want of punctuality in my scholars. I had just undertaken the management of a school which had "run down," under the control of a man who had governed, at times with severity, at times with laxity of discipline, and I was at a loss what course to pursue to create a reformation in this particular. Acting, however, on the principle of attracting rather than coercing, I determined on the following plan: I was not sure of its success, and I did not make known my motive, intending to try other means if this failed. At ten minutes before nine, I rang the first bell; at two minutes before nine, I tolled the second bell, and at nine precisely, I closed and locked the door. After opening school with the usual devotional exercises, I told the few who were at their seats that I intended to spend a quarter of an hour, every morning, in telling them something interesting, something which they would be pleased and profited to hear; and I began at once to tell them about what I saw when I was at Vesuvius and Pompeii. I made the narration as interesting as I could, and at the end of fifteen minutes, I opened the door and admitted the outsiders. They had arrived, and had been surprised to find the door locked; a few of them had made a little disturbance, and two or three had gone away; but I said nothing, and we went on with the regular exercises. The process was repeated every morning. I took care to have something really interesting, and I soon began to observe the effects. They who had heard the "facts," as I called them, told their tardy companions what pleasant information the teacher had given them, and advised them to come in time, if they wanted to hear something nice. I was walking behind two of my boys, one morning, on my way to school—two of the quondam tardies—and overheard one of them say, "Hurry up, or we shan't be in time for the 'fact.'" In a few weeks I had induced a good degree of punctuality, although there were some who could only be persuaded to be punctual by being deprived of their recesses.

Let the Young be Wise.

Whatever you try to do in life, try with all your heart to do well; whatever you devote yourself to, devote yourself to completely; in great aims and small, be thoroughly in earnest. Never believe it possible that any natural or improved ability can claim immunity from the companionship of the steady, plain hard-working qualities, and hope to gain its end. There is no such thing as fulfillment on this earth. Some happy talent and some fortunate opportunity, may form the

men mount, but the rounds of that ladder must be made of stuff to stand wear and tear; and there is no substitute for thorough going, ardent and sincere earnestness. Never put one hand to anything on which you can throw your whole self, never affect depreciation of your work, whatever it is. These you will find to be golden rules.

Success. Success in any undertaking depends upon effort. There is no luck about it. Every one who will employ the means can control the result.

Success is always the result of patient, steady perseverance in a judicious course. No one can succeed unless he takes the right course, and then only with continued effort. Every one can work out a course of life proper for himself. Every one can pursue this course. All who will do these two things will succeed.

After a great snow storm a little boy began to shovel a path through a large snow bank before his mother's door. He had only a small shovel to do it with. "Do you expect to get through that drift?" asked a man passing by. "Certainly," replied the boy. "How?" asked the man. "By keeping at it," was the reply.

Arnold Winkleried.

On the 9th of July, 1483, Swiss soldiers were met by 4200 Austrian troops. The Austrians were clad in mail and armed with long pikes. The Swiss were in danger of being destroyed to a man. The hope of their country rested on them. A private soldier, undistinguished before, named Arnold Winkleried, thought within himself, "I will break the ranks of the enemy." He cried, "Friends, protect my wife and children!" then ran with arms extended wide, towards the enemy. Every pike was turned towards him. Ten spears he swept within his grasp. They entered his body. He bore them to the earth. His comrades entered the breach thus produced in the enemy's lines, and in an instant routed the Austrians. The route was complete. A pantheized them. The field was won by the heroism of a private soldier.

THE Herald of Health speaks wisely thus: Good physical health lies at the very foundation of success and happiness, and should be most highly prized, and every available means taken to retain it by those who possess it, and to regain it by those who have lost it. With health man can accomplish almost anything he wills, but without it he is like a giant bound, helpless. Horace Man once truly and beautifully said:—All through the life of a pure minded, but feeble bodied man, his

Responsibilities of the Teacher.

The teacher makes the school. The teacher is the school, and a good school should not be taken to mean a good building, good text books, good apparatus, a good theory; but earnest, able, efficient instructors. Therefore, we conclude that whatever defects in our schools we see and lament are due, not to these externals, but to some fault in ourselves, the teachers. We believe we are wanting in knowledge, in enthusiasm, and in devotion.

First, knowledge. To teach with power, the fullest knowledge is an absolute prerequisite. The subject must be mastered. For the teacher above all, "a little knowledge is a dangerous thing." Nay, it is almost a fatal thing—dangerous for his pupils as well as for himself, if he does not know it is little; and well nigh fatal to his efficiency, if he does know it. For conscious ignorance benumbs the faculties, chills all ardor, represses all enthusiasm, and begets feebleness, awkwardness, and embarrassment. It shrivels the soul, and fetters the tongue. It cramps and confines, it seals up the sources of inspiration, and takes the very life and spirit away.

The subject must be worked out by patient, protracted, original research. It must penetrate and permeate the mind, it must be wrought into its very fibres. Then, and not till then, can knowledge be freely and spontaneously reproduced. This is the first fundamental condition of really effective, successful teaching, and in just this respect is the cause of failure most frequently to be sought.

It is the office of the instructor to impart knowledge. But this is not the main purpose. The teacher must above all quicken and energize the mind of his pupil, and he who best succeeds in this is to be accounted the most successful teacher.

Early Rising.

Early rising, to be beneficial, must have two concomitants: to retire early, and, on rising, to be properly employed. One of the most eminent divines in this country rose by daylight for many years, and at the end of that time became an invalid—has travelled the world over for health, and has never regained it, nor ever will.

It is rather an early retiring that performs the good, by keeping people out of those mischievous practices which darkness favors, and which need not here be more particularly referred to.

Another important advantage of retiring early is, that the intense stillness of midnight and the early morning hours favor that unbroken repose which is the all powerful renovator of the tired system. Without, then, the accompaniment of retiring early, "early rising" is worse than useless, and is positively mischievous. Every person should be allowed to "have his sleep out;" otherwise, the duties of the day cannot be properly performed—will be necessarily slighted, even by the most conscientious.

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.

"Thank You."

Nearly in front of the Sun office, in New York, stands a curbside newspaper dealer. He is a stout, compactly built man, with a ruddy, cheerful face, and a decided Irish accent. He sells the current daily and weekly newspapers, always keeps a good supply, and never gets "stuck." You can never inquire for a paper or magazine that he will not furnish you; for, if he hasn't it in stock, he will produce it from the adjacent news agency before you have time to complain; and when he serves you, and receives his compensation, he invariably throws in, as a make weight, a pleasant little "thank you." It does not seem to cost him much effort—in fact, it rather affords him relief, and is an evident pleasure, finishing off the trade, as it does, with a graceful and symmetrical cap stone of politeness, the result of which is, that the very next time you are in the vicinity and want a paper, you will go several blocks out of your way, if necessary, to bestow your patronage on a gentleman. Anybody would do it, and that is what one good natured Irishman makes by being polite.

Daily Review.

It was a precept of some ancient teachers, not to close the eyes in sleep until the labors of the day had been thrice reviewed. The value of the exercise consists in its influence upon the future. To err is human. If the day is carefully reviewed the errors will appear with the right actions. More or less regret will be felt for not doing better and a resolution will be formed to avoid the same error the next day. Few persons break off the bad habits. They do not try. He who will spend a few moments in carefully reviewing the day at its close, will make the next day more valuable. He who forms this habit will improve in character. To be profitable the review must be honest and thorough. Each failure of duty should be recalled and its cause and extent noted. A firm resolution should be made not to let the same occur the next day. At the recurrence of the same temptation a remembrance of previous failures will be likely to strengthen one's resolution to resist. A noble and

Whispering. "Holland, you know, is a very low and flat country. Much of it is below the level of the sea. Were it not for the extensive embankments which have been built by that industrious people to keep out the sea, the whole country would be a vast salt marsh. Instead of roads they have canals. These are very easily built, and are supplied with water from the sea, which is let in through great wooden gates, built in the embankments. In spite of all their care, inundations sometimes happen, which do immense damage. When the tide is high, the water dashes against these sand-banks; and although at first only a little breach is made, yet the loose sand gives away by degrees, until, occasionally, it works a passage, and pours in with resistless fury, washing everything before it—houses, cattle, people and all. They prevent such deplorable accidents only by great care in watching for the first appearance of a break, and immediately stopping it up.

"One night, a little Hollander, about six years old, was coming home very late. He had been away for the doctor, for his mother was sick. As he was passing along near one of the embankments, he heard the trickling of water. It was so dark that he had to hunt around for some time before he found it, but at last he discovered that between the side of one of the gates and the bank, there was a little hole worn, through which the water was trickling in quite a stream. He was a little fellow, but he was wise enough to know that if the water was left to run long, it might soon wear a larger hole, and very likely burst through in a regular inundation before morning. He tried to stop the hole with sand and little sticks, but the water still trickled through; he couldn't find anything in the dark, which would stop it; so what did he do? He thrust in his little fist, and that stopped the water effectually.

"But after awhile he began to grow sleepy and chilly. He wanted to take his hand out, for his arm ached, and he thought of home and his warm bed. But, like a little hero as he was, he stood to his post. His head nodded, and he almost got to sleep; but the danger and trouble to his own family and the whole village, and perhaps the whole country, gave him strength, and he stood to his post!

"In the morning, very early, his friends and neighbors, who had started out to look for him, found him nodding and shivering at the gate, but still at his post. You may well believe that they were delighted with the prudence and bravery of the little fellow. And it was not long before the whole country heard of it, even the king himself, who ordered a monument to be erected to his honor, and, on the top of it, a marble statue of the little hero.

"Now, boys, let's find the moral of this good story. The inundation of disorder in a school generally trickles through a little whispering hole that each of you have; just under your noses. And that boy who really wishes to do his part in preventing the pouring in of a whole sea of talking and laughing and playing, will do his best to stop up the whispering hole.

The Boy to Succeed.

A few years ago, a large drug firm in New York advertised for a boy. Next day the store was thronged with applicants, among them a queer looking little fellow, accompanied by a woman, who proved to be his aunt, in lieu of faithless parents, by whom he had been abandoned. Looking at this little waif, the merchant in the store promptly said:

"Can't take him—places all full; besides, he is too small."

"I know he is small," said the woman, "but he is willing and faithful." There was a twinkle in the boy's eyes that made the merchant think again. A partner in the firm volunteered the remark that he "did not see what they wanted of such a boy—he wasn't bigger than a pint of cider." But after consultation the boy was set to work.

A few days later, a call was made on the boys in the store for some one to stay all night. The prompt response of the little fellow contrasted well with the reluctance of others.

In the middle of the night, the merchant looked in to see if all was right in the store, and presently discovered his youthful protege busy scissoring labels.

"What are you doing?" said he; "I did not tell you to work nights."

"I know you did not tell me so, but I thought I might as well be doing something."

In the morning the cashier got orders to "double that boy's wages, for he is willing."

Only a few weeks elapsed before a show of wild beasts passed through the streets, and, very naturally, all hands in the store rushed to witness the spectacle. A thief saw his opportunity, and entered the rear door to seize something, but in a twinkling found himself firmly clutched by the diminutive clerk aforesaid, and, after a struggle, was captured. Not only was a robbery prevented, but valuable articles taken from other stores were recovered.

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The Sun the Source of All Power.

Prof. Tyndall, in his book on "Heat as a Mode of Motion," has the following eloquent passage on the sun, which Herbert Spencer has perhaps more completely elaborated than any other writer:

"Every mechanical motion on the earth's surface, every manifestation of power, organic or inorganic, vital and physical, is produced by the sun. His warmth keeps the sea liquid and the atmosphere a gas, and all the storms which agitate both, are blown by the mechanical force of the sun. He lifts the rivers and the glaciers up the mountains, and thus the cataract and the avalanche shoot with an energy derived immediately from him. Thunder and lightning are also transmitted strength. Every fire that burns, and every flame that glows, dispenses light, and heat that originally belonged to the sun. In these days, unhappily the news of battle is familiar to us; but every shock and every charge is an application or misapplication of the mechanical force of the sun. He blows the trumpet, he urges the projectile, he bursts the bomb.

"And, remember, this is not poetry, but rigid, mechanical truth. He rears, as I have said, the whole vegetable world, and through it the animal; the lilies of the field are his workmanship, the verdure of the meadows, and the cattle upon the thousand hills. He forms the muscle, he urges the blood, he builds the brain. His fleetness is in the lion's foot; he springs in the panther, he soars in the eagle, he glides in the snake. He builds the forest and hews it down, the power which raised the tree and wields the ax being one and the same. The clover sprouts and blossoms, and the scythe of the mower swings by the operation of the same force. The sun digs the ore from our mines, he rolls the iron, he rivets the plants, he boils the water, he draws the train. He not grows the cotton, but he spins the fibre and weaves the web. There is not a hammer raised, a wheel turned, or a shuttle thrown, that is not raised, turned and thrown by the sun. His energy is poured into space, but our world is a halting place where his energy is conditioned. Here the Proteus works his spells."

Mental Labor or Brain Work.

It is possible that sometimes a student or professional man may injure himself by severe mental labor in this country, though we cannot recall a well authenticated case of the kind. The truth is we have but few hard students in this country, and our students and professional men are killed, not by too much labor of the brain, but by too little labor of the body; not by too much food for the mind, but by too much food for the stomach.

Many more are injured by excessive indulgence of the bodily passions and appetites, than by excessive indulgence in literary labor. Tobacco and alcohol produce far more softening of the brain, and disease of the heart, among students in this country, than close application to their studies. A healthy mind in a healthy body is capable of an almost unlimited amount of labor without injury; but if the body is broken down by excess, or by neglect, the mind suffers with it, and both fall together.

"Does Brain Work Shorten Life," then?

1st. Our answer to this question is as follows: no, when performed in a proper way,—yes, when performed in an improper way. Any pupil in school, or any man or woman out of school, who labors more than four or five hours a day at hard study without recreation or relaxation, will find it injurious to health, and to shorten life. But the hardest student may live to extreme old age, if he will observe the following rules, of which this is the first: Mingle labor with recreation.

2d. Never study, or apply the mind closely, immediately after eating. There is but so much blood in the body, and when the stomach is digesting food, a larger proportion of it is there than at other times. So, when we think hard, or study, more blood flows to the brain than at other times. But who does not see that there cannot be more blood than usual at all parts of the body at the same time?

3d. To be healthy, never study under the influence of stimulants. Many have written and produced wonderful compositions under the stimulus of alcohol, and opium, and other poisonous narcotics. But such a course invariably shortens life. Men may study, if they will only live right.

Hours of Study.

Mr. Donaldson, head master of the Training College of Glasgow, states that the limits of voluntary and intelligent attention are, with children of from 5 to 7 years of age, about fifteen minutes; from 6 to 10 years of age, about twenty minutes; from 10 to 12 years of age, about 35 minutes; from 12 to 16 or 18 years of age, about 50 minutes; and continues, "I have repeatedly obtained a bright voluntary attention from each of these classes, for 5, or 10, or 15 minutes more; but I observed it was at the expense of the succeeding lesson."

The Rev. J. A. Morrison, Rector of the same college, speaking on the same subject, says: "I will undertake to teach one hundred children, in three hours a day, as

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GOOD AGENTS WANTED

Classification of Beaux.

Girls are very much given to classifying their beaux. The clever ones have every man in society as duly ticketed and numbered, with a brief synopsis of his good and bad points carefully noted, as if he was put up in a package and labeled.

First, there is the serious beau, the temporarily struck, the dangling, the daunting, the German, the escorting, the theatre, the day church, the night church, the sink, the flower, the candy, the moral, the bore, the old last chance, who is generally a party who has been refused regularly every spring and fall, who won't let go and who will hang on.

This one generally has a mortal aversion to all the others, and is as much domesticated at the house of his charmer as the cat or the poker. Nobody minds him; he is known to have been So and So's beau for years and years. He is harmless, amiable, lazy and melancholy, with a capacity for sitting out all the others, wonderful to behold.

The only man in the list who ever wins is the serious beau. He is always in cold earnest: he "means business," he won't be fooled with, loves the girls, and no mistake. He is apt to be laughed at by all the others, except Old Last Chance, who regards him with suspicion, and as the possible winner of the prize.

The especial antipathy of the mother is the dangler. He is a sort of flirtatious moth, who never burns his wings, and is often in the way of the serious man. Your dangler never bites—he nibbles. His head is never so cool as when he seems most in earnest. He criticizes everything in the matrimonial market, and persists in not being suited.

The other species have no particular characteristics, and are more or less useful and convenient, except the bore, who is the cross which all belles must bear with fashionable fortitude.

The Managing Woman.

To be a good housekeeper is one of the most essential and useful accomplishments; and the man who secures for his wife one whose education in this respect has not been neglected, combined with a mild, confiding and loving disposition, has a most valuable treasure, and if his home is not agreeable, and pleasant he may be assured that the fault is with himself, and he does not possess the manly and gentlemanly attributes necessary for such a partner for life. We commend the following just and truthful remarks to the attention of our readers:

"The managing woman is a pearl among women; she is one of the prizes in the great lottery of life, and the man who draws her may rejoice for the rest of his days. Better than riches, she is a fortune in herself—a gold mine never failing in its yield—a spring of pleasant water, whose banks are fringed with moss flowers when all around is bleached white with sterile sand. The managing woman can do anything; and she does everything well.

Perceptive and executive, of quick sight and steady hand, she always knows exactly what is wanting, and supplies the deficiency with a tact and cleverness peculiar to herself. She knows the capabilities of persons as well as things, for she has an intuitive knowledge of character. The managing woman, if not always patient, is always energetic, and can never be disappointed into inaction. Though she has to teach the same thing over and over again, still she is never weary of her vocation of arranging and ordering, and never less than hopeful of favorable result."

The Standing Armies of Europe.

According to a recent number of Engel's Statistical Journal, published in Berlin, the standing armies of Europe have already brought the large civilized states of that continent to the verge of bankruptcy. Dr. Engel asserts that the yearly army and navy expenditures of the countries of Europe amount to \$249,496,098 in gold, and that the annual interest of the capital invested in army and navy establishments amounts to \$165,393,000 in gold. The value of the labor of the soldiers, now lost in the pursuit of arms, is placed at \$719,031,412, so that the armies and navies of Europe involve an annual loss of \$1,133,921,110 in gold. The wars of Europe, from 1853 to 1863, cost the lives of 1,743,491 men.

VERACITY.—The groundwork of all manly character is veracity. That virtue lies at the foundation of everything solid. How common it is to hear pa-

THE NEW TESTAMENT MAN.

BY MRS. MARY M. MARTIN.

(From the New York Observer.)

Taking it for granted that "The husband is the head of the wife, even as Christ is the head of the Church," let us hear what is written in continuation:

"Husbands, love your wives, even as Christ also loved the Church, and gave Himself for it."

It would seem rather strange that a man, in his near relation to his wife, should need a positive command to love her! And, as if it were necessary to follow up the thought, they are enjoined "To love them as their own bodies. For no man ever yet hated his own flesh, but nourisheth and cherisheth it."

The man of the New Testament is, therefore, bound by the law of the Gospel to cherish his wife in sickness and in health, and in joy or sorrow to make her comfort his first care, as if it were his own. And, as if all this were not sufficiently definite, or too general in its meaning, the New Testament says: "Let every one of you in particular so love his wife, even as himself." So there can be no doubt that every individual husband is commanded to do this thing.

To this another command is added: "Likewise ye husbands dwell with them according to knowledge, giving honor unto the wife, as unto the weaker vessel, and as being heirs together of the grace of life, that your prayers be not hindered."

The New Testament man who gives honor to his wife, seeks no enjoyment in which she does not share; he consults her tastes and preferences in all things; sympathizes with her in all her weaknesses, whether physical or mental; and in everything so conducts himself towards her that he can "With boldness approach the throne of grace," with the consciousness that his "prayers will not be hindered."

But, lest there should be some misunderstanding, the New Testament man is still further enjoined: "Husbands, love your wives, and be not bitter against them."

What a singular command! Bitter against them! The woman who, in the fullest confidence, has given "her all of earth, perchance of heaven," into this husband's hands; who, in her weakness, is so dependent upon him; who makes his comfort her greatest care; who regards his lightest wish her law, his smile her joy, his frown her woe—HE BITTER AGAINST HER! O, what visions of sorrow must have passed through the mind of the apostle, as he penned these words! How grieved his pure heart—how ashamed to own there was need of such a command!

The New Testament man, if a bishop or an elder, must be the husband of but one wife. Methinks he could not live in Utah, or even in a country whose laws uphold and sanction its practices, without lifting up his voice against such iniquity.

In addition to all these commands, is yet another: "And, ye fathers, provoke not your children to anger, lest they be discouraged."

What! a father provoking his children to anger instead of to love and good works! A child in the house of his father discouraged! He who gave him life without his consent or choice, bone of his bone and flesh of his flesh, so far forget his dear relations to him as to discourage him, in the bloom of his youth, when hope is brightest, and life is all before him in its rosy hues! No wonder the New Testament man is warned against this great sin: he will not commit it; he will be a kind and loving father to his children, encouraging them in every good and noble thought and action, and so treating them that they will give him their love and confidence, and be far less likely to be led astray into the paths of sin.

The New Testament man "will provide for his own," and "specially for those of his own house." He will labor for them, in his calling, cheerfully supplying their necessities, and even the luxuries of life, if it is within his means.

In obeying these commands, he will do more to put an end to the crying sin of divorce than all the enactments of the several States of the Union; and he will hear less of woman's rights and woman suffrage, and all the ills they seek to remedy.

Let the New Testament man come forth in his strength, and conquer by love and good works.

ADVERTISEMENTS.

The Normal School Mottoes.

It is a well known fact that a sentiment or a proverb impressed upon the mind of a child, has a powerful influence on his future character. For this reason a good set of mottoes is a great educational power.

The Normal School Mottoes are designed to assist the teachers:

- In keeping good order; In infusing a love for study; In encouraging the pupils; In preventing whispering, tardiness and idleness; In awakening the parents; and In becoming a successful educator. They read as follows: Good parents send their children to school every day; encourage them in study; urge them to obedience; often visit them at school; and provide all necessary books.

The good scholar comes early to school; takes his seat quietly; studies diligently; learns his lessons thoroughly; recites clearly; and speaks kindly.

A good school requires a good house, a good teacher, good scholars and good parents.

Good order is the foundation of all good things. Let every one keep himself in the straight path of duty and none will do wrong.

Moving the lips brings confusion and disorder. The eye and the ear are inlets to the mind.

Be truthful. He who speaks the truth is honored, trusted and loved. He who tells a falsehood, even in jest, is not believed when he speaks the truth.

Study to know. Knowledge is gained by hard study only. Diligence is the price of learning. Thorough knowledge is valuable.

Happiness and duty are inseparable. There is no satisfaction like the consciousness of duty discharged.

Waste of time brings want of time. There is time enough for every duty, but not a moment to spare.

Time is precious. God gives us only one moment at once. He who wastes the present moment, wastes all the time he has. Waste not. Want not.

In study hours my thoughts should be upon my lesson, my eyes upon my book; my lips, tongue, hands and feet should be quiet.

This day is given me that I may grow wise. The day is lost, which brings no wisdom.

Take heed how you hear; how you speak; how you act; how you study.

Whatever is done early is twice done. Delay not; promptness is a virtue; the punctual man is the successful man.

The good teacher is earnest in his work; systematic in his labor; punctual in discharging his duties; accurate in his statements; clear in his explanations; and pleasant in his intercourse with the scholars.

On me rests the success of this school. I will do all I can to make the school the best possible. As far as I am responsible, it shall succeed.

The good are happy. A kind act is twice blessed. It blesses the doer and the receiver.

Mother is thinking of me now; I cannot do wrong, for it would make her sad. I will study hard to please her.

Patient labor overcomes all difficulties. There is no excellence without great labor.

Wisdom is better than gold. A good education is the best fortune. The lover of wisdom will become wise.

They are neatly and plainly printed on ten cards of EXTRA HEAVY, colored printer's board, and will be sent post paid for one dollar per set. This set is called No. 1.

The same Mottoes on ordinary colored printer's board, will be sent post paid for seventy-five cents per set. This quality of board is the same as is commonly used for school mottoes. They are in the same type and of the same color as set No. 1, but not as durable. This set is called No. 2.

These mottoes appeal more powerfully to the working forces of the school, than any other set published. They influence the parents and the teacher as well as the scholar. No school can be furnished with these mottoes and not be the better for it.

Send for the mottoes; they will adorn your school room; encourage your pupils, increase your usefulness, raise your wages by giving you a greater reputation.

Mistakes.

It is a mistake to think that all the time spent away from study is so much clear gain. Some students act as if this were true. They go to their study as Shakespeare represents the school boy going to school. They leave their books and studies as soon or sooner than their teacher or their judgment approves. They are as long as possible in getting their books and their persons in a suitable position for study, and they stop studying at the first tap of the bell for study hours to close.

It is a mistake to think that an excuse for not having a lesson is of as much value as a good lesson. Some scholars seem to think that a good excuse is of as much use to them as a good lesson. An excuse is of no benefit. If it is a valid one, it shows that one might properly engage in some other duty and for the time omit the accustomed duty. But the excuse itself whether good or poor does not benefit the person giving it. He is no wiser, no richer, no stronger and no better after giving the best excuses than he was before.

It is a mistake to think that every time one is not called to recite when he is in the class, he is benefited. Individual effort is the only source of good. An opportunity to recite, improved is a means of growth. He who recites clearly and accurately does himself good. He who does not recite might nearly as well not attend class.

It is a mistake to believe that every teacher's intent is antagonistic to every scholar's interest. The interests of teacher and scholar are the same. Both are engaged in the same work, namely: preparing the scholar for the duties of life. When they engage in opposing each other they are like a divided team, fast attached to each end of the coach and drawing in opposite directions.

It is a mistake to think that a lesson superficially learned is as valuable as one thoroughly learned. Thorough knowledge is valuable. All other knowledge is useless.

It is a mistake to think that it does one as much good to have a lesson explained by a fellow student as to learn it for one's self. The mental effort of learning a lesson strengthens the mind. Having a school mate explain the lesson is of little benefit.

It is a mistake to think that an hour can be taken from sleep any night or every night and the body and mind not suffer.

It is a mistake to think that an hour can be taken from study and afterwards be made up.

It is a mistake to think that the strength of the body depends upon the amount of food eaten.

It is a mistake to think that all time spent in reading is profitably spent.

It is a mistake to think that all the time spent over a book is spent in study.

It is a mistake to think that one book is as good to read as another.

It is a mistake to think that one teacher is as good as another;

It is a mistake to think that the lowest priced goods are always the cheapest.

It is a mistake to think that dissipation promotes happiness.

It is a mistake to think that a good teacher can easily govern all the boys and girls of the neighborhood when all the parents cannot do it.

How to Listen.

In the summer of 1774, Erskine, a British officer stationed in an inland town in England, saw a crowd of persons entering a building. Curiosity led him to follow, and he found the people were assembling to attend court. The Judge noticed the officer's regimentals, and, on inquiry, found that he was the son of an old friend. The Judge invited the officer to a seat near himself, and briefly explained the case which was to be tried. The lawyers on each side were men of ability and reputation; but it occurred to Mr. Erskine during the delivery of their speeches that he himself could have stated their arguments in such a manner as to give them more weight with the jury. The Judge invited him home to dinner, and, after an hour's entertaining conversation, Mr. Erskine said to the Judge: "Lord Mansfield, could not I become a lawyer?" The Judge did not discourage him, and he immediately commenced the study of the law. In two years he was admitted to practice, and soon obtained an abundance of clients. He studied the "Art of Saying Things." He did his best to make others see as he saw. When others spoke, he silently listened and said to himself: "Now, I would arrange it this way. It would be more forcible if expressed that way." So successful was he with both judge and jury that his fellow lawyers said he could make them nod assent to anything he chose. His practice amounted to \$60,000 per year, and he was at length appointed Lord Chancellor of England.

Constantly mind you, that live as long as we may, the first twenty years form the greater part of our life. They appear so when they are passing, they seem to have been so when we look back to them. If this be so, how important that they should be passed in planting good principles, cultivating good tastes, strengthening good habits, and feeling from all those pleasures that lay up bitterness and sorrow for the time to come. Take good care of the first twenty years of your life, and you may regret that the last twenty

ADVERTISEMENTS.

Willson's Readers.

(A PRIMER, TWO SPELLERS, AND SEVEN 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 Nos., now ready.

I believe a child will learn better to draw and write sooner, and with more ease, than he will learn to write 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.

This book is made so as to tax memory as little as possible, perception and judgment as much as possible. The briefest definition and rules are given; then are offered problems which the pupil is to solve, and to work out the meaning and application of the definitions and rules. Minute directions to teachers will be found throughout the book.

The Only Progressive and Graded Series on the Natural Sciences.

BY DR. WORTHINGTON HOOKER,

Professor of Medicine in Yale College.

THE CHILD'S BOOK OF NATURE. For the Use of Families and Schools; intended to aid Mothers and Teachers in training Children in the Observation of Nature. In Three Parts. Part I. Plants; Part II. Animals; Part III. Air, Water, Heat, Light, &c. Illustrated by Engravings. The Three Parts complete in one Volume, Small 4to, \$3; Separately, Cloth, 90 cents each.

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These Text-Books on the Natural Sciences, during the several years in which they have been before the public, have been thoroughly tested in some of the best schools in the country, with the most happy and satisfactory results. By them it has been conclusively proved that school children are never too young to be interested and benefited by lessons in the Natural Sciences, and that the help which they receive

He Who Will, Can Learn.

John Clare was the son of a poor laborer. When a little child, his father became crippled with the rheumatism, and had to live upon the bounty of the parish. The boy was early compelled to go out to day labor, in order to assist in the family support. He performed extra work that he might earn a few pence to pay the village teacher for his schooling. For three winters successively he paid for one month's instruction by two months' work.

When thirteen years of age, a passing companion showed him a volume of poems. He became so wrapped up in its contents that he forgot to touch his dinner, and only released the laborer to the afternoon task. He was compelled to obey the horn or miss the shilling so much needed in his home.

"How much does such a book cost?" is his question when he returned it. "One shilling," is the reply.

He determined to have one himself. He resolved to perform extra work, and save even his bread, that he might lay up enough to buy the coveted volume.

For many long weeks of pinching poverty he kept his resolution, and at length he counted his store of pennies and farthings, finding them sufficient to make a shilling.

The next morning, before light, he dressed himself, took a drink of water from the bucket in the well, and, with a dry crust of bread in his hand, started for Stamford, six miles distant, to buy the longed for book. He arrived at the book store before the town was astir, waited half an hour for the opening of the store, and then obtained the book.

Having read the book, he felt an irresistible impulse to write himself, and composed many short poems, which, for lack of better material, he wrote upon scraps of paper, such as old envelopes, an old copy book, or the back of a bill. One of these by chance coming to the notice of the book seller from whom he had bought his book, he sought out the author and obtained and published his poems.

A Fable.

MIL0 wished to make himself very strong. He thought that he could lift a little more every succeeding day, provided he lifted all he could each day. He selected a fine growing calf, as heavy as he could easily carry, and determined to carry it a furlong every day. He commenced this practice and continued it, day by day, until the calf became an ox. As the calf gradually increased in weight, Milo put forth greater effort, and, by increasing his effort, his strength increased. In this manner Milo became the strongest man of his age. His neighbor Miltiades, seeing how strong Milo was making himself, concluded he would follow his example. Not having a calf of the right size, but happening to own a flock of sheep, he said to himself, "This sheep must be about as heavy as Milo's calf was when he began to carry it. I will practice with the sheep." So he took up the sheep and carried it across the field and back twice each day, and continued the practice for three years. At the end of this time he found himself no stronger than he was at the end of three months. Wondering at the reason of his non-increase of strength, he called upon Milo for an explanation. Milo said, "I put forth all my strength every day. Each day the calf grew, and each day my strength increased so that I was able to carry the increased weight of the calf. You have never increased your efforts, and so your strength has not increased."

MORAL.—Students should put forth all their mental strength every day. Each day they should make a greater mental effort than the day before.

The Art of Conversation.

To converse with ease and elegance is no small accomplishment. Perhaps no art attainable is of more service. If so valuable, it should receive more attention during the formative period of life. As a contribution to the literature on this subject, the following is offered:

The objects of conversation may be included under the head of pleasure and profit. We converse for our own pleasure and to please others. We converse to learn and to instruct. If we desire to please by conversation, we should have our minds stored with useful knowledge. We should have that knowledge so digested that it shall lie clearly and distinctly in our memory. We should seek such an acquaintance with words as to be able to express our thoughts in such terms as will convey our thoughts to others, and make others see them as we see them.

We should be willing to talk or to listen, just as talking or listening will afford the more pleasure to our associates. To be a good listener, and to be able to draw others out in conversation, is to afford pleasure. No one can talk without feeling pleasure in being listened to. No one can induce another to talk and not afford that one pleasure.

If we seek profit in conversation, we should have a sense of our own ignorance, and keep before up the subjects upon which we wish to extend our knowledge. We should aim to learn from our associates those things which they are acquainted with. We should seek to learn from those we meet those facts and methods which they know and which we do not know. When we attempt to instruct others we