

WASHINGTON.

Bonds Likely to be Issued Soon.—The Money Power in Control by Permission of our so-called Statesmen.—Repeal of Differential Duty on Sugar.—The President's Financial Plan Sustained.—Another Rumored Resignation.—Secretary Gresham as a Peacemaker.

From our Regular Correspondent.

WASHINGTON, February 4, 1895.

President Cleveland would much prefer that Congress would pass a bill, either in accordance with the recommendations contained in his special message, or with its own ideas of what ought to be done to enable the government to redeem its promises to pay when presented; but if Congress does nothing, he does not propose to sit idle and see the credit of the government injured by the lack of gold to redeem its notes. He has given Congress a last chance to act, but if such leading members of the Senate as Vest and Sherman do not misjudge the situation, the Senate is tight hand and foot and cannot act, even if the House passes the bill now before the committee on Banking and Currency, which proposes to carry the recommendations of the President into effect. That being the case, it may be set down as certain that President Cleveland and Secretary Carlisle will act. They will issue more bonds to get the gold to redeem the greenbacks and Treasury notes, under the specie resumption act of 1875, and the President has said that he would continue to issue bonds as often as gold is required until Congress relieves the situation by legislation.

As President Cleveland and every member of the Cabinet understands and construes the present laws, it is no longer a question of whether one favors the issue of bonds, but of getting gold, which can only be gotten by bonds. Whether Congress authorizes an issue of bonds or not, bonds will be issued. When Congress declines to sanction the issue of bonds it is under the circumstances the act of a coward, inasmuch as it is shirking a responsibility that properly belongs to Congress. Besides, Congress in providing for bonds could accompany it with remedial legislation which would put an end to the gold raid upon the Treasury.

Chairman Wilson is confident that the bill for the repeal of the differential duty on sugar from countries which pay an export bounty, which passed the House by the very decisive vote of 239 to 31, will pass the Senate and become a law. His confidence is based upon assurance given him by Senators of all parties that they would support the bill and help to push it through the Senate.

The National Board of Trade, which held its twenty-fifth annual session in Washington this week, unanimously endorsed President Cleveland's plan for the relief of the Treasury, which is embodied in the financial bill now before the House. This action is regarded as significant. If the National Board of Trade, which, like Congress, is composed of men of different political beliefs and from different sections of the country, can unanimously agree, why cannot Congress do the same. Congress is being deluged with similar endorsements telegraphed by organizations of business men in all sections.

The "drummers' bill," allowing the issue of 5,000 mile interchangeable railroad tickets at reduced rates, now only needs the President's signature to become a law.

Postmaster General Bissell is the latest Cabinet victim of the weekly resignation rumor. Mr. Bissell has not and never had the slightest idea of resigning, and he is entirely at a loss to know why he should have been selected by those who seem to be under contract to report an impending resignation from the Cabinet at least once a week. Only two members of the Cabinet—Secretaries Lamont and Herbert—have escaped having their names coupled with an alleged contemplated resignation. Unless something which is at this time entirely unexpected shall occur, there is no probability that any member of the Cabinet will retire from office until the President does, on March 4, 1897.

There was little doubt of the final result after the House adopted, by a vote of 132 to 121, the special order reported from the committee on Rules for the consideration and final vote on the Reilly Pacific railroad funding bill, but the debate was spirited and occasionally bitter in the extreme, and words were uttered which left wounds which will rankle for many a day.

There is now every reason to believe that Secretary Gresham's very proper effort to mediate between Mexico and Guatemala will result in a peaceful settlement of the dispute between those two nations, notwithstanding the sneers of that class of republicans who would oppose the Lord's prayer if it emanates from the administration. Speaker Crisp has resumed his duties. He says he was greatly benefited by his short rest.

The Howgate trial opened this week, but so far there have been no sensational developments.

Children Cry for Pitcher's Castoria.

METHODS OF PRIMARY READING.

The Donal Phonetic, Continued.

By William Noetting.

The last article contained the principles upon which all rational teaching must rest; not only that of reading, but of all other branches. It was also an introduction to the method which this article will, as far as necessary, explain.

"The Rational Primer begins with the short vowels, namely, a as in man, e as in bet, i as in hit, o as in not, u as in nut. The reason for commencing thus is, that more than three-fourths of all English syllables have these short vowel-sounds, or slight modifications of them. The Primer which exhibits almost all the root and stem-words of the language that are in common use, shows that more than one-half of these words contain the short vowels only, and the remainder contain long vowels. The Second Reader shows that nearly three-fourths of the derivatives (we call them branch words) and adopted foreign words, shorten the originally long radical vowels, while most formative syllables and affixes leave short vowels.

"By using only these short vowels with the consonants, tales can be written, and the pupils can be advanced within one or two months far enough to read them. The mechanical difficulties in combining elementary sounds being so soon overcome, and the interest of the pupils in reading greatly enhanced, they are now fully prepared for the difficulties offered by the long vowels and for learning pronunciation and orthography according to rules. To render yet more easy this first progress of the learners, capital letters are not introduced before the XII. Lesson. The difficulty which some of the consonants present, such as ch, which has a threefold sound, g, which has a twofold sound, besides being silent in the combinations gh and gn, the f silent before k and m, b silent after m, &c., are so gradually introduced as to be easily overcome. The pupils are furthermore prepared for the first rules of pronunciation which are now to appear by their attention being, from the first outset, directed to the fact that m, n, f, v, s, z, sh, x, following a or o prolong somewhat the sound of those vowels; and that b, d, g, following any vowel, do the same. * * *

"In Lesson IX. they are given to understand that the sound of o in or, for, nor, form, storm, horn, and a dozen more words in which o is followed by r, is caused by that r, and is but slightly different from the first o sound; while the sound of o in son, done, come, and a dozen more words, is marked as akin to the u-sound.

"In Lesson X. the u-sound, in all words in which er, ir, ear, ear, is radical, is introduced and explained by the r following the vowel.

"In Lesson XI. the Italian and half-Italian a, as in bar, ear, and rare, bare, care, are introduced and explained by the r following, which must slightly modify any vowel.

"In Lesson XII. they are made acquainted with broad a, as in all, fall, and its shorter variety, as in wash, road, and what sounds must proceed or follow in order to produce this modification of a. All this without any rule—the mere facts are stated.

"Of every word, the sound and image of which are impressed upon memory, the meaning is at the same time impressed by means of short sentences, some of which are given in the primer, while the rest are formed by the teacher, or as soon as it can be done, by the pupil himself. These are, then, the first lessons in etymology. Object Lessons and some of these root and branch words are to illustrate still further their meaning, and to enliven the pupil's interest in his studies.

"Object Lessons can be made fruitful in many respects, but especially toward facilitating the oral use of correct and appropriate language. The sentences and words learned in each lesson are to be immediately reproduced in writing on the slate and in reading them from the slate. It may be here once for all stated that a strict examination of these writings by the teacher as to their perfect correctness and good penmanship, as to legibility and beauty (not in 'printed' but in written characters) is an essential feature of the Rational System. * * *

"The rules of pronunciation of words of one and of many of two syllables given from Lesson XIV. to the end of the Primer, are essentially only one rule: that whenever a vowel has the long sound, there is a sign to indicate it. This sign consists, for the most part, of a final silent e (as in ape, cede, fire, ode, rule, pure) preceded by a single consonant (in the exceptional cases of range, taste, able, maple, acre, sable, and 17 more words, rife, bridle, title, bible, nitre, and a few more, of two consonants, the first of which is a semivowel, the second mostly a liquid). Or this sign

consists of some silent vowel, (y as in juice, may; i as in wait, weigh, chief, juice; e doubled, as in street, or following a vowel, as in cue, hose, shoe, or preceding n, as in new, dance; or a in pea, coal, or in o as in tool; or in u, as in four, youth; or in o, as in onion); or in a silent consonant (gh, as in night, though, taught; g before n in sign, impugn; b after m in climb), or it consists of the consonants nd, or ld, following an i (as in wind, child), or ll, u, rt, st, following an o (as in old, colt, port, host). The pupils are made to find out which is, in the cases given, the sign of a long vowel, till they have in this manner acquired a confirmed habit of observing these conditions. Besides they learn the rule that most endings render a long vowel-sound of the root short in the branch word, and that these endings have a short or shortened vowel.

"These are all the rules required from pupils in the Primer and First Reader. That the same are easily mastered by them, we can attest from a practice of many years in the school-room.

"The rules themselves are not to be stated by the teacher, but to be discovered by the pupil, and then expressed in their own words; the teacher leading them thereto by questions and answers, and correcting their blunders by making them see for themselves that they are wrong."

The author of this method says: "The teacher should commence the first lesson by placing on the blackboard, in printed and in written characters, one of the following sentences; that man has an ax, or that lad has caps, or that cat ran at that fat rat, or any other sentence composed exclusively of the words of the first lesson."

The teacher tells the children what the sentence written on the blackboard means, or says, and asks them to repeat it as he moves his pointer along from word to word. When all can repeat it, he asks each how many words the sentence contains, and which means ax, which man, which has, which that, which an. Next he asks which word stands first on the blackboard, which second, &c., which word they hear first, which second, &c.

The next step consists in finding the sounds of which the word man consists. To find the sounds, the teacher pronounces the word slowly and distinctly—man, and asks the children to repeat the sound several times. When they can repeat the sounds he asks. What is the first sound? the second? and so on, and what letter or sign on the blackboard stands for the first sound? the second? &c.

The class is now prepared to make the transition from analysis to synthesis. Of this order of procedure,—first analysis, then synthesis—the learned author says: All truly rational teaching begins with making the pupil himself resolve the object to be mastered into its component elements, and as soon as these are understood, it proceeds with a reconstruction of the object which they compose, so that all rational teaching is object teaching.

Questions should be asked on the objects whose names appear in the sentences which the children read. In the sentence, "that man has an ax," questions should be asked about an ax. If possible an ax should be at hand to be examined by the children.

The other vowel sounds are introduced in sentences, like that of a in ax. For example, e is introduced with the sentence, "the hen has seven eggs."

In the Primer the words are arranged in families, according to similarities of vowel-sounds, the consonants being regarded mostly as modifiers of vowels in the sense of diacritical signs, or marks.

As will be noticed, no diacritical signs are used but those which the orthography itself furnishes. This method is in substance, and largely in the order of procedure that of the Toronto (Canada) schools, and is the only phonetic method that is worthy of attention; all others are mostly caricature imitations of it and of the one of which the next article will treat.

There is so much of value to teachers in the series of Rational Readers, that it will pay wide-awake ones to purchase the Manual, at least, if they do not feel able or willing to buy the Readers. The price of the Manual for Teachers is 30c., and the publishers are E. Steiger & Co., 25 Park Place, New York.

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Legal Advertisements.

SHERIFF'S SALE.

By virtue of a writ of F. F. issued out of the Court of Common Pleas of Columbia county, Pennsylvania, and to me directed will be exposed to public sale at the Court House, Bloomsburg, on

SATURDAY, FEBRUARY 9, 1895, at 2 o'clock, P. M., all that certain piece or lot of ground situated in the Borough of Berwick, Columbia County and State of Pennsylvania, bounded and described as follows, to-wit: On the north by Eleventh street, on the east by Chestnut street, on the south by an alley and on the west by lot No. 29, said lot being one hundred and thirty feet, more or less in depth, and forty-nine and one-half feet in width, it being the lot marked and numbered on the general plan, Thompson's addition of the Borough of Berwick, as lot No. 83, whereon is erected a

DWELLING HOUSE,

and outbuildings. ALSO: All that certain piece or lot of ground situated in the Borough of Berwick, Columbia county, Pa., bounded and described as follows, to-wit: On the north by Eleventh street, on the east by lot No. 27, on the south by an alley and on the west by lot No. 28, said lot being one hundred and thirty feet, more or less in depth, and forty-nine and one-half feet in width, it being the lot marked and numbered on the general plan, Thompson's addition of the Borough of Berwick, as lot No. 82, whereon is erected a

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DISOLUTION NOTICE.

Notice is hereby given that by virtue of a resolution of the corporation members of the Captain C. G. Jackson, Post No. 159 Grand Army of the Republic of Berwick, Pa., a petition will be presented to the Court of Common Pleas of Columbia county, Pa., on Saturday, February 10th, 1895, at ten a. m., praying for the dissolution of the said corporation. C. B. JACKSON, Commandant. JAMES P. HAYMAN, Atty. Adjutant.

ADMINISTRATRIX NOTICE.

Notice is hereby given that letters of administration on the estate of Lucy J. Brockway, late of Bloomsburg, deceased, have been granted to the undersigned administratrix to whom all persons indebted to said estate are requested to make payments, and those having claims or demands will make known the same without delay to ALICE BROCKWAY KASNER, Administratrix. 1-30-95.

EXECUTOR'S NOTICE.

Notice is hereby given that letters testamentary on the estate of James Kocher, late of Centre township, Columbia county, Pa., deceased, have been granted to Thomas C. Kocher, of said township, Levi Z. Kocher, of Briar-creek township, and Rolandus Kocher, of Centre township, to whom all persons indebted to said estate are requested to make payment, and those having claims or demands will make known the same without delay. THOMAS C. KOCHER, LEVI Z. KOCHER, ROLANDUS KOCHER, Executors. 1-31-95.

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