

Money and Banks.

MONEY RATES.—The steady accumulation of money in New York through shipments from the interior constitutes an important factor in the money market at present.

General News.

The little bicycle and electric car has not only displaced and relieved over a million horses, but has also very materially lessened the dividends arising from passenger traffic on railroads.

Should China ever get the Japs on the run there is no telling how little indemnity she would be willing to pay Japan to have her cease hostilities.

Mr. Bryan has submitted a resolution providing that no person shall succeed himself as President of the United States.

There is some hinting at the possibility of reducing the salaries of some state officials. It is quite probably only a hint, however.

It is the effort of the War Department to concentrate in the larger cities the few troops now stationed at the outlying military posts.

The State guards of New Jersey are held in readiness to act whenever called upon, to suppress all riotous acts.

The establishment of creameries has done much to enlighten the farmers. They have been compelled to give some consideration to the breeds of cattle, to use better implements in the dairy, and to produce better butter in order to compete for the highest prices.

At this season, when the roads are made alternately hard and soft by freezing and thawing, farmers are nearly blockaded in some sections. It is a good time to study the problem of good roads.

Plowing should begin just as soon as it can be done on the approach of spring. If the frost leaves the ground and the land is well prepared, the late frosts will pulverize it.

We must not flatter ourselves that the road to success is any other than earnest, diligent, persistent labor. If there is any one thing more than another that is casting a gloom over agriculture, it is the loss of the rising generation that there is no dignity in labor.

The Chicago "Record" forgets all about the lake "brezezes" when it delivers the following panegyric: "Chicago's climate is the only genuine article made. All others are spurious."

Oleomargarine has no terrors for a large class of Gotham diners. "There is a vast deal of the mixture served in the restaurants of this city," says the New York "Sun."

Onions and Parsley.

It is a fact, not generally known by the fair sex, that parsley deodorizes onions, and that onions are remarkably helpful to the complexion and nerves.

To make a fair test of the efficacy of parsley the lady should wait until the night she expects him, then take to onions freely, providing she's got the parsley for the second course.

To retain the virtues and overcome the loathsomeness of the odoriferous onion she has only to eat a small sprig of this pretty, green herb—the aromatic pot pie flavorer, so well known to all good cooks as parsley.

Chestnuts grafted on scrub oak is said to be the best way to get your hog feed. This discovery is accredited to a Columbia county farmer whose scrub oak was giving him no return.

METHODS OF PRIMARY READING.

VIII. Phonetic Method.

By William Noetting.

As remarked in a previous article, the phonetic method has been presented in as many different forms as it has had authors. Dr. Adolph Donai, of New York, a highly educated German, and a teacher and writer, in 1872 published his "Series of Rational Readers, combining the principles of Pestalozzi's and Froebel's systems of education, with a systematic classification of English words, by which their pronunciation, orthography, and etymology may be taught readily without any new signs."

In his Manual for Teachers the learned Doctor arraigns not only the methods of teaching one subject, for the unsatisfactory results so common in all grades of schools, but all of them. Though twenty-three years have elapsed since these charges were made, they apply with nearly equal force to the school work of today.

The following are some of his statements: "It would be unjust to overlook some of the impediments to a higher standard of education, which retard the progress of our common schools—such as the lack of Kindergarten; the admission of too many children into the lowest classes; the irregular attendance of pupils, and the short period during which many of them are kept in school—also the very poor preparation of most teachers for their difficult and all important calling. But if the efficiency of our methods of teaching were what it ought to be, all these impediments might be overcome. Teaching is a feeding of the mind; if the food of our schools were more palatable, the attendance would be considerably larger, teachers would find more self-employment in their calling and would feel encouraged and stimulated to do more justice to it, and better results of their efforts would lead to further improvements such as are necessary to a more rapid progress."

The manner in which what are called 'the common English branches' (pronunciation, orthography, grammar, etymology, and elocution) are commonly taught, presents a strange contrast to the progressive spirit of our age. It consumes almost all the time in the teaching of language, as though there were no such things to be learned in the world as Natural Sciences, Arts, and Mathematics; it succeeds even in teaching English so poorly, that there are very few persons in the country who can in every case determine, on sufficient grounds, what is really good and correct English; it develops the mind of the pupils in a most one-sided way, addressing itself to the memory and passive receptivity of the learner, and neglecting the culture of his intellect, moral faculties, and artistic tastes and abilities, as though there never had existed those great prophets of harmonious development and reformers of pedagogy, Pestalozzi, Diesterweg, and Froebel; it makes the teacher a mere machine for rehearsing recitations,—the pupil a mere machine for committing to memory the sounds and spellings and definitions of words, and the contents of some text books, which are soon after forgotten—in short, its results are trivial in comparison with the time and money spent on attaining them. But what is worse, it does irreparable harm by blunting and impoverishing the mental and moral faculties of most pupils, so that they remain forever beyond the pale of self-improvement.

"A one-sided development of human faculties will always blunt and impoverish, if not stifle, those which are neglected. The cultivation of the receptive powers merely must needs curtail the measure of the reflective, active and sensitive powers. Dwarfed powers beget discontent, while an over-exertion of the one power begets disgust with its exercises."

Those who overcome that disgust and are assigned a great number of spelling exercises of difficult words, with out learning etymologically their appropriate use in language, can certainly not be said to make much progress in the development of their reflective, active, and artistic powers. Again much of their school-time is wasted on dry lessons in that driest of all studies—grammar. The study of this subject, as commonly pursued, is about as nearly useless as anything can be. It consists chiefly in memorizing definitions and rules (many of which are at variance with the teachings of comparative philology) and in parsing and analyzing sentences without attending to composition. Pupils are required to continue separating language into parts, without being taught how to construct it into correct and appropriate sentences. Indeed the pupils are not even led to see any practical use for their knowledge of grammar, and finally they detest it altogether.

"Language is but a means to an end; it is not in itself an end. It is an organ or tool of production, not production itself. Mankind have to learn so many important, nay, even indispensable things, that the learning of language, the medium merely of all other learning, should be made easier. Besides, the rapid growth in our age of all the sciences and arts swells the volume of things to be learned in youth to such dimensions, that the

acquisition of pronunciation and orthography, and grammar, the very rudiments of language, ought to be facilitated as much as possible. If our boys and girls spend the greatest part of their school days in mastering the difficulties of the mere outward form of the language, without its contents, they are cracking nuts shells without ever getting at the kernel."

"And here we must premise that we cannot introduce rational teaching into one branch of instruction alone; we must introduce it into all, if we are to make it easy and efficient. This great truth, which ought to be self-evident, has been forcibly illustrated by the experience had with object teaching. *** Object teaching, in order that it may reap its full benefits, ought to be carried through all branches of elementary, and even higher instruction—through languages, natural science, mathematics, and the arts. The result of the narrow application of object teaching has been to retard a great reform in education."

"Another great reform—Kindergarten—the foundation of true education for childhood—has been greatly misunderstood and misapplied through attempts to graft it upon the old routine of teaching the common branches. ***

"True education is harmonious and therefore systematic. One idea should give law and measure to all its branches. One method should be carried through all its departments, but varied according to the nature of each. All the human powers are to be properly exercised in each pupil, and a variety of sciences and arts which mutually complement each other, to be used as the means for securing such harmonious development."

"This great standard truth of modern pedagogy, applied to the common English branches, demands that in the very beginning with them all the mental and moral faculties of the pupil should be interested and exercised. You must not begin with the abstract elements of language and try to impress them in meaningless syllables upon the passive recollection of the learner; you must begin with a sentence fully intelligible by itself. The pupil must be led to find the single words and their representatives, (a few at a time,) and immediately after to recombine them into words and sentences; first orally and then in writing. ***

"Object lessons should be connected with the very first reading and writing exercises; not only the very first, but all the subsequent reading and writing exercises ought in themselves to be object lessons. The beginning ought to be made with the sentence, because it is fully intelligible and assigns to each word its meaning in each case; and we should end each exercise with sentences, so that all the elements mastered may at once be applied, the usefulness of the exercises at once appear to the mind of the pupil, and so that he may be from the outset accustomed to the practice never to do in school anything which is meaningless; never to do anything otherwise than understandingly and with lively interest. To keep up his interest unflagging, which will be the case so long as all his faculties are fully and harmoniously occupied, it is necessary to time the stages of his course of studies so as to make him do thoroughly all he can do, but also to carry him just as rapidly from stage to stage of mental and moral development as his powers will warrant without over-exertion. Interest in the object gained is power gained by the learner."

The foregoing quotations, taken together, are somewhat long, but thoughtful readers will find in them sound pedagogic truth, well worth studying. The next article will contain the method.

LIKE A MIRACLE.

Salt Rheum, Impure Blood and a Racking Cough that Baffled Physicians, Finally Cured.

Springfield (Mass.) Republican.

In the town of Amherst, Mass., Mr. Geo. B. Pierce and his mother are the proprietors of the Amherst Creamery Association. Mrs. Pierce has suffered for a long time with Salt Rheum and a cough that forbade Consumption, but they have given way to health and vigor. Hearing of this a reporter called on Mrs. Pierce, and the following experience was related:—

"For a long time I suffered from Salt Rheum," said Mrs. Pierce, "but about two years ago I slipped and hurt my knee, which made it worse. I can't begin to tell the agony I was in, my limbs became a mass of raw flesh covered with running sores. My friends would say I could not live long, and I thought so too. Well, I heard of Dr. David Kennedy's Favorite Remedy and Dr. David Kennedy's Salt Rheum Cream; I commenced using them, and in three weeks I walked out of doors. Last night I walked a mile, and I am sixty-three years of age. It shows that Dr. Kennedy's Favorite Remedy and Salt Rheum Cream can do more than the physicians, for they made me well after my doctor told me I was incurable. I must also tell you of another preparation Dr. Kennedy advised me to use, which did as much for me; it was Dr. David Kennedy's

Cherry Balsam. I have had a wretched cough for the past fifteen years, the best doctors in the state united in saying that it was incurable, and that it was only a matter of time before my lungs would give out—my sleep was restless, I would lie awake for hours. I well recollect the first time I used Dr. Kennedy's Cherry Balsam. It relieved my throat at once, and I slept all through that night, the first full night's rest I had in several years. It seemed like a miracle, I took but two bottles and was cured.

Dr. David Kennedy's Cherry Balsam cures asthma, bronchitis, coughs, colds, incipient consumption, whooping cough or croup. Taken with Favorite Remedy, it never fails. Price 25c, 50c and \$1.00 a bottle. Dr. David Kennedy's Salt Rheum Cream is sold at 50c a package. Dr. David Kennedy's Favorite Remedy costs \$1.00 a bottle or six bottles for \$5.00.

Favorite Remedy ranks with the medical profession as the most perfect of all blood and nerve medicines. It restores the liver to a healthy condition, and cures constipation. It is a certain cure for all diseases peculiar to women, and affords protection from attacks that originate in change of life. It cures scrofula, salt rheum, tumors, rheumatism, dyspepsia, all kidney, bladder and urinary diseases, gravel, diabetes and Bright's disease. In this last disease it has cured where all else failed.



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