CALIFORNIA GOLD.

AIR—'*Dearest Mae.*'

Come listen to me, Yankee boys, a story I'll relate;
That happened in the valley of the 'California State:'
'T was down in the bottom lands we fellows went so bold,
And worked like hungry tigers, when we thought about [the gold.
cronts.
Oh! the gold they say—'t is brighter than the day;
And when 't is mine, ho! won't I shine, and drive dull care away!

My creditors gave me a year to pay them what I owe.
I thanked them very kindly, and then leaned for Francisco;
And as I scraped the valleys, where once the rivers [gold!
roll'd,
I filled my trousers-pockets with the bright and shining
Oh, the gold, &c.

By the banks of the river where we stoop and bend so [down below!
low.
The flakes we find above the ground, the lumps are
But there is a spot where sometimes, we are told,
That when the tide is very low, we'll find great heaps
of gold!
Oh, the gold, &c.

Beneath a hot and scorching sun I've worked for many [away;
a day,
Quite happy that I'd grown so rich, and soon was going
I had a monstrous heap of gold, when from the sand [started!
'twas parted;
I got some boards and boxed it up, and then for home I
Oh! the gold they say—'t is brighter than the day!
And now it's mine, I'm "bound to shine," and drive
dull care away!

Wit and Humor.

☞ *Don't Sit up to Her.*—A Green Mountain boy fell in love with a very pretty girl, and determined to court her. To that end he dressed himself in his Sunday-go-to-meeting; went to her father's house, and found her alone.

"How d'ye do!" said Jonathan.

"I'm nicely," says the girl.

Jonathan took a seat and seated himself in the farthest corner of the room, as though the beauty was a thing to be feared rather than loved.

"Aint you cold—had'nt you better sit up to the fire," says Sally, supposing he would, of course, if he was going to make love at all, do it in a proper manner.

"No, I thankee; I reckon I'm comfortable," returns Jonathan.

"How is your marm?" said Sally.

"Well, she is complainin' a little," said Jonathan.

Here a pause of ten minutes ensued, during which time he amused himself whittling a stick.

"There's nothin' new up your way, is there?" said Sally, which Jonathan might understand as applying to his present situation, or to his father's domicile.

"Here! oh—yes, you meant hum; well, no; that is, yes; our spotted cow's got a calf!" said Jonathan.

Sally would undoubtedly have laughed at this queer piece of information, only she was too much vexed at the speaker. At length, after much protracted silence, Sally got up a very small edition of a scream, and in a loud voice exclaimed, "let me alone."

"Why," says Jonathan, dropping his knife and stick in astonishment, "why, I ain't a touchin' on ye."

"Well," says Sally, in a voice which might be indicative of fear, but sounded very like a request, "Well, aint you goin' to?"

Jonathan thought a moment of this equivocal reply, and then placing his knife in his pocket, he drew his chair by the side of pretty Sally, gently encircled her waist, and—the next week they were married.—[*St. Louis Reveille.*

☞ *Confirmed Habit.*—A gentleman of excellent habits and a very amiable disposition was so unfortunate as to have a wife of very different character—in short, one that would get beastly drunk. Being in company of a few intimates, one evening, one of them remarked to him, that if he had a wife—since all other things had failed—he would frighten her in some way so that she would quit; and proposed the following method: that some time when dead drunk, she should be laid in a box shaped like a coffin, and left in that situation until her drunken fit should be over, and consciousness restored.

A few evenings after, the lady being in a proper state, the plan was put in execution and after the box lid was properly secured, the party before alluded to, watched, each in turn to witness the result.

About daylight next morning, the watcher, hearing a movement, laid himself down beside the box, when her ladyship, after bumping her head a few times was heard to say:

"Bless me! why! where am I?"

The outsider replied in a sepulcral tone:—

"Madame, you are dead and in the other world."

A pause ensued; the lady again inquired—"Where are you?"

"Oh, I'm dead too," said he.

"Can you tell me how long I've been dead?"

"About three weeks."

"How long have you been dead?"

"Four months."

"Well you have been here so much longer than I have, *can't you tell me where I can get a little gin?*"

☞ *Not long since* a modest, unassuming young man, essayed to escort a young lady, equally modest and retiring, from an evening meeting to her paternal domicil. He approached her as she came out of the church, and offered her his services, which she silently accepted. How to commence a conversation was a difficulty which he could not overcome. They walked side by side for some time, without saying a word; at length the lady ventured the remark:

"Pleasant evening this evening, quite a moon."

"Yes," said her attendant, catching his breath—"yes, very, quite!

And again all was silence!

☞ *Prince John's Latest.*—John Van Buren met Mr. Fillmore at the time of his last visit to Albany.

"What are you going to do for us, Mr. Fillmore, now you are in office," said the hopeful heir of honors.

"Do for you!" said the Vice elect, good humoredly—"We shall do nothing—we don't know you."

"Gen. Taylor will certainly redeem his pledge to us," said John.

"Pledge—what pledge?"

"The one he gave at Buena Vista, not to leave his wounded behind him."

☞ *What Next?*—A Mr. John Lewis, according to the 'Kentucky Yeoman,' has invented a 'Safety Mask,' or 'Prophylactic Protector,' to ward off contagious disease! The 'Yeoman' thinks that "when cholera, yellow fever, or like diseases rage, it would prove a valuable protector."

Mr. John Lewis is requested to propel an invoice of his 'Prophylactics' down this way. The Cape Cod girls are said to be getting very 'contagious,' and each one of them will take a 'valuable protector.'—[*N. Y. Globe.*

☞ *Perseverance*, perseverance," said a lady friend of ours to her help, "is the only way you can accomplish great things."

One day eight apple dumplings were sent down stairs and they all disappeared.

"Sally, where are those dumplings?"

"I managed to get through them, ma'am"

"Why how on earth did you contrive to eat so many dumplings?"

"Persevering, ma'am," answered Sally.

☞ *'Doctor,'* said a lisping, fashionable belle, who had graduated at half a dozen boarding schools, to a friend of ours who had just been introduced to her at an evening party—Doctor, which do you prefer, tholidity of intellect, or brilliantly? Thum admire brilliantly and others admith tholidity; but ith for me as Thakspeare says, in his Bride of Abydoth, I prefer the tholidity and brilliantly combined.

The Doctor sank into the nearest chair and fainted away as dead as a log.

☞ *Does the Court* understand you to say, Mr. Jones, that you saw the editor of the "Auger of Freedom" intoxicated."

"Not at all, sir; I merely said that I have seen him frequently so flurried in his mind that he would undertake to cut out copy with the snuffers—that's all.

☞ *"What are you going to give me for a Christmas present,"* remarked a gay damsel to us the other day.

We meekly replied that we had nothing to offer but our humble self.

"The smallest favors gratefully received," was the merry response.

☞ *"Why do you* set your cup of coffee upon the chair, Mr. Jones?" said a worthy landlady, one morning at breakfast.

"It is so very WEAK, ma'am," replied Mr. Jones demurely, "I thought I would let it REST."

☞ *The funniest article yet*, is a patent iron shirt, with percussion collars. The shirt never wears out, and, by touching a spring, a new collar springs up, until a half dozen are exhausted. A patent sheet-iron neckcloth accompanies it.

☞ *"I had rather* not take a horn with you," said the loafer to the mad bull—but the bull insisted upon treating him to two, and the loafer got quite stiff.

☞ *Women would whistle*, but they never can take time to pucker their lips.

BEAUTIFUL SILKS & SHAWLS.—Rich Chamoleon and other dress Silks, and a few new style Mous de Laines, Plaid Woollen Long Shawls, for sale very low by.
Pottsville Nov. 25-1d. JOSEPH MORGAN.

The Youth's Friend and the Teacher's comfort.

COLUMBIAN SERIES OF ARITHMETICS.

Our own Country—our own currency—and our own Books.

The attention of Teachers, School Directors, Parents, Merchants, and the Public generally, is called to a series of Arithmetics, prepared with great care by Mr. Almon Ticknor, a Teacher of upwards of twenty-five years' experience. They are called—

THE COLUMBIAN CALCULATOR.
THE YOUTH'S COLUMBIAN CALCULATOR.

A complete KEY to the above works to be had separate or together.

TICKNOR'S ARITHMETIC TABLES.

The books are thoroughly American in their character—based on our beautiful decimal system of currency, and received the approval of upwards of five hundred Professors and Teachers in different sections of the U. States. We glean a few from the list, and publish below: (See pamphlet for the balance.)

The following recommendation, is from Thomas H. Burrowes, Esq., the late able and talented Superintendent of the Common Schools of the State—and who may very properly be termed the "father of our Common School system:"

"I feel pleasure in expressing the opinion that the Columbian Calculator, by Mr. Almon Ticknor, is a most valuable school book. The adherence to our own beautiful and simple decimal system of money, and the exclusion of the British currency of pounds, shillings and pence, which forms one of its chief differences from other arithmetics, I consider a decided and valuable improvement. It always appeared to me useless, if not worse, to puzzle the beginner in Arithmetic with questions in any other money than our own, at a time, too, when the unavoidable intricacies of the Science are sufficiently numerous and difficult to task all his patience, and when the teacher's chief object should be to excite and sustain his interest in the study. After he has become well versed in the principles of Arithmetic, and complete master of all calculations in our own coin, it is not only proper to give him a knowledge of those other tands, but it will be found practicable to do so in one tenth of the time requisite for that purpose at an earlier period. In many other respects, also, the Columbian Calculator is a superior work, and I therefore cordially recommend it.

"THOMAS H. BURROWES."

Lancaster, Nov. 26, 1847.

Lititz, Sept. 30th, 1848

Mr. Bannan—Dear Sir:—I have received from you with much pleasure a copy of the "Columbian Calculator," a treatise on elementary arithmetic, by Almon Ticknor. After a careful examination of the work, I have come to the conclusion that it is well calculated to impart a full and clear understanding of figures, as applicable to the business transactions of the country, and *exactly such a work* as should be introduced into the schools throughout the State of Pennsylvania. The work is full and comprehensive, and treats of several subjects which are often omitted in elementary works, among which I was particularly pleased to notice, is that of "Practical Mensuration." A familiar acquaintance with the principles therein developed would form an excellent basis for an ordinary mathematical education.

Yours respectfully, JAMES BECK,
Principal of the Lititz Academy.

From W. McCartney, Esq., Professor of Mathematics, Lafayette College:

Mr. Ticknor:—Dear Sir:—I have looked over some of the proof-sheets of your treatise on Arithmetic, and am pleased to observe that you have introduced many practical examples in illustration of the rules. Your book is well adapted to those who desire a practical work on the subject, and is *full* in details and illustrations for those who are commencing the study of this science. Practical books are the kind adapted to the business transactions of the age.

Very truly yours &c., W. MCCARTNEY.

From N. Olmstead, teacher of a public school in Easton, Pa.

Mr. Ticknor—Dear Sir:—From a pretty thorough examination of your system of Arithmetic, I can say without hesitation, that in my opinion it is decidedly superior, for the use of common schools, to any now in use. The currency of our country, in every system of arithmetic, should be of paramount importance; and in this respect, I think your system may challenge competition. Yours, &c., NICHOLAS OLMSTEAD.

At a meeting of the Teachers of the City of Reading held at the Mansion House, March 15th, 1848, the following resolution was unanimously adopted:

"*Resolved*, That in our opinion it is the best system in use, and should be speedily introduced into all the schools, both public and select, as the general text book on Arithmetic."

On this recommendation the books were introduced into all the schools in that city.

York, Sept. 23d, 1848.

Dear Sir:—Having examined your Arithmetic, the "Columbian Calculator," I hesitate not in saying that I felt it to be my duty to urge its general adoption in my school. The profuseness of the examples, adapted to the wants of the learner, is a very important recommendation to those who are employed in the instruction of youth. JOHN TAYLOR,
Mr. ALMON TICKNOR.] Teacher of District School.

York, September 19th, 1848.

M. A. Ticknor—Dear Sir:—I have examined the Columbian Calculator, and find in its arrangement a work well calculated to facilitate the progress of scholars in arithmetic; and would therefore recommend its adoption in the city, to the decision of our committee.

SAML. LEITNER, Teacher of Public School.

York, Sept. 18, 1848

I have partially examined the third edition of the "Columbian Calculator," by A. Ticknor, and feel no hesitancy in recommending it as the best practical arithmetic with which I am acquainted.

WM. A. GOOD, A.M.,
Principal of Institute for Boys, York, Pa.

York, September 21st, 1848.

Mr. Ticknor—Sir:—I have examined with considerable care and attention your treatise on Arithmetic styled the Columbian Calculator. It is, in my opinion, a very valuable work for schools not only on account of the system and practice which it embodies, but for its adaptation to the currency of this country. The illustrations throughout the whole work are plain and satisfactory, and the brief system of mensuration which is appended embraces many things useful both to the business man and the student.

Respectfully yours, ANDREW DIMMORE,
Principal of York County Academy.

Williamsport, May 26th, 1848.

Mr. Ticknor—Dear Sir:—I have been highly gratified by the examination of your arithmetic entitled the "Columbian Calculator." The principles of the science are unfolded, and its practical uses explained with great perspicuity and simplicity. I think your reasoning and illustrations are peculiarly happy and original. This, together with your "Introductory Course on Arithmetic," forms the most lucid and intelligible, as well as the most scientific system of arithmetic I have seen for some time. I do not hesitate to say that it has an merits which place it beyond the need of commendation. With much esteem,

Sir, your obedient, NEHEMIAH ROSS.

Lebanon, June 9th, 1848.

Mr. A. Ticknor—Sir:—Having had in practice for some time your system of arithmetic, entitled the "Columbian Calculator," I do not hesitate to pronounce it a work well adapted for the use of schools, and also well calculated to facilitate the instruction of youth in the science of Computation, for any business.

Yours truly, JAMES ROGERS.

Lebanon, June 5th, 1848.

Dear Sir:—So far as my examination of the "Youth's Columbian Calculator" has gone, I am well pleased with the book. I think your views regarding the most efficient mode of teaching arithmetic altogether correct, and its introduction into our schools would be a great and public benefit. CONRAD MAYER,
of the Junior Department, Lebanon Academy.

Lebanon, 1848.

Sir:—I have examined Mr. Ticknor's Columbian Calculator, and have been much pleased with its general arrangement and simplicity of its rules, and can say that I think it a work well adapted for our district schools and academies. I hope to see the labors of the author fully repaid by its general introduction into all our schools. I will introduce it into my school as soon as convenient.

Yours, JOHN H. ELLIODDIEN.

Northumberland, Mr. 1848.

From a cursory examination of the Columbian Calculator I feel favorably impressed with the character of the work, and would, so far as my name may have influence, cordially recommend it as well adapted to impart a correct and practical knowledge of this very important branch of education. SAMUEL SCHOFFER,
Teacher of the Select School, Northumberland.

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At a meeting of the Board of Directors for Northumberland district, held May 20th, 1848, it was agreed by a resolution of the Board, to introduce the "Columbian Calculator," into the schools as soon as possible. W. S. BRICKER, President.

The undersigned, having carefully examined the "Youths' Columbian Calculator," by Almon Ticknor Esq., believe it to be an excellent introduction to the study of arithmetic, and superior to any other work of the kind they have examined. They intend to introduce it into their respective schools as soon as practicable.

A. C. FISHER,
J. HOFF,
PETER BERGSTRESSER, JR.

Selin's Grove, Pa., June 26, 1848. Teachers.

Selins Grove, June 26, 1848.

Having examined the Columbian Calculator, by Mr. Almon Ticknor, I believe it is a most admirable work to give the young scholar a proper idea of the science of Arithmetic. The rules are comprehensive, and the examples being arranged in a natural and progressive order, brings the work within the comprehension of pupils, and is well calculated to facilitate their advancement in this important branch of education. The work in my opinion, is well calculated for common schools and academies. I will introduce it into my school as soon as possible.

THOMAS LLOYD,
Teacher of Select School.

Harrisburg, April 6, 1848.

To the Hon. Board of the S. Ward—Gentlemen:—We, the undersigned, teachers of the South Ward, have examined the Youth's Columbian Calculator, and the Columbian Calculator, by A. Ticknor, and believe them to be the best systems now extant. We would therefore recommend their adoption. We believe that in the first named work Mr. Ticknor has accomplished much to facilitate the progress of children in becoming acquainted with the elementary parts of arithmetic, while in the latter, the science of arithmetic is explained and developed so as to fit the more advanced scholar. We would respectfully request, that your honorable body would take into consideration the superior merits of the above named works, and use their adoption in the public schools in the South Ward.

CHARLES W. SCHREINER,
LEWIS H. GAUSE,
J. K. MCKEEVER.

Harrisburg, June 5, 1848.

Extract of the minutes of the South Ward School District:

Resolved, That the Teachers of the respective schools in said Ward, be requested to introduce into the school under their charge the "Columbian Calculator" and the Youth's Columbian Calculator, by Almon Ticknor.

C. SEILER, Secretary

Secretary's Office, School Department,
Harrisburg, June 6, 1848.

To all whom it may concern:—I have given the "Columbian Calculator," by A. Ticknor, a cursory examination, and entertain the opinion that it is admirably adapted to the use of our common schools.

J. MILLER.

Lewisburg, May 30th, 1848.

So far as I have had an opportunity of examining Mr. Ticknor's system of arithmetic I am highly pleased with it. Some of my friends have already introduced it, and I have to have it generally introduced into the Common schools of this place. H. H. BLAIR, Teacher.

Bloomsburg, May 15, 1848.

Mr. Ticknor:—I have examined the series of treatises on arithmetic, of which you are the author, and am much pleased with them, and shall introduce them into the school under my charge immediately.

A. FORSTER.

Catawissa, May 15, 1848.

The examination which I have been able to give Mr Ticknor's "Series of Arithmetic," the Columbian Calculator, Youth's Columbian Calculator, with Keys and Arithmetical Tables, has satisfied me of its great superiority over other systems. It is so comprehensive in its plan, arrangement and questions, and that the advantages resulting from its general introduction would much more than compensate for the temporary inconvenience of making the exchange. The system in my opinion should be introduced into every school.

J. J. BROWER.

We have examined the Columbian Calculator of Decimal arithmetic, by Almon Ticknor, believing it to be judicious in arrangement, meeting the wants of the scholar, and adapted to the currency of our country—We have introduced it into the seminaries respectively under our care.

S. H. THOMPSON, Union Academy.
S. M. ANDREWS, Female Seminary.

Mr. B. BANNAN,

Doylestown, July 20, 1848.

Bath, Pa., March 18th, 1848.

Respected Sir:—After several years experience in teaching, both in the State of N. J., and in this State, I am convinced that among all the arithmetics by different authors, with which I have become acquainted there is none equal to your Columbian Calculator. I have had your Calculator in my school for more than a year, and am confident I have scholars farther advanced than they could have been with the use of any other *arithmetic that I have seen*. From a cursory view of your Youth's Calculator, I am so well satisfied that I intend to introduce it into my school as soon as opportunity may present. Yours respectfully,

N. J. MANLEY,
Teacher of the Public School, Bath.

Bethlehem, Sept. 4, 1848.

Almon Ticknor, Esq.—Dear Sir:—After such examination of your Columbian Calculator, (both the small and larger work) as I have been able to give it, I have no hesitancy in according with the general high recommendations it has received from other quarters. It is clear, well digested, and systematic, and sufficiently comprehensive for all practical purposes. You have my best wishes for a "*fortunate run*" of the work—it deserves it. Truly yours, &c.,

D. O. KELLER, Principal,
Bethlehem Institute for Young Gentlemen.

From a cursory examination of an arithmetical series, by Almon Ticknor, I am favorably impressed with their practical adaptation, and genuine merit. Being gradually introduced in some of our schools, I learn that they are finely adapted for the new learner and the advanced scholar. Mr. Ticknor's plan of teaching the tables in concert, merits my most cordial approbation, as from several years' practice of it I am fully convinced of its great superiority to the ordinary mode of instruction.—Could this plan be generally adopted both in our primary and higher schools, I doubt not but the interests of education would be greatly enhanced.

C. D. VIRGIL,
Principal of Tunkhannock Select School.

MELITA R. R. MACY,
Teacher Young Ladies' School.

I have examined Mr. Ticknor's work on arithmetic, entitled the Columbian Calculator, and consider it admirably adapted to supply a want felt by many that has met the public eye. It contains a greater number of useful practical examples for solution, all adapted to the capacities of youth; than any other book on the subject that I have seen. It avoids both extremes. The questions are neither too puerile nor too abstruse. This book is intended for youth, not for infants. It leads the young by one easy step by step, inspiring with confidence as he advances, and lays a foundation on which he may erect the most gigantic structure. It needs but to be carefully examined by the intelligent teacher to be appreciated, recommended and adopted.

The "Decimal Arithmetic," too, possesses many advantages over its predecessors. The questions, of which there are a great variety, are strictly of a practical business character, and such as most frequently occur in the ordinary transactions of life.

The British Currency of pounds, shillings and pence being excluded, the tedious and uninstructive repetition of reducing farthings to pounds and pounds to farthings, is not to be performed, thereby economizing much of the pupil's time without sacrificing any thing.

If, after the student has acquired a thorough practical knowledge of the science, in the beautiful decimal system of our own money, it becomes necessary for him to acquire a knowledge also of the currency of other countries, and the manner of changing it from one currency to another, *that knowledge* can be acquired in a few hours when many months are requisite for the acquisition in boyhood. Pupils take but little interest in studying the currency of other countries until they have become familiar with their own. There is also a compendious system of mensuration attached to this work, and is admirably calculated to aid the farmer and mechanic in his calculations, especially those who may not have the leisure, means or opportunity of pursuing the study of the mathematics in more extended treatises. Much more might be said in favor of these books, but it is unnecessary, as the faithful exemplary teacher will avail himself of an opportunity to examine for himself.

Yours truly,

Z. C. WOLLERTON.

West Chester, Nov. 15, 1848.

Kingston, Pa., May, 1848.

I have examined Mr. Ticknor's work on arithmetic, entitled the Columbian Calculator, and consider it to be a work worthy of being introduced into all the District schools and Academies throughout the United States. Believing it to be a work of practical utility and indescribable merit, on account of its beautiful arrangement and its excellent system of gradations from one step to another, up the rugged and difficult hill of mathematical science, I would hail with inexpressible delight the hour, when all the citizens of this great Republic may be enjoying the union of currency and other benefits, which an extensive circulation of this work is destined to produce wherever it is introduced.

S. C. WAGNER, Teacher of Public School, No. 1.

Having examined the system of arithmetic by A. Ticknor, I cannot but express a decided opinion in its favor; particularly as relieving the pupils under the present systems, of a considerable unnecessary burden, as well as presenting the science in a plain and concise view. On these accounts it cannot but recommend itself to the attention of every teacher of youth, and it will be introduced into our institution, at least, as soon as practicable.

Principal of Danville Academy, Pa.

Danville, May, 1848.

Milton, June 2, 1848.

Mr. Ticknor—Dear Sir:—Having examined the work entitled the "Columbian Calculator," I deem it due to the author to say it is the best work of the kind with which that I have examined; therefore I would recommend it to the public schools in our district.

Yours respectfully, J. M. HUFF, Teacher.

The "Columbian Calculator," by Mr. Almon Ticknor, I have examined, and must say that I am very much pleased with its arrangement, and I think its introduction into our schools would be a great and public benefit. GEO. HILL,
Principal Public School, New Berlin, Union Co., Pa.

[From the Easton Journal.]

Mr. Editor:—The grand object in a course of elementary education should ever be, the securing a sure and permanent foundation. It is self-evident that this solid foundation be *not* secured, the future labor of the teacher will become comparatively valueless, and the standard of the pupils' attainments necessarily superficial. The well-educated teacher will delight in the sympathy with those of his profession, who, in order to secure an evanescent fame for his school, will hastily rear a superstructure that has but small or no foundation. It is eminently due the young scholars, and due the teacher himself, that he should advance them by a *gradual* and sure process of instruction. He will commence with the primary elements in the various departments of useful study, and "rooting and grounding" them well in those elements, he will proceed *gradually*, laying broader and deeper the foundation of their education, until he has prepared the way for the superstructure of an elegant, efficient and permanent superstructure.

These remarks premised, it affords the writer no ordinary pleasure to recommend to our seminaries and district schools, a work lately published, entitled "The Youth's Columbian Calculator," by Almon Ticknor, author of the "Columbian Calculator," and which was prepared for the press for the specific object of making it serve as an *introduction* to the latter work, and the want of which was felt by pupils commencing the study of arithmetic. We are confident that the teacher who will examine the "Youth's Columbian Calculator," will be rewarded for his pains, by finding at last, a work precisely adapted to the ordinary capacities of juvenile minds, and which admirably prepares the way for taking up the larger and equally excellent work of the same celebrated author. The writer of this article is making use of this "introductory course on arithmetic" in his school, and finds it exactly adapted to accomplish the important object intended by its publication. We again heartily recommend, therefore, the "Youth's Columbian Calculator," as a most excellent introductory step to the larger work, known as the "Columbian Calculator." The book concludes with the Rule of Three; and from the commencement to the end, unfolds a high and interesting moral attraction, whether the ground-work or constituent primary principles of arithmetical science. It is just the work needed by our schools. The examples are simple and practical, while the clearness and brevity of its elucidations render it fascinating to the juvenile mind. May it receive that welcome into all our schools, which its merits demand. We feel assured, from the character of the work itself, whose chief beauty is its simplicity, that it will hence forward constitute *the standard introductory book on arithmetic* in our schools throughout the land.

J—J—O—

SECRETARY'S OFFICE,
Department of Common Schools,
Harrisburg, Jan. 11, 1849.

To all whom it may concern:—I have examined with considerable care the "Teacher's Columbian Calculator," and am pleased to find, that it treats of those portions of Arithmetical Science, which are decidedly the most particularly, in the ordinary occupations of life, with a clearness and brevity well adapted to the wants of our Common Schools, in this department of Knowledge. The "Youth's Columbian Calculator" has already been placed in my hands for examination. I think it well calculated to facilitate the progress of children in the acquisition of a practical knowledge of the elementary principles, upon which the science of Arithmetic is founded. I am of opinion, that their introduction into our Schools, would add much to their prosperity, and afford valuable aid in pursuing the branches of study, of which they respectively treat.

Very Respectfully, Yours, &c.
FRED. J. FENN, School Clerk.

THE YOUTH'S COLUMBIAN CALCULATOR.

This work is designed to be a complete system of arithmetic, in two parts, the first containing the simple rules, Compound Rules, Simple and Compound Reduction, and Single Rule of Three, or proportion. The second will be found to be a work of a high character, and well adapted to the use of Academies, and Public Schools, and to the business transactions of the country.

THE COLUMBIAN CALCULATOR.

This work is designed to be a complete system of Arithmetic, in three parts, the first containing the simple rules, Compound Rules, Simple and Compound Reduction, and Single Rule of Three, or proportion. The second will be found to be a work of a high character, and well adapted to the use of Academies, and Public Schools, and to the business transactions of the country. The third and last, is a work of a very valuable character, and well adapted to the use of Academies, and Public Schools, and to the business transactions of the country.

☞ Copies of the above work will be sent to any Teacher, or Director, who may desire to examine them, with a view to introducing them into their respective schools, on the receipt of their address.

☞ Teachers who have examined the work, are unanimous in their opinion that it is just what is very much wanted at this time in our District Schools as a primary arithmetic for those commencing the study of numbers, for the reason that those Primary Books now in use are either too *juvenile* or too far in advance of the *pupil*; in fact, that there is no *suitable* Primary treatise on arithmetic now before the public. It is also believed that this work will contain a sufficient amount of *practical arithmetic*, as will commonly occur in the transaction of ordinary business transactions of life. The Teachers of Department of our District Schools, many of whom seldom learn the use of numbers as far as *Reduction or Proportion*, and as this work is intended, in part, for the benefit of pupils, great care and labor have been bestowed with a view to render every part perfectly plain and easy of comprehension by the pupil. The calculations are to "*run even*" with the use of a few fractions, a sufficient use, as a knowledge of *fractions* can be acquired from the *larger volume*.

Both works have full and complete Keys, embracing *several hundred* examples in Arithmetic and Mensuration, and other valuable matter for the use of the teacher. The *examples* are given in *full*, with Notes, Explanations, Illustrations, Demonstrations, &c., &c.

The three volumes contain about 3500 *original* questions for solution—a greater amount of *Arithmetical science* than has ever been published in the same space in this or any other country—works that are *intended to become the standard text-books of the Union.*

These books have only been issued but a few months, and yet they have already been introduced into the Public Public Schools of the City of New York, in the Cities of Reading, Lancaster, Wilmington,—also Harrisburg York, Chambersburg, Pottsville, Doylestown, Lebanon, &c., &c.

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