DENTON JOURNAL.

1845. A FAMILY NEWSPAPER,—DEVOTED TO LOCAL AND GENERAL INTELLIGENCE, AGRICULTURE, AND ADVERTISING:—INDEPENDENT ON ALL SUBJECTS. 1884

VOL. 39. DENTON, MARYLAND: SATURDAY MORNING, MARCH 7, 1885. NO. 26.

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February 14th, 1885.

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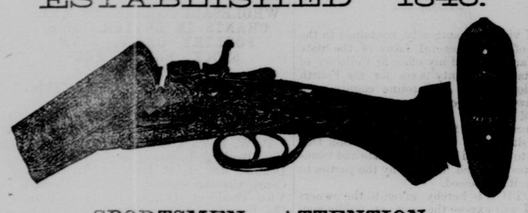

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7 27	3 05	Queen Anne,	11 18	9 08
7 38	3 16	Ridgely,	11 06	8 58
7 48	3 26	Greensboro,	10 56	8 48
7 57	3 36	Goldsboro,	10 46	8 38
8 04	3 43	Henderson,	10 40	8 32
8 11	3 50	Marydel,	10 34	8 26
8 20	3 58	Slaughters,	10 26	8 18
8 23	4 00	Hartley,	10 24	8 16
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All goods warranted for 12 months.

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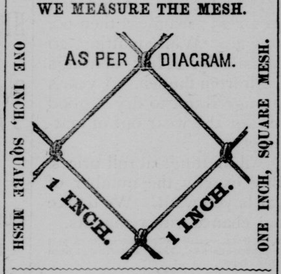

Parties ordering Netting or Seines will give length and depth required when on lines. We allow one-third for rigging, that is if the Seine is to be 100 yards long and 10 feet deep when on lines, as per diagram No. 1.

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We would make the webbing 150 yards long, 15 feet deep when stretched the same as a rope, that is the mesh stretched as per diagram

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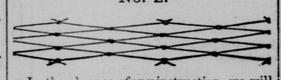

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Mention this paper. [nov8 '84 1y

Lizette.

Yes! I was only a boy!
And she was a girl in her teens;
In those days when life is joy,
Though we know not what love means.
But now I have learned of love
From another. Why, yes! and yet
Somehow my thoughts will turn
To the memory of Lizette.

The Lady Blanche is fair;
She hath dignified, sweet ways,
And a cold and queenly air
Which is above all praise.
And I love her? Why, yes, of course
I love her, I know—and yet
Oh, would that I could love
Her—as I loved Lizette.

To-morrow we shall stand
At the altar—ne'er to part,
And she shall give me her hand,
And I shall give her my heart.
For I love her? Why, yes, of course
I love her, I know—and yet
Oh, would that I could love
Her—as I loved Lizette.

Oh, heart! art thou not fired
With rapture? Art thou old?
Or am I somewhat tired,
And art thou somewhat cold?
For I love her? Why, yes, of course
I love her, I know—and yet
I would that I could love
Her—as I loved Lizette.

But in the dawn of life
Love hath such bloom, it seems;
And in this later strife
We must forget such dreams.
So to-morrow we will be wed.
And I love her? Why, yes, and yet
I would that these dreams were dead
Of the love of the lost Lizette.

—Bennett Bellman.

ALBERT SIDNEY JOHNSTON.

How the Confederate Leader Met his Death at Shiloh.

From the paper by Colonel William Preston Johnston on his father and the Shiloh campaigh, in the Century, we quote the following: "General Johnston was with Straham's brigade confronting Hurlbut's left, which was behind the crest of a hill, with a depression filled with chaparral in its front. The Confederates held the parallel ridge in easy musket range, and 'as heavy fire as I ever saw during the war,' said Governor Harris, was kept on both sides for an hour or more. It was necessary to cross the valley raked by this deadly ambuscade and assail the opposite ridge in order to drive the enemy from his stronghold. When General Johnston came up and saw the situation, he said to his staff. 'They are offering stubborn resistance here. I shall have to put the bayonet to them.' It was the crisis of the conflict. The Federal key was in his front. If his assault were successful, their left would be completely turned, and the victory won. He determined to charge. He sent Governor Harris, to lead a Tennessee regiment, and, after a brief conference with Breckenbridge, whom he loved and admired, that officer, followed by his staff, appealed to the soldiers. As he encouraged them with his fine voice and manly bearing, General Johnston rode out in front and slowly down the line. His hat was off. His sword rested in its scabbard. In his right hand he held a little tin cup, the memorial of an incident that had occured earlier in the day. Passing through a captured camp he had taken this toy, saying: 'Let this be my share of the spoils to-day.' It was this plaything which, holding it between two fingers, he employed more effectively in his natural and simple gesticulation than most men could have used a sword. His presence was full of inspiration. He sat his thorough bred bay. 'Fire-eater,' with easy command. His voice was persuasive, encouraging and compelling. His words were few; he said: 'Men! they are stubborn; we must use the bayonet.' When he reached the center of the line he turned. 'I will lead you!' he cried, and moved toward the enemy. The line was already thrilling and trembling with that irresistible ardor which in battle decides the day. With mighty shout the line moved forward at a charge. A sheet of flames and a mighty roar burst from the Federal stronghold. The Confederate line withered, but there was not an instant's pause. The crest was gained. The enemy were in flight.

'General Johnston had passed through the ordeal seemingly unhurt. His horse was shot in four places; his clothes were pierced by missiles; his boot-sole was cut and torn by a minie; but if he himself had received any severe wound, he did not know it.—At this moment Governor Harris rode up from the right. After a few words General Johnston sent him with an order to Colonel Stratham, which having delivered, he speedily returned. In the mean time, knots and groups of Federal soldiers kept up a desultory fire as they retreated upon their supports, and their last line, now yielding, delivered volley aftey volley as they sullenly retired. By the chance of war, a minie-ball from one of these did its fatal work. As he sat there after his wound, Captain Wickham says that Colonel O'Hara, of his staff, rode up, and General Johnston said to him, 'We must go to the left, where the firing is the heaviest,' and then gave him an order, which O'Hara rode off to obey. Governor Harris returned, and, finding him very pale, asked him, 'General, are you wounded?' He answered, in a very deliberate and emphatic tone: 'Yes, and, I fear, seriously.' These were his last words. Harris and Wickham led his horse back under cover of the hill, and lifted him from it. They searched at random for the wound, which had cut an artery in his leg, the blood flowing into his boot. When his brother-in-law, Preston, lifted his head, and addressed him with passionate grief, he smiled faintly, but uttered no words. His life rapidly ebbed away, and in a few moments he was dead.

His wound was not necessarily fatal. General Johnston's own knowledge of military surgery was adequate for its control by an extemporized tourniquet, had he been aware or regardful of its nature. Dr. D. W. Yandell, his surgeon, had attended his person during most of the morning, but finding a large number of wounded men, including many Federals, at one point, General Johnston ordered Yandell to stop there, establish a hospital, and give them his service. He said to Yandell: 'These men were our enemies a moment ago; they are our prisoners now. Take care of them. Yandell remonstrated against leaving, but he was peremptory. Had Yandell remained with him, he would have had little difficulty with the wound.'

Time Devoted to Meals.

An eminent physician states that the average time occupied in the process of taking food by the people of New England does not exceed from twelve to fifteen minutes for each meal. Such haste is injurious to health for many reasons. The progress of digestion begins in the mouth with the action of the teeth and through the excitement of the salivary glands by the presence of food. Unless saliva is abundantly mingled with the latter, the first act of digestion is obstructed, and nature's plan is changed. This fluid not only lubricates but acts chemically in the mouth, if a reasonable time be given it, upon all the starch elements which make up the great bulk of what we eat. When in eating in haste, a great deal of air is swallowed. Air is, to a certain extent, always entangled in the saliva and assists digestion, but when "wads' of food succeed each other very rapidly, they seem to act like piston in the tube leading from the back of the throat, and drive before and between them into the stomach such amounts of air as to distend that organ and impede its functions. Another effect of eating in this way is that the masses of food imperfectly mixed with saliva, become impacted in the œsophagus, checking its muscular action, which is obviously intended to propel only one piece at a time. The embarrassment is overcome by taking at one gulp as much fluid as the mouth will hold, thus distending the elastic tube and washing the obstructed food in the stomach. All this is unnatural, and can hardly fail to work mischief.

A Beautiful Reflection.

Bulwer eloquently says: I cannot believe that the earth is man's abiding place. It cannot be that our life is cast up by the ocean of eternity to float upon its waves and to sink into nothingness; else, why is it that the glorious aspirations which leap like angels from the temples of our hearts, are forever wandering about unsatisfied? Why is it that the rainbows come over us with a beauty that is not of this earth, and then pass off and leave to muse upon their favored loveliness? Why is it that the stars, which hold their festivals around the midnight throne, are set above the grasp of our limited faculties, forever mocking us with their unapproachable glory? And finally, why is it that bright forms of human beauty are presented to our view, and then taken from us, leaving the thousand streams of our affections to flow in Alpine torrents upon our hearts?

We are born for a higher destiny than that of earth; there is a realm where the rainbow never fades, and where stars will spread before us like islands that slumber in the ocean; where the beings that pass before us like shadows, will stay in our presence forever.

Girls Analytically Considered.

Girls are of few days and full of mischief, and whosoever is deceived thereby is not wise.

When the fair young girl cheweth her gum with greater haste and stampeth her pretty foot, do thou look out.

She cometh forth in the evening in low neck and short sleeves; but in the morning she lieth in bed while her mother hustleth.

When the sleigh bell tinkleth she standeth at the window and yearneth for a beau, and when he cometh she doeth up his purse. He wrappeth the buffalo robe about her much and stayeth out beyond his time, and the livery man addeth four good dollars to his bill.

In the evening he hieth himself away to her father's mansion. He goeth in and sitteth by the fire, and ere he leaveth he poppeth the question and she jumpeth at the chance.

When the cock croweth he taketh his departure, and, when he remembereth the smallness of his salary, he kicketh himself and compareth himself to an ass: yea, verily.

A residence in Indianapolis has the following conspicuously posted up in front:

"No young man ALLOWED
to come and COURTE my
DARTER UNLESS
he has $250 to PAY DOWN
on a HOUSE and LOT
balance in 1, 2 & 3 years
for SAIL by me. WITHIN."

—The penman's business is flourishing.

SUGGESTIONS TO TEACHERS.

Best Methods of Teaching Arithmetic to Young Scholars—The Practical Advice of An Experienced Pedagogue.

Correspondence of THE JOURNAL.

EASTON, N. Y., Feb. 23, 1885.

Time sets all things aright, and once more gives me the opportunity to jot down a few lines, though perhaps some have thought, ere this, that I had forsaken the columns of THE JOURNAL, and given up my school-room talk. I hope I would not leave so unceremoniously a subject which is so important. I claim nothing above my fellows, but ideas are ideas, and sometimes we profit materially by coming in contact with much weaker minds than our own.

I have discussed quite thoroughly in my former articles one method of teaching arithmetic through the four fundamental rules. I will now continue, beyond that point. I would not introduce the G. C. D. and L. C. M. in oral arithmetic until the pupil saw the actual necessity for so doing. It is important with young minds that the inductive method be given special prominence. I mean by that that the pupil should be taught, as far as possible, to see the necessity for the introduction of a new form of operation before the new form is given him. It is not sufficient to merely teach the young child the mechanical manipulation of figures. He must be taught to reason for himself, and only the right kind of a teacher is worthy of this special trust. Too often teachers are indifferent to this, and a stunted growth of an otherwise bright young mind is the result. Who is accountable? Have teachers no other duties required at their hands but to be competent to pass the necessary examination before the board?

Necessity being the mother of invention, first show necessity and then aid the young mind to invent. The printed rules are stumbling blocks if the facts laid down by them cannot be readily deduced from the nature of the example. Show that the rule does not make the example, but that the example makes the rule. This method of instruction is fast superseding the old method in which many of the present teachers were taught, and might be aptly compared to the boy pushing the wheelbarrow. The foremost is the effect, the hindmost the cause; not vice versa, as many are taught, that the rule is the cause and the example the effect. For the purpose of this careful training, so important in the beginning, I strongly advocate no books used until fractions have been mastered, as the pupil soon has no higher aim than to "get the answer" any way at all, so he gets it.

Before entering fully into fractions give upon the blackboard, or orally, numerous examples, such as finding the sum of different numbers of familiar objects; questions involving the changing of money; the amount required to buy certain quantities at so much per quantity; the amount given to each individual when the sum and number of individuals are given, etc. To such examples the pupil will apply his own rule if properly instructed, and need not be told that such an example requires addition or subtraction, as the case may be; his judgment tells him. Confine all the examples to his comprehension. Questions of money, horses, cattle, trees, houses and men are good ones. The pupil is not ready for fractions until he can readily determine when to use the principles he has been taught.

After explaining the meaning of "fraction" in terms that can be understood by the scholar, and showing how any fraction may be written, test the ability of the class by giving exercises involving the reading and writing of fractions until that much is thoroughly understood. Explain that the lower figure or denominator is the name of this abstract number, and that the upper figure denotes how many names are mentioned. As addition comes first, I will illustrate the method of induction which will cause the pupil to find his own rule by the following: The teacher says to his small pupil, "How many apples are 2 apples, 8 apples, 5 apples and 7 apples?" He soon answers, "22 apples." Teacher: "Now I am going to change the name of those apples to halves, so how many are 2 halves," etc., and the ready answer is, "22 halves." Cause the pupil to write his answer fractionally. Now follows the rule, "When the denominators are alike," etc. Pass through subtraction in the same way, not leaving the common denominator. Multiplication and division, when the multiplier and divisor are whole numbers, may be treated in the same manner, care being taken to keep the examples simple. This will show that the numerator is the only number acted upon. Hence the rules in the book correspond. In the multiplication and division of compound fractions, since both are always implied in either, it would be too difficult to teach by induction to beginners.

In the addition or subtraction of fractions of different denominators, show the necessity of getting the denominators alike by, asking the class for instance, to add 2 dogs, 3 sheep and 5 horses together. They will say, "10, in all." "10 what?" Here they are puzzled for a moment; then the teacher will suggest the word "animals." That suits, and they readily see that the name must be changed to agree with each one before addition or subtraction can take place. I will not be difficult to teach them how to get the "names" of the fractions alike; even that may be taught by induction if the numbers are kept within the comprehension of the pupil. Now is a good opportunity to bring in the principles of the L. C. M. and G. C. D.; we have more use for them than ever before.

Perhaps teachers will not find much in the foregoing random ideas to claim their attention, but I am very sure if they would do without arithmetics in the early stages of a class there would be better results in after years.

A careful teacher will find no difficulty in creating a lively interest in the minds of his pupils for the subject of arithmetic. Many avenues are opened, when once an effort is made by the teacher to find them, through which profitable instruction may be given to the pupils in arithmetic. Do not be afraid to leave the textbook—give examples taken from the surroundings, such as the diagonal of the school-room, the contents of the water bucket, the number of cubic feet of air in the room, and how long it will require the school to use it, could no more be admitted; the height of trees by measuring their shadows, the dimensions of any regular piece of ground, and hundreds of questions similar may be made, which, by their concreteness, cannot fail to interest. Then, whenever practicable, prove the result by actual test, this will please the pupil and give him confidence.

I never saw that set of scholars who could not be interested on, say a Friday afternoon, by such a performance as the following: "Get your slates; take any number, multiply by 5, add 18, add the number you started with, divide by 6, add 25, subtract the number started with, add 2, divide by 10, and hold up fingers for answer." Every little hand will likely put up 3 fingers, which to them will be a most astonishing result. Of course the above can be extended and varied at pleasure by the teacher, and made easy or hard according to the advancement of the pupils, and all the teacher has to do is to mentally or with pencil keep up with the class by following the principles of the work. If the teacher is acquainted with a few simple algebraic formulas, he can make these exercises so obscure that none of the principles laid down in arithmetic will ferret them out, and the older scholars will look on with wonder and astonishment. Here is a simple illustration: "Write on your slates any number not exceeding two figures, add 10, multiply by the number you started with, add 25 and name your answer." When this is given, the teacher immediately tells the first number. Suppose one result should be 5,329; the teacher instantly says, "You started with 68." Now, to reason in the reverse order, before 25 was added the result was 5304, but as those figures are the products of two numbers, neither of which is known to the teacher, it seems rather curious that the first number in the work could be given so promptly. The teacher merely completes the square of that Affected Quadratic which he has caused the pupil to make, extracts the root of the binomial mentally, (any one acquainted at all with square root can readily extract the root of a perfect square of four figures), subtracts the second term, pronounces the result, and the "head" of the head of the arithmetic class is nonplussed at the mathematical capacity of the teacher.

The above will admit of endless variations, the teacher merely keeping the formula straight. Try these simple remedies in your school, and see if the tonic is not a good one.

T.

Lent.

It is well to pause in the rush and whirl of business and pleasure to think and pray. If it is a forced retirement, an unwilling exile from the gay world, it becomes a mockery. If it is eagerly entered upon and kept sacredly as a season of communion with God and prayer, it will prove to every pious soul so employed a spiritual refreshment and growth in grace. The great want of the age is thoughtfulness. We do not stop to think. We rush and drive and push and try to get ahead of our neighbors. That ought to be useful which induces or compels the church to renounce the world, and to spend a season of holy devotedness to the concerns of the soul. It ought not to be a form. That is not the fast which God hath chosen. He would have us rend our hearts, repent, implore and make our peace with Him who is our Peace. So shall we arise from the dust, put on our beautiful garments and rejoice in the light of the Lord.

He Was Thankful.

Of the late Bishop Ames, the following anecdote is related: While presiding over a certain Conference in the West, a member began a tirade against universities, education, etc., and thanked God that he had never been corrupted by contact with a college. After proceeding thus for a few minutes, the Bishop interrupted him with the question:

"Do I understand that the brother thanks God for his ignorance?"

"Well, yes; you can put it that way if you want to," was the answer.

"Well, all I have to say," said the Bishop, in his sweet, musical tones, "is that the brother has a great deal to thank the Lord for."

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