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# Penman's Journal

DEVOTED TO PRACTICAL AND ORNAMENTAL PENMANSHIP.

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## And TEACHERS' GUIDE.

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VOL. VII.—No. 1.

### Lessons in Practical Writing.

No. VIII  
By HENRY C. SPENCER.  
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Front position of desk. Correct position of arms and hands.

COPY 1 is a movement exercise, which may be profitably traced lightly, with ink and pen, and then practiced freely with ink, forming and joining the letters throughout the combination with combined movement and making the compound sweeps left and right with forearm movement. Put *rim* into this exercise, and continue until you can execute it easily and well. Observe that the loops are the same in width as the small *o's*, and on the same slant.

COPY 2 requires study before practice. Ruled slant lines upon the page, and headlines, each an *f*-space above the base line, will assist in securing correct slant and height. Again, study the relation between short and extended letters: see how the first and second strokes of *e* and its dot, apply in *o*; how the third, fourth and fifth strokes in *n* form also the first part of *y*; how the first four strokes of *a* apply in *z* and the second strokes of *n* apply in *z* and the *o*, lengthened to 2½ spaces, forms the lower half of *f*. Also, see in the monogram how all extended letters, both above and below the ruled line, depend upon the loop as their principal stem. Observe that *j* has no shade, that *y*, *g*, *s* and *f* are each slightly shaded on their second strokes. Make all the strokes of the letters with prompt movements, watched by a critical eye quick to detect faults. A fault most common in writing the lower loop letters is, slanting the loop too much. If, as is often the case, this fault be the result of turning the hand over to the right, or, because the third and fourth fingers are not drawn back under the middle of the hand away from the first and second fingers, to allow them unobstructed play in making descending strokes, the only remedy is to correct the position—to thus remove the cause of the defect.

COPY 3, gives word-practice on the letters just taught. Other words giving such practice may also be written. Such words as the following: *just, justice, yours truly, faith, faithful; amaze, amazing; good, goodness, etc.*

Be careful that you do not make your loops too long between the ruled line—must not exceed two *f* spaces—or they will interfere with the short letters on the line below;

which is a serious fault, one that gives writing a confused, tangled appearance.

COPY 4 teaches figures, signs and punctuation marks:

The figures are of even greater importance than the letters, because they are so often employed to show important results. They should always be unmistakable. If a letter in a word is uncertain, its character may be determined by its connection; but it is not so with figures—they are independent characters.

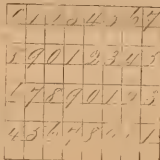
The figure 1, if commenced on the left with a short oblique stroke, as is often seen, is liable to be mistaken for a seven or a nine; and a ought, 0, made with its right side shortened, is liable to be mistaken for a six.

The copy shows all the figures, except the six, to the one and one-half times the *f*-space in height. It shows the six to be half a space higher, and the seven and nine to be half a space longer below the base line. Analyze the figures naming their constituent elements—the straight line, right curve, and left curve; also, study forms and proportions, and observe that each has a special shade.

Learning to make the figures correctly may be greatly facilitated by placing transparent paper or tracing-linen over the copy and writing upon that, guided by the correct forms beneath. Then the pupil may write the figures upon his transparent paper away from the copy, and sending them to conform to it.

COPY 5. THE FIGURES IN SQUARES. Practice in writing the figures in squares

has been found excellent for the purpose of securing proper height, spacing, and vertical columns. Draw a square four medium ruled spaces in height, which is just one and one-half inches. Be careful to have the four



sides equal. Divide the square by vertical and horizontal lines into fourths, then into sixteenths, then into sixty-fourths, according to model. With pen and ink write in the figures like the copy. The height of all, except the six, should be three-fourths the height of the squares. The six should be the full height of a square, and the seven and nine extend below base line one-fourth of a square. *J*

COPY 6. LETTERS SIMPLIFIED. "To save time is to lengthen life," some one has truly said. In this copy we show how the labor of writing may be materially diminished and much valuable time saved to the writer. This is done, mainly, by omitting the first upward stroke in upper loop letters, and in other letters that have top angular joinings at the beginning of words, as in *a, b, c, d, f, g, h, i, j, k, l, m, n, o, p, q, u, w*; also, by omitting the last curve from lower loop letters occurring at the end of words, and

from short letters where their essential character is not affected thereby, as in *f, g, o, s, y, z*, final in copy.

The final *d* in *and*, *r* in *her*, *p* in *peep*, *t* in *int*, in copy, are modified in form to secure greater simplicity. In the figures a saving of strokes is made in the 2, 3, 5, 7, and 8 is somewhat simplified by beginning with a shorter left curve, descending, and completing with the usual compound curve.

Thus you have, in a nutshell, the method by which time and labor can be readily saved in writing the small letters and figures.

Study and practice will soon put you in possession of the art thus simplified.

In lessons to follow we shall teach the capitals.

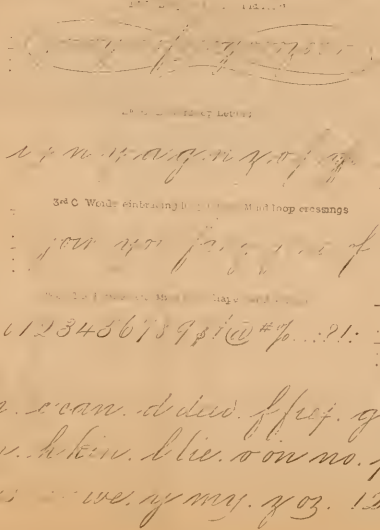
### The Scrap-Book.

By A. SHEPARD.

Yes, my son, it is possible in almost every case to judge correctly of a penman's ability from a single page of his work, for a master-hand in any department of art will show itself in its every production. Through one combination of simple colors, one finished period, one burst of melody, glows the genius of a great painter, orator or musician. Our opinions are not formed entirely from the merit of the effort itself, but also from an invisible something in even the least work of a master, which seems to say, "The power that made me was not exhausted in my production, but is capable of infinitely more than you see in me." This is an indication of what is called reserve power, and it is always shown in real works of art.

We see this clearly illustrated in the art of penmanship; for the penman whose work does not indicate that he has skill and power in reserve will not be accounted great; and such a one is he who prepared the specimen on the first page of your scrap-book. It is prepared, in the faintest sense of the word, like too many specimens, till it has lost the beauty that is the result of ease and freedom. We, perhaps, might have forgiven him for presenting so meagre a variety of capitals and so few loop letters, if he had not attempted to improve what he had written by fixing the shades, smoothing the lines, and finishing it generally. He has yet to learn that it is the highest art to conceal art, and that no matter how great the production, half the charm is lost if it seems to cost an effort.

But here are a few lines from a penman who mixes brains with his ink, and works with his genius, till every letter that flows from his pen is the embodiment of grace and beauty, and every word on his pages seems not only proud of itself, but happy that it should be born in such good company. With what ease it all appears to have been done; but that ease is the result of hard and patient study, well-directed and long continued effort. But little is attempted, but that little is done so well that we are led



to believe vastly more is possible. Display-lines are few, and so aptly used and perfectly made that they seem a necessary part. Every stroke on the page indicates reserved power; and we say, almost unconsciously, he can do even better than this.

The next specimen was written by one of the "movement" penmen. Yes, it is written with remarkable freedom—in fact, freedom is its principal and only noteworthy characteristic. These penmen take more pride in the manner in which they execute, than they do in the work itself; consequently, they are famous only to those who see them write. One common feature in the work of these penmen is the indiscriminate connecting of any or all capital letters, and they might be properly called the Capital-Connectors. If they had charge of the christening of mankind, we would all have at least six initials to our names, that they might show their marvelous skill by writing them all without once taking up the pen, and even after they had finished the sixth letter their pens would still go swooping on, seeking new worlds to conquer. In this specimen, my son, your name is written in a wonderful manner. See the billowy waving lines surrounding that unpretentious little S, and what an effort the G is making to climb up on the back of that great spreading C, whose encircling arm entirely surrounds the microscopical small letters of the surname. It is a marked peculiarity of the Capital-Connectors, that with the most colossal capitals they always use the tiniest small letters.

That "Dear Sir" is a study, a bewildering study; for it is so thoroughly connected and skillfully written that it has almost lost its identity; but in the signature is the grand culmination—or, better, the grand splurge of all. At first sight the rolling, mazy mass fairly makes one dizzy, and it is only by patient effort that the tangled lines can be made to tell us who it was that made them; but it was written, small letters and all, without taking up the pen, and, stranger still, like space in which the planets revolve, it has, apparently, no beginning nor no end. Yes, all good penmen connect capitals to a certain extent, but only those letters whose form permits an easy, a graceful joining. The Capital-Connecting Period in the life of a penman is analogous to the Hair Oil Period in the life of a man; something to be expected, the result of which is serious only when the attack becomes chronic.

My son, remember this: he is accounted the greatest speaker who says the most in the fewest words; and he is accounted the greatest artist who produces the required effect with the fewest strokes.

(To be continued.)

### Repetition—Skill.

By C. H. PEIRCE, of Keokuk, Ia.

New things attract. Novelty excites curiosity. Strange things awaken the imagination. We weary of repetition. No one loves drudgery. "Familiarity breeds contempt," familiarity also begets love. We may see and admire a thing in a moment; we may learn a new truth in a few seconds; but skill in the use and application of truth is gained only by familiarity and repetition. All practical truths require repetition. Precept must be upon precept, line upon line; here a little and there a little. Every useful life is one of constant repetition, and repetition of little things.

If you like you may call a useful life a life of drudgery; some even call it slavery. Nothing is truer than the old adage: "No excellence without labor." No one ever rises high in anything without labor. "Precept must be upon precept." It is a law of life—of all life. Constant repetition, here a little and there a little, is the only way to advance. The idle and careless cannot rise. The diligent, industrious,

persevering do rise. Great things are accomplished little by little, and only so. He who neglects little things will never attend to great things. He who wastes pennies will never save pounds; neglecting dimes and neglecting dollars are the same in kind. Do one thing at a time and do that one thing well, if you want to succeed. Learn one thing at a time, and learn that one thing well, if you want to be wise. Do one thing and do it well, and you have done something; try many things and fail in all, and you have done nothing. Such doing implies repetition. Repetition implies familiarity; and familiarity, that the thing is old, dry, and perhaps uninteresting.

Frivolous, idle people want and seek new things; they do it because they want to be amused, entertained.

Good teachers repeat often; they teach a few things and teach them well. They teach old lessons. An old lesson is dry, poky, stupid to the average mind. You must not forget that "there is nothing new under the sun," or above it either as far as we know.

There is no thorough knowledge gained, no real skill obtained, no growth anywhere except by repetition, and repetition is a sort of drudgery, a phase of slavishness, and must beget weariness.

The laborer, the business man, the artist, the professional, must each alike repeat and repeat the same thing again and again to

in amusements the same is true. No one can be an expert at a game without long and careful practice.

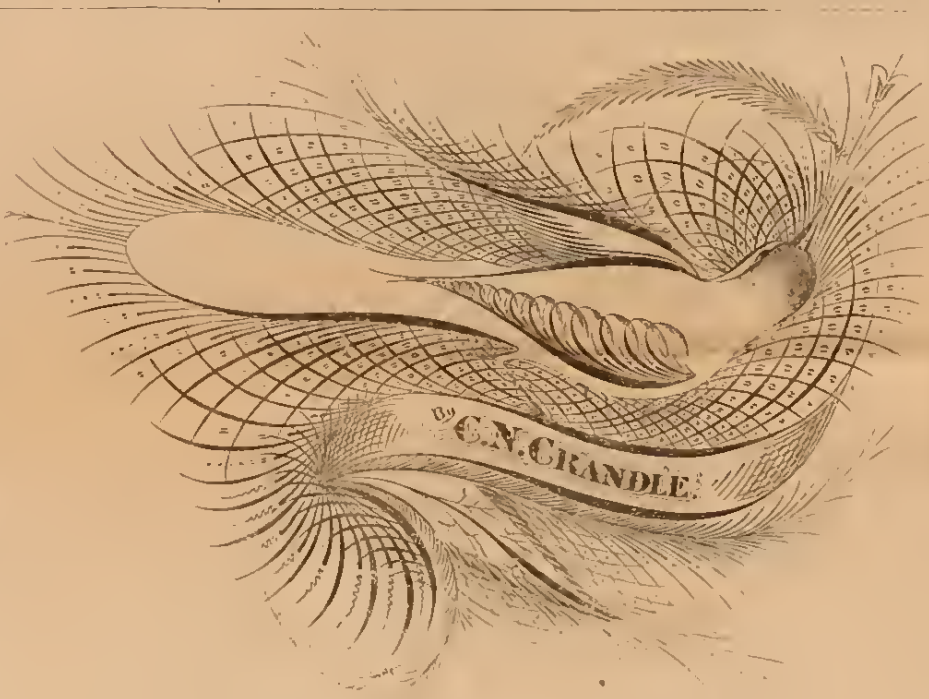
Theoretical knowledge is not enough; applied knowledge is quite as essential, and that comes by practice alone. A man may be a genius, but genius cannot get on without labor. Genius implies ability; it may help to give one inspiration—but to dispense with labor, it cannot. Genius shows us the need of patient, persevering effort; and even the man with smaller gifts—what might not be called genius at all—will oftentimes surpass a real genius or one of greater gifts, just because he submits to a careful training, pursues a diligent course of application and makes good use of the talent he has.

The fact is, that many a man who has the name of being a genius, is no genius, but only a careful, diligent, unremitting worker.

The man of small gifts has the good sense to apply himself, and by application he succeeds; while the man of greater gifts, the genius, lacks the good sense to apply himself, and of course he does and must fail. Every great man is a great worker.

The reason why an expert can do a thing easily, quickly and well, is because he has done the same many many times before.

Study, precept upon precept; thought, line upon line; labor, here a little and there a little, is the only way ever to shine as a doer of great, good and useful deeds.



The above cut was photo-engraved from copy executed by C. N. Crandle, teacher of penmanship at the Western Normal College and Commercial Institute, Bushnell, Ill.

know, to understand and have skill in his calling.

The difference between the ignorant and the scholar, the amateur and the expert, is that the one has trained the mind, the hand, the eye, the ear, each and every faculty of the body, or some one particular gift, by long continued practice, till the thing done once has by repetition become second nature, a part and parcel of himself, and repetition has made the whole thing easy and natural.

Why is one man skilled, an expert in business, at a given kind of labor, or some artistic handicraft? Just because he begins at the bottom, learns thoroughly by careful repetition each little thing, and by continued, persevering repetition gains skill in application and manipulation.

Another man may know just as much, but he is not an expert; and he is not, just because he lacks experience, training, the skill that comes only by practice.

What makes one man a scholar and another man not one? It is not knowledge. It is a long-continued, careful training of the perceptive and reasoning faculties until one can see quickly, see correctly, compare accurately and judge with precision. The scholar has a well-trained set of mental faculties, while the man of knowledge has only a brain crammed with ideas. One is an expert, the other an amateur. Even

Great souls feel the need and know the value of labor, so do not dispense with it. Small souls do not appreciate the need and value of labor, of close and careful application, so they fail and must fail. Dull, dry, poky as routine may be, it is withal a necessity.

Our nature is such, and the world we live in is such that the only road to knowledge, to skill, to be an artist in anything, to do anything really good, easily and well, is by working it into our nature by long-continued practice, is by making it second nature, is by making it a part of ourselves, working and weaving it into our character.

Practice makes the thing instructive; hard at first, it becomes easy by repetition.

After a while we go straight and do the right thing, in the right time, in the right way, just because it is hard not to do so.

There are not many great things for any of us to do in a lifetime, but there are many little things to be done.

We may learn the truth in a moment, but with patience, through weariness, by many repetitions we get skill in execution.

The crowning effort will greet you, not because attention was paid to any one thing, but because you were sharp and smart enough to blend everything into one harmonious whole.

Sample copies of the JOURNAL, 10 cents.

### Ben, Gaylord on the Situation.

By W. P. COOPER.

"Well," said Uncle Ben, setting his staff against the counter, as he entered the store, and turning to the clerk, "I have just returned from a visit to that commercial college on the corner. A fine concern upon the whole—a fine concern that. Those professors are well qualified, energetic and efficient. They evidently understand everything about their business, and they spare no pains to put their pupils ahead, and they," said Uncle Ben, emphasizing the word *they*, "sir, themselves work early and late. They deserve encouragement and something more—they should reach success. But in this as other businesses, there are difficulties in the way, difficulties, perplexities, obstructions. Yes, sir, I have looked about; I think I comprehend the situation."

"There are grand fellows at some of those desks; noble fellows; I could pick out chaps worth their weight in gold in any office, any counting-room—sharp, quick, critical and correct." "Yes, sir," repeated Uncle Ben, in a voice loaded with terrible emphasis: "They are critical, temperate, reliable and correct. That is the sort wanted here, there, everywhere. Those fellows need no urging; they are on hand at eight in the morning. They leave when the halls close, and not before. Not a note, principle, paragraph, explanation, or suggestion escapes them. If they crowd their teachers a little with business, they treat these masters with the most profound respect. They know their value to themselves, and they have faith in their words."

"But in that school there are other fellows—other fellows of quite another sort; in fact, many sorts. They are not from any special craft or quarter. They hail from all localities. These young men are, first of all, our countrymen—Americans to the manner born. They have health, muscle, physical stamina, brains, quick eyes and ready ears, and plenty of means; but they want backbone, steadfast energy and firmness of purpose. They require urging, need watching, long for flattery, ask too many graces, beg too many privileges, lag the professors with repeated importunities too often, and, most of all, they lack attention, perseverance and application. They abound too much in fits and starts, in stops, absences and rests. Some of these fellows are spoiled boys, loaded with the pernicious fancies, whims, caprices of princely names."

"Or, they have rocked off the golden days of many seasons in the well-feathered and wadded cradles of Hamilton, Yale, or other princely endowed institutions. These are not all alike, are not all affected in the same way. They fill up the benches, but are poor stock. The windows are too near their desks. They see too much of the outside of the college, too many pretty faces, fast horses, gay equipages, fine fancy articles of dress, etc., etc. Their minds are absorbed with foreign matters, trifles, fictions, stale and unprofitable trash. All of these drawbacks are not the fault of the original material, but they are the unhappy drawbacks of accident—of national, local and home foolishness and nonsense. I say it is a great pity that all of this sort of college stock could not be revived and converted to use."

"This thing is possible. I wish," said Uncle Ben, after a moment's pause, "I wish that I could reach the capable ears of all of these fellows myself, a few times. I believe that I could impress their really bright minds, naturally, with the true status of the situation. I should love to welcome them to a place in the front line. Indeed, I have in my life given the right hand of fellowship to a great many of these very fellows, after all drawbacks. The college is a good thing, and I heartily wish it success, and I am ready to help and encourage these enterprises on as I have in the past. I have had grand clerks from these very concerns, and I may want them again."

**Robert C. Spencer.**

By N. S. PACKARD.

It would have been the graceful and proper thing for the eldest son of the author of Spencerian Penmanship to have inherited and identified the paternal qualities; to have realized, in the work of his own hands, the higher ideals to which his father's genius pointed. But Robert, though a dutiful son, and having a proper sense of his derived greatness, discovered early in his career, that while his intellect could grasp the principles of "pure Spencerian," and his muscles execute the straight lines and curves which enter into good writing, he lacked the artistic temperament, if not the plodding patience, necessary to make a proficient pen-artist. By the time he had arrived at man's estate, he was a good, strong, plain penman, his writing possessing a force and character seldom acquired at that age, and well qualified to teach the art. At the age of twenty-three he became associated with Mr. Rice, as teacher of penmanship in the public schools of Buffalo, succeeding that gentleman as the Superintendent of Writing. In 1853 he joined Mr. Rice in a commercial school in Buffalo, which, the following year, was merged into the Bryant & Stratton enterprise, being the second link, as Cleveland was the first, of the renowned "chain" of Colleges. In the Fall of 1856 he went to Chicago to assist Mr. Urial Gregory in his attempt to compete with Judge Digby V. Bell, who for six years had been building up a vigorous institution in that smart town. About this time, Mr. Stratton concluded that a "chain" of National Commercial Colleges without a link in Chicago would be too much like the play of Hamlet without the Prince of Denmark, and so began at once to move on the enemy's works. Gregory had conceived the brilliant idea of placarding Robert as the great exponent of Spencerian Penmanship. Stratton "saw" the challenge, and "went one better," in the production of the veteran author himself; and a genuine business competition was waged between the two schools, father and son being played against each other, with all the warmth and zest of those pioneer days. Finally, the family harmony was restored by the induction of Robert into the proprietorship of the Bryant & Stratton school. The success of the Chicago enterprise was immediate and positive, eventually absorbing the two other schools. In the Fall of 1859, Mr. Spencer went to St. Louis, to establish another link of the rapidly lengthening chain. He remained here for four years, and finally, in 1863, went to Milwaukee, establishing there, in connection with Bryant & Stratton, the school of which he is now proprietor.

During all these many years Mr. Spencer has been a most faithful worker in the educational field. Although by choice and from peculiar fitness in ability and temperament, devoted to the specialty of business or commercial education, he has taken a deep and wide interest in general education, and in philosophical and humane movements. During a large share of his sojourn in Milwaukee he has been an active member of the School Board. He was also one of the original promoters of the Wisconsin Hymanic Society, and its first secretary, and has been president of the Wisconsin Phonological Society, devoted to the education of deaf mutes upon the German or articulation method.

Mr. Spencer has always stood well with co-workers, and there has been no time in the history of business college associations when the highest positions of honor were

not at his service. Of the old Bryant & Stratton Association he was always an active and influential member, as also of its successor, the International Business College Association, of which he was a president. When the Pennans Convention—subsequently merged in the Business Educators' Association of America—held its first session in New York, Mr. Spencer was the one spoken of for the presidency, but being absent, Mr. Mayhew of Detroit, was called to fill the chair. At the meeting in Cleveland, in 1878, he was mentioned for the position, but graciously withdrew in favor of Mr. Peire, of Philadelphia. In 1879, at the meeting in Chicago, he was chosen president, which position he held at the Cincinnati Convention in June last; and no one who was present at that convention will soon forget the signal ability and judicial

**Drill—Drill.**

By W. P. COOPER.

The columns of the JOURNAL on the subject of drill have been sufficiently explicit, but inasmuch as every professor or amateur knows that there is no such thing as fixing or converting knowledge without review, if we again urge the consideration of matters already quite thoroughly discussed, it will be nothing of surprise to the craft.

We spoke quite fully, in the December number, of Stem Capitals and their legitimate drill—muscular movement. We have said that there are persons who can produce all capitals, large and small, with whole arm movement. This power is secured partly by tenacity of drill, and partly it is reached through a natural muscular and mechanical ability possessed by but very few persons.

enough. It is worth a round hundred dollars—that is, with hand or muscular movement; still, to get it is possible, and that is enough; and further to aid you in getting this power, we will give a few more suggestions. You will remember that we are told that while practicing this movement we rest the arm two or three inches below the elbow. This rest is more properly a semi-rest or movable rest; that is, it is not a fixed and immovable rest at all. It will be observed by trial that the point under the arm here describes, only on a smaller scale, each character produced by the pen upon the paper, from first to last.

The exercises furnished, in the past numbers of the JOURNAL, to perfect this feature of the drill, are all good for practice. Here is a very good one: commence the line with  $O$ , twice medium size, lap the oval as you go on one-half, reducing a trifle each oval successively until the line is filled; also increasing the speed of motion throughout the line. Practice this exercise ten or twelve minutes, repeating the practice in other lessons, until you have mastered the drill. Try, after this drill, the oval in coils, and you produce the perfect flourish almost every time. Try the other letters of the direct movement set, one after another, as a part of each drill, until these two are all mastered. Then make up a drill of these and stem capitals made alternately, always passing from slow to fast and from large to small, avoiding by all means all jerking and unsteady movements. Having fixed the forms in the mind, but using no permanent rest of either arm, or third and fourth fingers, and using the wrist on the curves naturally and freely. If in obedience to these directions, you still repeat the diagrams, looking sharply to the correct structure of characteristics, you will—that is, if you indulge in no careless practice—ultimately secure the power above indicated in its completeness, a power which, as you have been often told before, is the greatest instrumentality of modern penmanship.

It would always be well to practice certain kinds of flourishing in direct movement, to familiarize and perfect this muscular power. One-half of the flourishes in pen-work can be better produced by the pen in the natural, rather than the reversed, position. A good flourisher will always use both; both positions of the pen and every movement direct or reversed.

You will never see the day, write or flourish as well as you please, in which you may not be hampered by recurring again and often to drill practice. In all of this practice, place yourself square front to the table, hold the pen easily and firmly, place the feet evenly and firmly upon the floor; fortify the firmness of the body and muscles by a slight and decided support and stay rest on the left arm, and bring your whole moral brain power and ability to the support of the work. Work to succeed, work to win, work to improve, correct or perfect some power, letter or movement. Work methodically and courageously, and the skill desired will be and remain yours. But when you are tired, stop. When attention lags, and the mind gets lazy and careless, stop. Burn up all trash about your table, save your best marks, and run your eye critically over these at another time.

We shall if desired to do so, show you in another number how to force flourishing into the service of drill, how to let ornament alone or use it, how to get firm, and, above all, how to get that speed and dispatch which few possess, but even the educational b—bugs and business men esteem so highly



ROBERT C. SPENCER.

fairness with which he discharged his duties. Mr. Spencer is getting to be one of the "old fellows," having passed his fifty-third year, but he does not show it either in personal looks or in actions or tastes. It is much easier to call him "Bob" than anything else, and he always responds to the familiar name with great sweetness and zest. His twinkling black eye moves backward and forward, when in conversation, with the alertness of thirty years ago, and his sonorous laugh, when he catches the point of a joke, is just as infectious as it was before his head was so bald, or it became necessary for him to look at the world through eyeglasses.

Now is the time to subscribe for the JOURNAL, and begin with the year and new volume.

Whole arm movement is hard enough to acquire, but muscular movement is one hundred per cent. more difficult to fix and convert, and it is worth as much more when possessed. A right line is easy enough, so is the left, so is a vertical line, but the stem curves or stem oval is far harder to get, and a great deal harder still the direct oval, as found in *O, E, H, M, D*. We may indeed get the movement in *O* alone, quite sure, "by practice in direct ovals," but in the shifts in miscellaneous practice it grows far harder to hit. It is very likely in *E* the worst, and in the old English *H* the easiest.

We will here say there is such a thing as getting the ability to produce fixed; that is, so you will never lose the power to produce; but to get the power to produce the direct oval, large, medium, or small, and always on the side and where you please, always, is hard

But in this evolutionary labor, we ask you to go very often to these other eminent masters. Put up some of Ames's best pen sheets in your rooms, and as well as borrow from others, create for yourself.

**Autographs.**

The Autograph stands for the man:  
For what he is, has been,  
For all his future's promise holds.  
And all that he hopes to be.

The secrets of his hygiene fall,  
With all his zeal's warm strife,  
His energy, his pride, his will,  
Stand forth portrayed to life.

The Autograph speaks for all time,  
His full-dress from life's despair,  
The hidden thought springs forth to light,  
The soul-pulse through it leaps.

Life's progress from the shortest Path,  
For all that he has made of it,  
Its germs, conception, birth and growth,  
With all growth's protracted gain.

The history of cause, effect,  
The Autograph does speak,  
From standing of life's general worth,  
To all its trust shall seek.

Through stage by stage of loss or gain,  
Or gain, and loss, and change,  
The triumph or defeat stands clear  
For being's boundless range.

Eternal mystery of birth  
And soul's journey here find voice;  
Transmitted germs, gifts and gains,  
In price through it rejoice.

The gifts of spirit from on high,  
In special love bestowed,  
The pride of genius, wealth of thought,  
Have found expression's mode.

Life, with the soul of all its part,  
Back to its prime ascends  
Leaps to the finger tips to pledge  
The future's onward course.

Unliking, unknowingly,  
For all that he has made of it,  
Which, written, we can never recall  
For love, or grief, or gold.

The insight of prophetic view,  
In face, and stroke and curve,  
Himself reveals himself in light  
Of soul, and mind, and nerve.

The way of this, result of that,  
Through boundlessness to see,  
The slave and freedom here are found,  
The body breaks his bonds.

The newborn in birth and growth,  
With mastery of mine;  
The coward, slinking from himself—  
All types of man are seen.

**Writing in Country Schools.**

By G. N. S.

In the December number of the JOURNAL is an article headed as above, by C. G. Porter. I read his remarks with much interest, and being a teacher in a country school and somewhat interested in the art of writing, I would like to make a few observations on the same subject. Mr. Porter is dissatisfied with the present condition of our country schools as regards writing. So am I. He does not agree with the scholar who thinks if he can write legibly, that is good enough. I do. Remember, I am speaking of country schools only. He also says it is not to be supposed that a school-teacher should be a pen-artist. Of course not. No pen-artist can be found teaching school for \$25 per month. Hence, the impossibility of producing fine penmen. Since, then, the first degree of proficiency is unsatisfactory, and the second unattainable, I would like to know just where Mr. Porter thinks the line should be drawn. How good a penman should we look for in such cases? I think the student may consider himself very fortunate if he can learn to write a rapid legible hand. My reasons for thinking so are these: *First*, the desks in our schoolhouses are so narrow and of such improper heights that it is with difficulty a good penman can write on them. Position is simply out of the question, especially for the student, who knows nothing about it. *Second*, These schools are made up of scholars who have always been used to doing heavy manual labor. I ask if it would be possible to train the muscles of the wood-chopper or fence-builder to do anything beyond plain writing, of that, in three or four months' time. Experience and reason say no. *Third*, Suppose a teacher devote thirty minutes each day to the writing-lesson. This is as long a time as he can give—frequently, longer. Prof. Peirce tells us one hour a day is insufficient in business colleges to acquire a handwriting suitable for book-keeping. In two or six months' time. What, then, can be expected from half that amount of study in a country school? *Fourth*, The change of teachers with each term, would of itself discourage many, and produce poor results. I agree with Mr. Porter, that a higher grade of penmanship should be required in teachers than exists at present. In this country (Mo.) it would be very appropriate to say scholarship, in place of penmanship. Yet the average teacher can and does write a better hand than the average business man. We are educating our youth for business. Then I say legibility and rapidity are enough. If a student should ever acquire a great "love for the art," let him go to a good business college, or subscribe for the PENMAN'S ART JOURNAL, or both. I approve of teaching correct position, as nearly as possible; pen-holding, and the forms of letters and movement exercises; but it is useless to expect very good results. I agree with Mr. Porter that writing is as important as other methods of study. But it is not an art, and more difficult to learn than the others, and hence we cannot expect the same results as in them. There are many things I could say on this subject, but fear of becoming tiresome and the desire to hear others, forbid. I would like to hear from Mr. Porter again, as I am only a novice. I am a great admirer of good penmanship, and think the JOURNAL is a perfect gem, and of incalculable value to the aspiring penman. I take other papers on penmanship, but it excels them all. In addition to this, I indorse all that has been said in its praise by others.

promotion of education in the South. The distribution of these funds is to be almost equally divided between white and colored. —Nashville Advocate.

Dr. Robert Morris, of Kentucky, said that in Syria teachers receive ten cents a month for salary. The schoolhouse is mother earth; the pupils are boys only, sitting cross-legged on the ground. The course of instruction consists of learning the Koran by heart.—The Age.

In Italy during the year 1879, 48 per cent. of the bridegrooms and 70 per cent. of the brides were unable to sign their names. In England, 86 per cent. of the men married during that year, and 80 per cent. of the women were able to sign their name, but with a large per cent. of these a knowledge of writing extended no farther.

In a Chicago school recently the children were asked to give a sentence with the word "capillary." A little girl wrote: "I sailed across the ocean in a capillary." When asked what she meant by that, she turned to Webster's Dictionary and triumphantly pointed out this definition: "Capillary, a fine vessel." Further investigation showed that more than twenty scholars had made the same blunder.—Detroit Free Press.

But 7 of one per cent. of the native white population of Massachusetts, from ten years of age and upward, are unable to write. This is the best showing of any State or Territory. The per cent. for Alabama is 25.0; Arkansas, 25.5; Georgia, 23.2; North Carolina, 31.7; Tennessee, 27.8; New Mexico, 64.2; Nevada, 1.1; New Hampshire, 1.1; Connecticut, 1.0; Wyoming, 1.7. Wyoming has the smallest percentage of persons who cannot read or write, when the whole population is considered.

In Syria and Palestine, in 1881, there were 30 societies or individuals conducting 302 schools; of which 120 were of the Am. Pres. Mission, 45 of the Church Miss. Soc. of London; 80 British Syrian schools; 10 under Friend Missions. These schools had 7,475 male and 7,149 female pupils. In Beirut alone there were at non-Protestant schools, 8,183 pupils, of whom 1,250 are in the Jesuit schools. Of Protestant missionaries there are 81 male and 110 female; foreign laborers; 581 native laborers; preaching stations, 10; organized churches, 26.

**EDUCATIONAL FANCIES.**

[In every instance where the source of any item used in this department is known, the proper credit is given. A like courtesy from others will be appreciated.]

Kerosene is bad grammar; you should say Kero was seen—with her fellow.

Archimedes invented the slang phrase, "Give us a rest," when he offered to move the world with his lever.

An express-wagon driver in Lynn, Mass., is master of seven languages. He is evidently ready for his time to talk.

*Professor:* "How is power applied to this machine?" *Junior:* "It is turned by a crank." *Professor:* "Just step forward and illustrate."—*Ex.*

"'Twas but a simple pin on a chair, and the little boy did grin like a bear when the teacher took a seat, in a manner very neat few several feet in the air.

"Why should you celebrate Washington's birthday more than mine?" asked a teacher. "Because he never told a lie!" shouted a little boy.—*Educational Review.*

Is anything more stubborn than a mule? Certainly, for marked as is a muley stubborn, there is a "muley," and that our Latin dictionary tells us is a woman.

A Sunday-school teacher asked a pupil how many sacraments there were. "There ain't any more left." "Why, what do you mean?" "Well, I heard that our sick neighbor received the last sacrament yesterday."—*Heald's College Journal.*

*Professor in Mechanics:* "What is the strongest force in nature?" *Student:* "The force of habit." Compelled by the same force, the professor recorded a zero.—*Ex.*

"My son," said a tutor of doubtful morality but severe aspect, putting his hand on the boy's shoulder, "I believe Satan has got hold of you." "I believe so, too," replied the boy.

*Master:* "What does Condillae say about brutes in the scale of being?" *Scholar:* "He says a brute is an imperfect animal." "And what is a man?" "Man is a perfect brute."—*Ex.*

"In what condition was the patriarch Job at the end of his life?" asked a Sunday-school teacher of a quiet-looking boy at the foot of the class. "Dead," calmly replied the quiet-looking boy.

"Speaking of shad, would you say the price has gone up, or has risen?" inquired a schoolboy of the fishmonger. "Well," replied the scale-scraper, "speaking of shad, I should say it had risen."

**SCENE IN LATIN A.—Professor B:** "Conjugate the present subjunctive of *sum*." *Student:* "Siu, siii—I have forgotten the third singular." *Professor B:* "Very well, sir, you may sit.—*Academy Trio.*

*Teacher:* "John, what are your boots made of?" *Boy:* "Of leather." "Where does the leather come from?" "From the hide of the ox." "What animal, therefore, supplies you with boots and gives you meat to eat?" "My father."

A man spends eighteen cents for lager, ten cents for tobacco, twenty cents for cigars, fifteen cents for street-car fare, and loses \$1.50 at poker; he then permits his wife to purchase a button-hole for three cents, and figures that her extravagance will ruin him in three years. What is his capital?

Said the teacher: "And it came to pass, when the King heard it, that he rent his clothes." Now, what does that mean, my children?—he rent his clothes?" Up went a little hand. "Well, if you know, tell us." "Please, ma'am," said the child timidly, "I s'pose he hired 'em out."

**Send Money for the "Journal."**

Persons desiring a single copy of the JOURNAL must remit ten cents. No attention will be given to postal-card requests for same.

**Card for the Public.**

To purchase pictures for home ornamentation is evidently a commendable thing; but to always judiciously select is not so easy, or always possible.

A few chromos, a few steel-say, historical—engravings, an "oil" picture or two, so means will warrant; to these may be added, a few portrait-pieces, a home picture or two, and albums for photos, art selections, etc., and, finally, you should not fail to send for and display, with these selections, a few of D. T. Ames's grand illustrations of penmanship.

What shall we commend? Why, *first*, the Eagle and the Antelope sheets. These illustrate flourishing writing. Then comes that wonderful gem, the Lord's Prayer, in Ames's best manner; and then the Centennial card or sheet. All of the above specimens are miracles of art—not equalled in this line in the Old World at all. The manner is neither bought, stolen, borrowed, or imported, but equal to if you can.

You will have, in this above list, want more. Their possession will, first of all, delight you and your friends; next, they will force you to improve your penmanship, whether you will or not; and, lastly, they will do all of this without a sense of either labor, trouble, or expense on your part.

W. P. COOPER.

Writing is the one art of which everybody should be a master.

**Communications for this Department may be addressed to B. F. KELLEY, 200 Broadway, New York. Brief educational items solicited.**

Georgia's school population is 507,861.

Edinburgh University has 3,257 students this year.

There are in Atlanta, Ga., four colleges for colored students.

The moment a man ceases to be a systematic student, he ceases to be an effective teacher.—*American Journal of Education.*

The average daily attendance in the public schools of New Orleans is 16,142, the number of pupils registered being 19,946.

Hon. John Evans, Ex-Gov. of Colorado, has given \$40,000 to the University of Denver since the beginning of the enterprise.

Nevada pays the largest monthly salary to both male and female public school teachers; the former averaging \$101; the latter \$77.

The Sacramento School Board offer a prize of \$20 to the young lady graduate who shall wear the cheapest dress on Commencement Day.

The Texas School Fund, which can never be diverted, now amounts to the magnificent sum of \$114,000,000, including land worth \$110,000,000.

At the meeting of the National Pedagogic Congress of Spain, at Madrid, there were in attendance 827 male and 505 female teachers. An address was made by the King.

The percentage of illiteracy of the native white population in the State of New York, as given by the bulletin lately issued by the Census Department, must be considered quite too utterly utter, it being 2.2.

Since the war, three men—Peabody, Slater and Tulane—have given \$5,100,000 for the

Sample copies of the JOURNAL sent only on receipt of price—ten cents.

**Letter-Writing.**

ARTICLE I.

By D. T. AMES.

*Letters from absent friends extinguish the fire, divide division, and draw distance away. They might fire such with success, And waste embodied thought a thousand ways."*

To be able to write a letter—elegant and appropriate—in all the numerous departments of correspondence, is a most desirable and useful accomplishment to either lady or gentleman. A letter reflects largely the character and attainments of its author. One slovenly, careless or awkward in his writing is very likely to be so in other things, while the degree and quality of his mind as well as education, refinement, and even amiability of character, are sure to be made manifest in any extended correspondence.

Not only is such an accomplishment a most potent agency for opening avenues to employment and success in a business point of view, but it is a most pleasing and fruitful source of friendly and social enjoyment. It is now a somewhat prevalent custom in our large cities, with merchants, professional men and others, who desire clerks or assistants, to seek them through advertisements in our daily papers, directing applicants to address in their own handwriting, and by the character of such communications the applicants are judged, and fairly, we dare say, in most instances.

The experienced man of business, the astute lawyer, or other professional, reads in these communications, almost unerringly, the talent, attainments and general character of their authors. Such letters reveal—first, as a matter of observation, the artistic skill and literary attainments of the writer; second, by inference, his general taste and judgment. The inference is drawn from all the attendant circumstances: from the selection of writing-material to the superscription and affixing of the postage-stamp.

Perhaps there are one hundred applicants for a position; one is chosen; just why, who placed at the lower left-hand corner, and head downward. The post-office clerk, from force of habit, upon some strikes with his canceling-stamp upon the envelope where the postage-stamp should be, thus disfiguring the superscription. Another wrote, with red ink, a large sprawling hand;

while another covered three pages with awkward, ungrammatical composition, where half a page properly composed would have sufficed. One touched off his writing with a profusion of flourishes and other superfluities; another waited long for a response that could not be given from his omission to name the street and number of his residence. And so to the end of the list, each writer has, through faults of omission and commission, or the excellencies of his communication, proved or disproved to the satisfaction of a would-be employer, his capability and fitness to render satisfactory service, and has accordingly gained

subject in its general aspect, treating upon those things which are essential to all departments of letter-writing—such as the selection of material, style of composition, and method of arrangement of the several parts of a letter, superscription, etc., with proper illustrations.

**A Strange Tradition.**

Among the Semite Indians there is a singular tradition regarding the white man's origin and superiority. They say, when the Great Spirit made the earth he also made three men, all of whom were fair-complex-

was found to contain spades, hoes, and all the implements of labor; the second unappreciated hunting, fishing, and warlike apparatus; the third gave the white man pens, inks, and paper, the eagle of the mind—the means of mutual, mental improvement, the social link of humanity, the foundation of the white man's superiority.

**Autographs.**

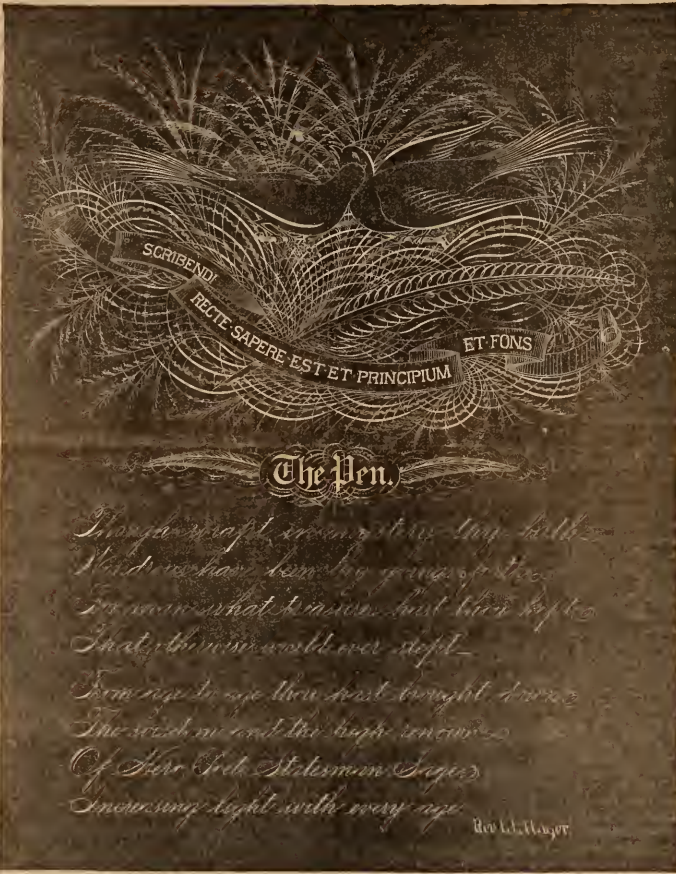
By W. P. COOPER.

We are glad to learn that the matter of autographs is beginning to receive a little of the long neglected attention. In this great and wonderful country the time of crosses for signatures, is nearly passed. The Greeley and Wade Bohemian alphabet is nearly played out. An ox-cart and a stone-boat and a cat-track superscription, still here and there worshipped with Buddhist devotion, we hope will soon be things that were, and not what the present either tolerates, craves or needs.

One envelope now is about twenty goes properly banked into the office. One lawyer of a Bar, one priest in a college, one pupil in a high school, we can now commend for properly written documents, letters, etc., etc. A very revolutionary and encouraging condition of things.

Thanks to Fisher Spencer, deceased! thanks to the nations of the whole phalanx of writers and publishers for this move ahead. There was a time when to write one's name respectfully would have evoked banishment. Looking over carefully and critically, yet in a Christian spirit, the array of names, great and small, on the registers and documents everywhere, we venture to say that there is still a chance for improvement, and especially with the young, the gifted, the brilliant and the gay. If we have an aristocracy of dollars, we also have use of learning; and we may or should have one of art. We should leave now to Chittenden, Irish bog-trotters, Dutch Boors and Bohemian tramps, the desired accomplishment of a name without a letter, and a signature without a shape, and try ourselves, each and all of us, to have that mystical combination, the child of our own handy creative ability, called a name or signature, tolerably well written.

Penmen now, we see, begin to propose to teach by diagram the people, and especially the young, how to write the name as well, or nearly as well, as it should be done. Twenty cents for a name, or twenty cents for one shirt-collar or ruff for your neck, this is not bad. But back—neighbor, while learning to write properly your own name, you are logically learning to write also your correspondent's



The above is one of several cuts, prepared at the office of the "Journal," for Collier's "Cyclopedia of Social and Commercial Information." The work consists of about 700 pages of useful and valuable information, elegantly printed and bound, by P. F. Collier, New York.

or failed to gain place and favor. In view of the great importance of this subject, and its very intimate relation to good penmanship, we have decided it a fitting theme for a series of articles or lessons in a penman's paper; and especially so in view of the fact that thousands of this journal's readers are yet pupils in our public or private schools, and are, therefore, favorably circumstanced to profit most fully by such a course. It will be our earnest endeavor to render the articles as interesting and practical as possible. They will be accompanied with numerous illustrations and examples, photo-engraved from carefully-prepared pen-and-ink copy, illustrative of every department of correspondence.

In our next article we shall present the

lensed, and that after making them he led them to the margin of a small lake and bade them leap in and wash. One obeyed, and came out purer and fairer than before; the second hesitated a moment, during which time the water, agitated by the first, had become muddied, and when he bathed, he came up copper-colored; the third did not leap until the water became black with mud, and he came out with his own color. Then the Great Spirit laid before them three packages, and out of pity for his misfortunes in color, gave the black man the first choice. He took hold of each of the packages, and having felt the weight chose the heaviest; the copper-colored man chose the next heaviest, leaving the white man the lightest. When the packages were opened, the first

or your friends. Is not this encouraging? You are not an artist, but you want an autograph and a good one. You forward your way of doing the thing; the master sets at a glance your lack and your capability to produce; in short, reads you up artistically, and divines the very fashion of autograph you need. He sends one in character, but, business-like and practical, he gives you further—a choice between others. He does not aim in what he sends to glorify himself, but to suit your case and also please your taste and your correspondent's esteem and fancy. He therefore, the master, should aim, in his samples, to give you a new, a practical, a business-like and artistic signature, that you, in a few evenings, can master and write anywhere and everywhere, legibly and well and quickly too; and this is what you need in this direction, and no more.

**The Power of Position.**

By C. H. PRINCE, of Keokuk, Ia.

The execution of superior work of any kind with the pen necessitates a position that will give the greatest power.

There are many, many minor points to look after in the execution of good writing, but all may justly be considered under "Form," "Position," "Movement."

Form may be considered under five heads, viz., "Size," "Shape," "Slant," "Shading," "Spacing."

Movement under four heads, viz.: "Whole-arm," "Forearm," "Finger," "Combination."

"Position gives power," if it is properly taken. Practice makes perfect if it is intelligent. The life have it the greater part of the time, however, and so reduce the statements almost to utter nothingness. You cannot get the desired power in any of the many many incorrect positions. You cannot improve your writing by incessant practice, if it be not of that intelligence requisite and necessary to advancement. There is but one right way to many wrong ones; and left to your own selection, without the proper judgment or intelligence, you invariably fall into the wrong way.

Position is only one of the essentials to good writing, but, as such, "must weigh in the balance and not be found wanting."

Position: Whole-arm Movement. 1st. Of the person—body; feet; arms; hands; fingers; wrists. 2d. At desk or table, sitting or standing—Front; Right; Right Oblique; Left Oblique. 3d. Of Pen. 4th. Of Paper.

Position: Forearm Movement.  
Position: Finger Movement.  
Position: Combination Movement.

The spine should be kept straight—not vertical—and, as the support of the body, must be permitted to bend but slightly, as the greater the curvature the weaker must be the position. Another serious objection is, the shoulders are thrown forward, contracting the chest, which in time will produce disease.

The position for the execution of programmes "B" and "E" is not necessarily the same as "A," "C" and "D." In other words the position for forearm is not necessarily the same as whole-arm. They may be the same without any serious inconvenience, but to say that they must be the same would not be in keeping with the times.

A good position of the body; whole-arm is not the same with different persons, and not necessarily the same with any individual; i. e., good work may be done whole-arm with the body varying in inclination from forty-five to eighty-five degrees from perpendicular, the difference in execution not being perceptible. With this can be done, I would charge all amateurs to strike a happy medium until good work is established, then vibrate to suit your fancy.

A good position for the feet is to have the left foot in the general direction of the body,

a little forward, with the right toe on the right of chain with the heel resting on the lower rung, thus giving a very great support to the spine. If a desk or stool is used, merely have the right foot under the body. When desirable, the feet can change position, which always gives rest. Unless something of this kind is done, the weight of the body upon the spine will give pain across the small of the back. Observe book-keepers, and you will readily see that my theory is well-founded, because they invariably do like the Dutchman's heel—sit standing.

This I term a live position, because the feet are placed so as to give the student the greatest possible power, thus producing work with dash, grace and ease, which is

other words, in case of fire, you could spring in an instant and save a little life.

"Let us then be up and doing,  
With a heart for every fate,  
Still endeavoring, still pursuing,  
Learn to labor and to wait."

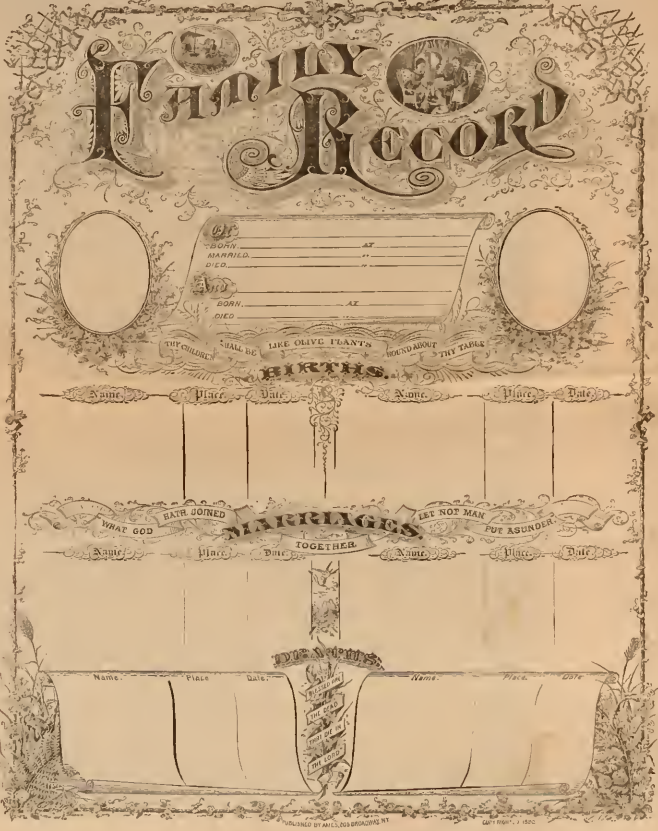
The position of the arm and forearm should always form an acute angle—possibly a right—and should rest within easy distance from the body. I caution amateurs not to get either arm too far from the body, and by all means keep the forearm on a level, and not with the elbow raised in air, as is generally the case.

The hands should turn a little outward—at least it appears so—and keep the side of hand next the body, straight with forearm.

and very materially in giving a smooth stroke—and the general direction of paper, a little to the right of a straight line with the right forearm, and not straight with the forearm.

The position for finger movement should be erect, but by no means necessary in order to produce good results. This is the child's first power, and has been treated at length in October JOURNAL, 1881.

In the position for Forearm and Combination movements the body must assume a more erect carriage than for whole-arm, in order to allow the muscles of the forearm to move with that ease consistent with good results. The best results are secured with the greatest ease, and do not forget that friction is a principle of mechanics.



The above cut is photo-engraved from an original pen-and-ink design (22x28), executed at the office of the "Journal." Copies have been finely printed (18x22, and 11x14) on Bristol-board, and the smaller size on bond paper, for folding. A copy is given, free, as a premium with the "Journal." Price of large size, by mail, 50 cents; small size, 25 cents. Sent for Agents Circular.

indicative of character. Besides, the arm, swinging as it does from the shoulder—with that speed necessary to produce a smooth yet firm stroke in case of dash—the body must be braced, as does any machine, while this action is going on, else a waver or a move of the shoulder must change the centre of motion and thereby produce a variety of incorrect results.

A good set of capitals, or any other work of like character, cannot be executed while assuming a dead position. The muscles of the entire body must be tensioned a little or the work will show a flimsiness on common among many of the so-called results.

Sit as though you meant business.

Remark. The fingers considered with pen-holding.

The wrists are properly kept straight with the forearm and not allowed to drop down.

As to position at desk, I would recommend the front for sitting, at least until you get some tangible results, and the left oblique for standing. See article, August JOURNAL, 1881.

The pen is held as per instructions in the "Piercerian" System of Penmanship, which, by the way, differs somewhat from that of any other.

The paper, to consist of a single sheet, resting on a good blotting-pad—that will

The body should incline a little forward and to the left, with support on left foot and left forearm. This will give the desired freedom of the right forearm and secure every possible advantage.

While in these movements, generally, the feet can be placed together, or with one over the other if desired, should you wish to give extra expression to any work upon an enlarged scale, you must govern yourself similarly to that in whole-arm.

Peculiarities of Position.—As in other things, we here find peculiarities or characteristic features. No two sitting precisely the same. No two holding the pen precisely the same, owing doubtless to various



conditions, among which might be mentioned the difference in stature and general make-up. The difference in formation of hands, etc.

We differ in taste, style of dress, manner of thinking, etc. We are even so particular that we cannot wear our hats just as they are placed on our heads, by other hands.

A professional teacher can give general ideas of how to do everything pertaining to this most beautiful art—the amateur casually do more—yet if the student fails to do that which is recognized as his part of the play, failure must be the ultimatum. Or, if the student is easily satisfied, and his aspirations meagre, then ordinary results will be in keeping with ordinary ideas.

The physician may do his part cogly and

**Questions for the Readers of the "Journal."**

By PROF. C. H. PHINCK.

1. Why are there so many failures in teaching penmanship?
2. Why do so many abandon, early, the profession?
3. What will increase the dignity of the profession?
4. Certain capitals are made too straight, others too slanting, by  $\frac{1}{2}$  the professionals and  $\frac{3}{4}$  of amateurs. Is there any remedy?
5. Is nervousness, as generally considered, a mere whim?
6. How would you teach nervous pupils?
7. What is the usual cause for nervousness.

represented, by some of our leading systems?

18. Why do amateurs produce different incorrect results at each attempt of execution?

19. What determines the handwriting of any one?

20. No two write alike even under like pressure. Is this a matter of choice?

21. The A, N and M containing stem are very difficult to form well, and are not used in general writing by the mass. Why are they called standard capitals?

22. How are the copies of our leading systems prepared—with pen or pencil? Is each part prepared singly, or is the whole of any copy handed to the engraver just as we see it in the copy-books?

the mis-understandings arising from his illegibility.

**MICHAEL ANGELO.**—In his case there was sometimes a peculiarity which it is not desirable that anybody should imitate. So long as he kept within the bounds of real drawing, his work was full of grandeur; but he sometimes, in the exuberance of an over-heated imagination, passed beyond drawing altogether, and exercised himself in the flourishes of calligraphy. A bold and rapid pen-sketch of his, representing three reclining figures, is distinctly executed with the dashing curves and flourishes of the calligraphist. It looks as if it had been done by some clever writing-master, as a flourishing translation of a study by a learned artist.



The above cut is photo-engraved from an original design executed at the office of the "Journal," and is given as a specimen of pen-drawing and lettering. The above design has been printed, in fine style, on Bristol-board, writing and bond paper; size, 11x14. The Bristol-board is for framing, and the paper for rolling or folding. It is also printed upon a fine quality of Bristol-board, for framing, 17x22. This design is believed to be the most artistic and tasty form yet published for a Marriage Certificate. Single copies of size 11x14 mailed for 50 cents; 18x22, \$1. Free as a premium with the "Journal." Either size given.

well; yet, if the patient cannot do his, death is inevitable.

Again I repeat, "Position gives power," if it be properly taken.

Study carefully the minutiae, and as you improve in a general way, you will find Position keeping pace with all the rest of the essentials to good writing.

**THE SLEEP OF THE JUST.**

THE LAWYER.

I slept in an editor's bed last night.  
When no lawyer chanced to be nigh.  
How I thought, as I tumbled the editor's bed,  
How easily editors lie!

THE EDITOR.

If the lawyer slept in the editor's bed  
When no lawyer chanced to be such,  
And though he has written meal nutritively said,  
How easily editors lie,  
He must then admit, as he lay on that bed  
And slept to his heart's desire,  
While'er he may say of the editor's bed,  
Then the lawyer himself was the lawyer.

—Chambers's Journal.

8. Why do so many fail in attempting to do their best?
9. What are the advantages of cursive capitals?
10. Why are extended movements that contain capital letters easier than single capitals?
11. What constitutes a standard set of capitals?
12. What has determined our present system of writing?
13. What determines the slant of each capital, supposing the standard forms be taken?
14. What is the difference between an amateur and a professional?
15. Can any professional penman execute a set of capitals with ink as perfectly and satisfactorily at a single dash as when several efforts are given each letter?
16. Is it objectionable to check the hand suddenly at the finish of a capital letter?
17. Why are A, N and M so given, as

**Extra Copies of the "Journal"** will be sent free to teachers and others who desire to make an effort to secure a club of subscribers.

The extraordinary illegibility of the late Dean Stanley's handwriting is known to all friends, and has been supposed to arise simply from haste and carelessness. Certain correspondents have lately sought to prove that the Dean was unconscious of his sins in this direction, but a statement from his old friend Max Muller goes far to disprove their theories. Muller complained to him one day of a difficulty experienced by himself in writing, and well known to all who wield a pen many hours daily, being called by some doctors, *Schreibkrampf*, or writer's cramp. "Ah, don't you know," Stanley hastened to answer, "I have had something like that all my life. I cannot control my fingers, and that is why my handwriting has always been so wretched." So far from being unconscious the Dean himself toldumberse stories of

Mr. Angelo, in this design, appears to have been intoxicated with his own facility and to have lost the self-control without which there can be no truthful modulation of line.  
—Hameron's Graphic Art.

Remember, that if you renew, or send in your subscription to the JOURNAL, before February 1st, you will get a 75 cent book free, or a \$1 book for 25 cents extra.

A Munich professor has invented a bracket that will remedy the affliction known as "writer's cramp." The penholder is fastened to the bracket in such a manner that it can be used to write with ease and without bringing the fingers into use at all. The hand can rest on the table, moving easily along as the letters are traced, and it is said that little practice is required to give expertness in the use of the invention.—Boston Transcript.

**And TEACHERS' GUIDE.**  
 Published Monthly at \$3 per Year.  
 D. T. AMES, EDITOR AND PROPRIETOR.  
 303 Broadway, New York.

Single copies of the JOURNAL on receipt of the  
 Specimen copies furnished to Agents free.

**ADVERTISING RATES.**  
 Single insertion, 30 cents per line newspaper.  
 1 column, 1 month, 3 mos, 6 mos 1 year.  
 1 column, \$10.00 \$15.00 \$20.00 \$27.50  
 2 columns, " 15.00 " 22.50 " 30.00 " 40.00  
 3 columns, " 20.00 " 30.00 " 40.00 " 55.00  
 1 inch, 12 lines, " 2.00 " 3.00 " 4.00 " 5.00

Advertisements for one and three months, payable in advance, for two months and one year, payable quarterly. No derivation from the above rates. Road to the top. See first page.

**LIBERAL INDUCEMENTS.**

We have to render the JOURNAL, indefinitely traveling and attractive to secure not only the patronage of all those who are interested in skillful writing or teaching, but their express and active cooperation in correspondence and agents, yet knowing that the laborer is worthy of his hire, we offer the following:

- PREMIUMS:**
- To all who remit \$1 before Feb. 1st, we will mail the JOURNAL one year and a copy (found in paper) of Ames' Hand Book of Artistic Penmanship, or, for \$1.75, a Hand Book of Penmanship, or, for \$1.50, a book on the Standard Practical Penmanship, or, for \$1.25, a book on the Standard Practical Penmanship.
  - In place of the above premium we will mail, free, to any subscriber, remitting \$1, a choice of either of the following:
    - The Original Pattern of Progress, 27x38.
    - Domestic Slag, 28x32.
    - Penmanship Progress, 19x24.
    - Garfield Manual, 19x24.
    - Family Record, 18x22.
    - Marriage Certificate, 18x22.

The price of each of these works, by mail, is 50 cents. Subscribers who receive other options than that of their choice, if ordered with their subscription, at 25 cents extra.

To any person sending their own and another name as subscriber, we will mail, free, one copy of the JOURNAL and premium one year, and forward, by return of mail to the sender, a copy of either of the following publications:

- Condon's Normal System of Lettering or Penmanship.
- For three copies and \$3 we will forward the large Colored picture, 28x40, by mail, for \$2. In any copy of either Ames' Hand Book of Artistic Penmanship, or, for \$1.75, a Hand Book of Penmanship, or, for \$1.50, a book on the Standard Practical Penmanship, or, for \$1.25, a book on the Standard Practical Penmanship.
- For seven copies and \$7 we will forward a copy of "Willcox & Lockwood's Guide." Details for \$3.
- For twelve subscriptions and \$12 we will send a copy of "Ames' Compendium of Ornamental Penmanship," price \$5. Or, a copy of Willcox & Lockwood's "Compendium of Penmanship," details for \$5.

**TO SUBS.**

Without a SPECIAL PREMIUM to the sender, we will mail the JOURNAL one year, with a choice from the seven premiums, to each subscriber as follows:

2 copies .....	\$1.75	15 copies .....	\$17.50
3 " .....	2.50	" .....	12.50
4 " .....	3.00	" .....	20.00
5 " .....	3.50	" .....	27.50
6 " .....	4.00	" .....	35.00
7 " .....	4.50	" .....	42.50

The JOURNAL will be issued as early as possible on the 1st of each month. Material deferred for insertion must be received on or before the 20th.  
 Remittances should be by Post-office Order or by Registered Letter. Money ordered in letters is not sent at our risk.  
 Address: PENMAN'S ART JOURNAL, 303 Broadway, New York.

LONDON AGENCY.  
 Subscriptions to the PENMAN'S ART JOURNAL, or orders for any of our publications, will be received and promptly attended to by the

INTERNATIONAL NEWS COMPANY,  
 11 Bevis Street, Fleet St., London, England.

Notice will be given by post-card to subscribers at the expiration of their term of residence at which their paper will, in all cases, be stopped until the subscription is renewed.

NEW YORK, JANUARY, 1883.

**Our New Year's Greeting.**

In entering upon a new, and the seventh, year of its existence, the JOURNAL greets its many thousands of readers with its best wishes for their prosperity and happiness. The past year has been one of unusual prosperity throughout the land, and in it the JOURNAL has enjoyed a large share — its subscribers now numbering nearly three-fold those of last New Year, while every indication for increase during the present year is superior to that of the last.

The prospect with which renewals are being made, and in most instances accompanied with one or more new names and the most flattering messages to our behalf, the JOURNAL is at the same time encouraging and inspiring to its editors; and to all by whom such favors are bestowed, the JOURNAL bears the most earnest reciprocation and thanks. Prospects bright for the JOURNAL are equally so for its patrons, for, proportionate to the liberality of their support, will be the means in the hands of its publishers for enhancing its beauty and excellence.

During the past year the regular size of the JOURNAL has been enlarged from eight

to twelve pages, and, several times, sixteen pages have been found necessary to contain the matter which seemed to demand a place in its columns. That we shall soon find it necessary to make the issue regular at sixteen pages is very probable; enlarged as it is to twelve pages, (and probably an increase to sixteen), without change from its originally low price of subscription, is certainly a pledge to its patrons of a liberal course in the future.

We believe that nowhere else are combined so many circumstances favorable to the publication of a model penman's paper as in the metropolitan city of the new world, and in the present publication office of the JOURNAL; and it is our purpose to avail ourselves of these circumstances to the fullest extent possible for maintaining the JOURNAL, as it is now recognized to be, pre-eminently the chief of penmen's papers.

**The "Penman's Art Journal" and "Teachers' Guide."**

On the first day of January the subscription-list and the goodwill of the Teachers' Guide, published by J. D. Holcomb, at Cleveland, Ohio, were transferred to the publisher of the PENMAN'S ART JOURNAL; and hence the addition to its former title, which will be observed upon this issue. The Guide, as conducted by Mr. Holcomb, has been well edited, interesting and spicy, and has

We have frequently and cheerfully commended the merits of the JOURNAL, and now that it is to visit our friends in place of the Guide, we bespeak for it a hearty welcome. It is an able exponent of a much-needed educational reform, and teachers, especially, should give it the benefit of their influence and support.

We trust that all the readers of the Guide who are not already familiar with the JOURNAL will thank us for bringing such an excellent publication to their notice, and that they will forward their subscriptions to Prof. Ames, the publisher, as soon as our obligations to them are cancelled.

Thanking our subscribers for their generous support of the Guide, and hoping that this change will meet with the approval of all, we remain, their friends,  
 J. R. HOLCOMB & Co.,  
 Late Publishers of Teachers' Guide,  
 Cleveland, Ohio, Jan. 1st, 1883.

**Report of the Convention.**

The Report of the Convention held last June at Cincinnati, Ohio, by the Business Educators and Penmen of America, is now ready for distribution. It constitutes a volume of 130 pages, and will be very interesting and valuable to all persons interested in any department of business education or penmanship. It is to be regretted, however, that many of the most interesting dis-

posings of an account in the name of the subscriber, the making out and sending of a bill, which, if done with alacrity, would require a number of assistants to pay whom would lead to bankruptcy, and if credit is given to one, why not to all who request it? So far as ability or willingness to pay is concerned there are very few of our subscribers with whom we are acquainted that we should be unwilling to trust. For many times the price of a subscription. There are some we know, and all strangers, we should be willing to trust—who is to discriminate? Certainly not a mailing clerk. Hence, we should be personally burdened with all such responsibility and detail; besides, much unpleasantness would arise from the discriminations we should be obliged to make. We must, therefore, in all cases decline to recognize requests for renewals or subscriptions when unaccompanied with the cash.

**Charles Chabot.**  
 ENGLISH EXPERT IN HANDWRITING.

A London daily newspaper, in a recent editorial on the death of Mr. Chabot, the expert in handwriting, says: "Brothers frequently write singularly like each other, and any one who has paid the slightest attention to the subject cannot fail to notice the broad penicillaries which the calligraphy of certain people possesses in common. There is no mistaking the plain, expansive,

**Bank of Good Will.**

*Dear Brother, January 1, 1883.*

*May be the heart!*

\* THREE HUNDRED AND SIXTY FIVE PAPER DTS. \*

*The Penman's Art Journal*

*and charge the same to the account of*

*Charles Chabot*

you a favorable place among its contemporary educational periodicals. Its mergence in the JOURNAL, made at once many thousand names, chiefly of active teachers, to the already very large subscription, list of the JOURNAL. The addition of its title to that of the JOURNAL we deem to be very appropriate in view of the fact that a large proportion of each issue of the JOURNAL has been devoted to practical instruction in writing and to other departments of education and business. It will be the special effort of the editors of the consolidated paper to so conduct it that, while it shall be alike interesting and valuable as a representative of the penman's art, and a guide to good and efficient teaching, its general educational and literary merit shall be such as to commend it to a very patron, and enable it to hold an honorable rank among the educational periodicals of the day.

**The "Teachers' Guide" Consolidated with the "Journal."**

To the Subscribers of the Teachers' Guide: In accordance with previous announcement, and for sufficient reasons already published, the subscription-list of the Teachers' Guide has been transferred to that of the PENMAN'S ART JOURNAL, the publisher of which assumes all of our obligations to subscribers. The JOURNAL will be mailed, regularly, without extra charge, to our subscribers until their subscriptions expire.

ussions and blackboard exposition of writing and methods of instruction could not be given in the report, partly from their very nature, and partly from the absence of the reporter from the special afternoon and evening sessions of the penmen; but it is, to say the least, an interesting and valuable report. The price per copy has been fixed, by the Executive Committee, at 50 cents; on receipt of which, copies will be mailed from this office.

**Ending Subscription.**

It is our invariable rule to give notice, by postal-card, to each subscriber at the expiration of his term of subscription, and to discontinue the JOURNAL at that time unless the renewal card is received, and in no case is an inserter upon our books, or a name entered as a subscriber in our files, until the subscription-price is paid. Many cases are received requesting that the JOURNAL be not discontinued, and also requests that the JOURNAL be mailed to the sender, as a subscriber, on a promise to pay. To any person having a knowledge, or any just conception, of the immense labor and detail of conducting a paper with so large a circulation as that of the JOURNAL, it will be very apparent that strict and unflinching rules must be observed, else a disastrous increase of labor and confusion would result. The renewal or taking of a subscription without payment would necessitate the

clearly formed letters of those who have been taught to write in the schools of America. The admirable handwritings of the Scandinavians are so much alike that experts will be able to pick out from a hundred examples almost every one executed by a Dane, a Norwegian, or a Swede. The Italian handwriting is also so marked that it is one of the 'styles' affected by writing-masters, and the pretty, scratchy characters of a Frenchman, with their flourishes and sudden redundances, inevitably suggest the gay, voluble, fickle character of the race to which he belongs."

Mr. Chabot was one of the most celebrated of experts ever employed in the English courts; he gained his first notoriety in a will case in which his chief point was that, in examining a large number of documents admittedly written by the testator, he had in no single case found the letters "e" connected with the other letters, whereas in the disputed will it was sometimes so connected and sometimes not. The will was broken. He was also employed by Hon. Edward Tuckwell in the examination of the handwriting of the famous Junius letters, and its comparison with that of the several suspected authors of those letters, with the view of discovering their true authorship. The result of Chabot's investigation was published by Mr. Tuckwell in a quarto volume of 300 pages of letter-press, and 207 lithographic plates, constituting the most extensive and exhaustive treatise upon

expert examinations of handwriting ever published. It would seem by that report that Mr. Chabot succeeded in establishing beyond a doubt the identity of the writing in the Janus letters with that of Sir Philip Francis.

### Binding "Journals."

We believe that an subscriber to the JOURNAL, who has once seen our Commemorative Binder, will ever do without it. By its use the JOURNAL is not only perfectly preserved, but as convenient for reading or reference as a book. Each binder will hold, securely and well, four volumes of the JOURNAL, and each volume is added without difficulty or loss of time. Owing to the recent numerous orders, we have been able to reduce the price from \$1.75 to \$1.50, in which the Binder will hereafter be mailed post-paid. By its use the value of the JOURNAL is more than doubled to any subscriber.

### The "Journal" for Practical Writing.

A person for the first time glancing at a copy of the JOURNAL, and observing the many flourished and ornamental designs which appear upon its pages, might be led to suppose that it was the primary purpose of its editors to teach and illustrate fancy penmanship; but we trust that none of its regular readers are entertaining such an opinion, for there could be no greater mistake. The vast preponderance of all the editorial matter, as well as illustrations that have emanated from the office of publication, have been in the line of practical writing and practical teaching, and will most certainly continue to be so.

The columns of the JOURNAL are open to meritorious communications and illustrations upon all departments of penmanship, and even other subjects of general interest; but the primary efforts of its conductors will be in behalf of practical writing, for where one patron can derive advantage from any kind of fancy penmanship, one hundred or more will be benefited by plain practical writing, and our motto will ever be—"The good of the many rather than the few."

### The King Club

For this month comes from Bryant, Stratton & Sadler's Business College, Baltimore, Md., sent by W. H. Patrick, the accomplished penman of that institution; the club numbers ninety-eight. The Queen Club comes from the La Crosse (Wis.) Business College, and is sent by H. C. Carver; it numbers fifty-four. Mr. Carver is a recent graduate of Musselman's Gen. City Business College, Quincy, Ill. He is an accomplished penman, and evidently a popular teacher. In the November number of the JOURNAL, page 103, was reproduced a specimen from his pen, with which, by some oversight, he was not credited. The third club in size numbers fifty-one, and was sent by L. Aire, teacher of writing, at Archbald's Business College, Minneapolis, Minn.; Mr. Aire is an old hand at sending

clubs; they come from him large and often; there are few teachers to whom the JOURNAL is more indebted for subscribers than to him. The number and size of clubs since January 1st has been quite unprecedented with the JOURNAL. To all the senders we return our thanks, and regret that each cannot have the honor of sending the King.

### Hymenaeal.

H. T. Loomis, one of the proprietors of the Spencerian Business College, Cleveland, Ohio, and one of the most accomplished penmen and teachers of the West, was married, on December 30th, to Miss Lida Stratley, at the residence of the bride in Rochester, Ind. We abstract the following from the *Rochester Sentinel*, which contained a long and glowing report of the occasion:

"Mr. Loomis is a young man of fine appearance and address, and worthy of the level he has won. Words of praise for the bride would be out of place in this community where she is so well and favorably known. She was reared here, and by her womanly virtues, gentle manners, and scholarly attainments, has endeared herself to all who love her for her modesty and lady-like deportment. The school in which she was a teacher has lost one of its best instructors, and society one of its cherished members; but her departure, but all join in wishing her a long continuation of the pleasures of life

of the vices of a badly formed handwriting. It is the only first-class publication giving a full library of practical writing, while our new "Hand-book of Artistic Penmanship" is devoted exclusively to ornamental penmanship.

Both of these complete publications, together with the JOURNAL, for one year, are sent by mail on receipt of \$2.

This is the month for the Eagle and Stag. Will Brother Gaskell please send the change of time for the satisfaction of his inquisitive correspondent.

### The Highest Monument in the World.

The Washington Monument, which has been so long in process of erection at Washington, D. C., has now reached the height of 300 feet, and is to be carried 250 feet higher—making a total, when finished, of 550 feet, which will exceed the height of the great pyramid in Egypt (at present the highest human monument in the world) by eighty-nine feet. The monument is being constructed of massive marble blocks, seven

### Gilded Domes.

The domes of the great churches in Moscow and St. Petersburg are said to be plated with gold nearly a quarter of an inch thick. The dome of the Isaac Cathedral in St. Petersburg represents a value of \$45,000,000, and that of the Church of the Saviour in Moscow, \$15,000,000.

Query.—How many more smiles do these 60,000,000 of dollars in gilded domes win from heaven than they would if judiciously expended in teaching the ignorant and semi-civilized masses of Russia how to read and write; or, in other ways for relieving them from their grinding poverty and hardship?

### How to Remit Money.

The best and safest way is by Post-office Order, or a bank draft, on New York; next, by registered letter. For fractional parts of a dollar, send postage-stamps. Do not send personal checks, especially for small sums, nor Canadian postage-stamps.

PHILADELPHIA, Jan. 4th, 1883.

Editors of the JOURNAL:

While the JOURNAL is doing its utmost

to elevate the art of penmanship, certain others are doing quite the reverse. For instance, I have received a circular from two particular penmen (I can't recall their names) who, in my opinion, and in the opinion of others, are either fools themselves, or knaves. Such clap-traps as they use degrades the art, and if it does not virtually drive others out of the profession it deters many from entering it.

I quote, from memory, the following extract as I remember it: "If you neglect this opportunity to care from four to eight dollars a day you must be a fool!" The

circular alluded to is full of this stuff. What does the JOURNAL think of them?

Respectfully, C. A. BUSH.

We do not know what circulars are alluded to by Mr. Bush, but we will say, in answer, that we often see circulars which justly merit such criticism as Mr. Bush gives. It is our conviction that if such advertisers could know how greatly they lower themselves in the estimation of all sensible people by such "clap-trap" and "braggadocio," we are sure that they would omit it. Who writes himself a champion might as well say to the world, "Behold an ass!"

### Send \$1 Bills.

We wish our patrons to bear in mind that it is payment for subscriptions we do not desire postage-stamps, and that they should be sent only for fractional parts of a dollar. A dollar bill is much more convenient and safe to remit than the same amount in 1, 2 or 3 cent stamps. The actual risk of remitting money is slight—if properly directed, not one miscarriage will occur in one thousand. Enclose the bills, and where letters containing money are sealed in presence of the postmaster we will assume all the risk.

## RUSTIC ALPHABET.



The above cut represents a portion of one of three original rustic alphabets which appear in *Art's Hand-book of Artistic Penmanship*—a 32-page book, giving all the principles and many designs for writing, with nearly thirty standard and artistic alphabets. Mailed free, in paper covers, (55 cents each in cloth), to every person remitting \$1 for a subscription or remail for the "Journal," before Feb. 1st. Price of the book, by mail, in paper, 75 cents; in cloth, \$1.

that belong to the lovely and good, and may clouds of sorrow never darken her pathway in her new relations in life."

### Not Responsible.

It should be distinctly understood that the editors of the JOURNAL are not to be held as indorsing anything outside of its editorial columns; all communications not objectionable in their character, nor devoid of interest or merit, are received and published; if any person desires, the columns are equally open to him to say so and tell why.

### Unrivaled.

The sale of this unrivaled "Standard Practical Penmanship" since its issue during the past nine months has, beyond question, never been equalled by any chromographic publication in this country nor in Europe.

It is in elegant portfolio style, and embraces complete work on elementary writing, book-keeping forms, and business correspondence. It is conducted by the leading penmen and business educators to be the only reliable self-instructor for those desiring to learn to write, or to rid themselves

feet long by three feet six inches wide, which are lifted into their place at the top of the work by a steam elevator.

There will be a staircase extending to the top. Costly blocks of marble have been sent by various foreign governments, which are being placed on the inner facing of the walls.

### The Hand-Book.

Owing to the unusual pressure upon our time during the holidays, we were not able to complete the plates of the Hand-Book quite as soon as we anticipated at the time of its announcement; but the work is on the press. Bound copies will be ready to mail inside of ten days, when all orders will be promptly filled.

### Our Premiums.

Inasmuch as the JOURNAL will, this month, be mailed to many thousand persons who have no knowledge of the character or style of the premiums, one of which is given free to every subscriber, we have added four extra pages for the purpose of inserting cuts—reduced sizes—of a portion of them.

ber, 1882, which contains the first lesson. The JOURNAL, from May to January, 1884, with a choice of two from seven premiums, will be mailed for \$1.50.

J. E. S., Prescott, Canada.—Does your "Hand-book of Artistic Penmanship" give copies and instruction in practical writing, Ans.—No; none whatever. It is designed as an aid in artistic pen-work and lettering, exclusively. The "Standard Practical Penmanship," which we mail for \$1.00, is the best guide to practical writing published. That and the Hand-book will be mailed together for \$1.50. The JOURNAL included, one year for \$2.00.

G. S., Glewwood, Mo.—1st. "Can anyone become a good penman by practicing from a compendium? 2d. What is the use of

and securing patrons for plain writing; it is in itself its demand, and remunerative for call-writing, engraving, drawing, etc. 3d. Many of our best penmen and teachers of writing passed their early years upon a farm, which we do not think early years to their disadvantage, as, if their fingers and muscles were somewhat hardened, they were also strengthened and better fitted for prolonged labor and endurance. 4th. Which is most profitable depends chiefly upon the peculiar characteristics of each individual. If a person is a good teacher of writing, and has a taste and genius for getting up classes, itinerant teaching pays well; otherwise, not; but good writing and teaching pay, in connection; with district schools, many penmen organize classes in neighboring schools

Books and Magazines.

"Hand book of Tagigraphy," by D. P. Lindsay, 252 Broadway, New York, is a book of 172 12mo. pages in cloth, \$2. So far as our limited knowledge of shorthand-writing enables us to judge of works of this kind, it is a meritorious publication. It is finely printed and bound. The author claims that Tagigraphy possesses many advantages over the various systems of phonography, which is shown by comparisons in this work.

"Vick's Floral Guide for 1883" is the most exquisitely and profusely illustrated floral publication that we have ever examined. What it does not represent, or tell about its cultivation, in the floral or horticultural line, is scarcely worth inquiring after. It is printed on the best of paper,

has three colored plates of flowers and vegetables, and full of useful information. Those who send 10 cents for it cannot be disappointed, as the plates alone are worth the amount. Address, as in past years, James Vick Rochester, N. Y.

"Crittenden's Commercial Arithmetic and Business Manual," designed for the use of high schools, academies, commercial colleges, teachers, merchants and business men. By John Greenbeck, consulting accountant, and principal of Crittenden's Philadelphia Commercial College. Containing 410 16mo. pages. Eldridge & Brothers, Philadelphia, publishers. It is splendidly printed and bound, while, in its arrangement and manner of treating its various subjects, it is clear, concise and admirable. It appears to contain just about the matter desirable for an arithmetic, designed as a textbook for advanced pupils, and a book for reference in a business office.

The Art Amateur for January fairly overflows with those designs, illustrations and practical suggestions for artwork and home decoration which make this admirable magazine a welcome visitor in so many cultured American households. A superb portrait of the famous English etcher, Francis Seymour Haden; some striking charcoal and pencil sketches by Walter Shirlaw; a very interesting collection of miniatures by Cosway; and a double-page of Salmagundi Exhibition sketches, are notable features of this number. The illustrations of Volkman, faience, artistic furniture and pianos, tapestry, needlework and jewelry are especially good. Practical articles on fan painting, miniature painting, china painting, and art needlework are given, together with valuable "hints for the house" and "answers to correspondents." In the supplement sheets are full-size designs for a panel of cherubs' heads; apple-blossom decoration for a vase; birds and pine-needles for a cup and saucer; an ivy and owl decoration of seventeen tiles for a fire-place facing; a

Answered.

J. S., Upper Sandusky, Ohio, incloses specimens exhibiting great improvement in his writing from pen practicing after the copies and instructions given in the JOURNAL, and submits the following question: In the front position at the desk should the upper right corner of the paper be opposite the chest? Ans.—There may be a difficulty in determining just which corner of the paper is referred to as the "upper," except in connection with the illustration referred to (No. 2, in the July number). In all positions at the desk the paper should be held parallel, and the ruled lines at right angles to the arm.

H. M. F. N., Carlisle, Pa.—"What is the proper method of determining the actual improvement made during a period of, say four weeks' practice, having preserved a specimen of writing at beginning for comparison at close of term. 2d. Would the introduction of oblique penholders in primary and grammar schools be an advantage or a detriment to them? Ans.—1st. At close of lessons have specimens written, in class-room, of uniform length and composition, as also should be first specimens—and all designated by number instead of the name of the writer—so that there may be no partiality exercised by the examining committee. The specimens should then be compared—first, in respect to correctness in forms of letters; second, grace of combination and ease of movement; third, proportions, spacing, slope, shade, etc. Ans. 2.—We would not commend the oblique holder for use of learners, and especially in the lower grade of schools.

The oblique holder has no advantages over the straight holder if properly held; but as many writers find it impractical or quite difficult to maintain the hand in a position sufficiently turned toward the person to bring the sides of the pen flat or upon the paper, the oblique holder is introduced to obviate this difficulty, and is serviceable only for that purpose.

E. P. B., Richmond, Va., asks several questions respecting the use of the oblique holder, which questions are substantially answered above, except as to the manner in which the oblique holder should be held, which is the same as for a straight holder.

E. H. D., Toledo, O.—How many more lessons in the course by Prof. Spencer, and can I get the back numbers of the JOURNAL from the beginning of the course? Ans.—There are to be eight more lessons, making a course of sixteen in all, and you can have your subscription begin with the May num-

ber, 1882, which contains the first lesson. The JOURNAL, from May to January, 1884, with a choice of two from seven premiums, will be mailed for \$1.50. J. E. S., Prescott, Canada.—Does your "Hand-book of Artistic Penmanship" give copies and instruction in practical writing, Ans.—No; none whatever. It is designed as an aid in artistic pen-work and lettering, exclusively. The "Standard Practical Penmanship," which we mail for \$1.00, is the best guide to practical writing published. That and the Hand-book will be mailed together for \$1.50. The JOURNAL included, one year for \$2.00. G. S., Glewwood, Mo.—1st. "Can anyone become a good penman by practicing from a compendium? 2d. What is the use of

and tows, evenings, and often make respectable composition beyond their salary. Oh. We judge that, with a little of the right kind of instruction and practice, you might become a good writer. You need to give attention to movement, and we think it would pay you to get the "Standard Practical Penmanship," as it is the best aid known to us for self-learners.

W. R. C., Garfield, Kansas.—Which is best—a large or small pulholder? Ans.—A medium-size, unpolished holder is the best. Answer respecting oblique holder given above.

Education embraces the culture of the whole man with all his faculties.



The above cut was photo-engraved from a pen and-ink drawing 2 1/2 x 3 1/2, executed at the office of the "Journal." Larger copies have been printed by photo-lithography upon fine blue paper 12x14, one of which is given as a premium with the "Journal." Copies mailed to others than subscribers for 50 cents each.

four-page floral design from the Royal School of Art Needlework, for an embroidered sacre; part of an embroidered cope, and sixteen borders for prayer-book illumination. Price, 35 cents. Montague Marks, publisher, 23 Union Square, New York.

## Personals

The Joliet (Ill.) Business College, conducted by Prof. H. Russell, is highly complimented by the press of that city.

W. R. Dearborn is teaching writing at Fisherville, N. H., from which place he sends a club of twelve subscribers.

In the December number of the JOURNAL we gave the address of W. R. Lackland, Detroit, Mich. It should have been Omaha, Ill.

W. S. Beardsley is teaching writing at Fading's Business College, St. Paul, Minn., from which institution he sends a club of twenty-seven subscribers.

C. H. Peirce, of Keokuk, Iowa, Mercantile College, reports a larger number of students in attendance than ever before. He sends a club of twenty-two names.

At the closing exercises of the Bryant, Stratton & Sadler's Business College for the holiday season, nearly 300 certificates were awarded to the students.

E. L. Burnett and G. D. West are teaching writing in North Carolina.

J. R. Lindsay, who, with Mr. Eaton, conducts a business college at Winnipeg, Manitoba, Can., sends a club of twelve subscribers. Mr. Lindsay is a superior writer.

A. S. Dennis has charge of the penmanship department in the Iowa City (Ia.) Commercial College, from which institution he sends a club of twenty-one subscribers to the JOURNAL.

New and commodious rooms for the Bryant & Stratton, Buffalo (N. Y.) Business College, in the Fireman's Insurance Building, were dedicated, with appropriate and interesting ceremonies, on the 4th inst.

G. W. Michael, who for some time past has conducted a penmanship school at Delaware, O., has transferred his school to Olbrun, O. Mr. Michael is enthusiastic and apparently successful in the prosecution of his profession.



Specimens worthy of note have been received as follows:

J. C. Miller, Locksburg, Pa., a superior specimen of practical writing, drawing and lettering; J. W. Swank, Washington, D. C., an elegantly written letter, accompanied by a well-deserved and highly complimentary notice from the Washington press; from the St. Louis Mercantile College, a letter; A. N. Palmer, St. Louis, Iowa, several admirable executed specimens of flourishing and card-writing; A. E. Dewhurst, Central, N. Y., a flourishing card; R. M. Nettie, Utica, N. Y., D. T., a flourishing bill; W. I. Moore, Epping, N. H., a letter; P. H. Cleary, Vernon, Mich.,

a letter; G. W. Ware, a student at Fort Worth, Texas, Business College, a flourishing bill; D. E. Blake, Saybrook, Ill., flourishing bill, and plain and fancy card-specimens; W. A. Schell, Foxbury, Pa., a letter, and set of capital letters; L. Asire, Minneapolis, a letter; L. C. Williams, Lockport, N. Y., a letter; R. H. Hill, Waco, Texas, a letter, and specimens of practical writing; D. H. Snook, North Liberty, Ind., letter, and card-specimens; C. E. Perry, penman in the Bryant & Stratton Business College, Louisville, Ky., an elegantly written letter; Hubert F. Probert, Dunkirk, N. Y., a very fine specimen of portrait drawing; F. A. W. Salmon, East Bloomfield Station, N. Y., a letter; J. C. Breese, Mitchell, Ohio, a

letter, has constituted one of its many interesting features. In fact, we do not know how the JOURNAL, other as regards its admirable address to learners and teachers of writing, its literary matter, the excellence of its typography, or the art and skill displayed in its production of ornamental. The JOURNAL's high standard of excellence of penman's papers - *Practical Business Journal*.

"It is really a magnificent journal; giving instruction in everything pertaining to the art of writing, with the most elegant specimens of penmanship—both plain and ornamental. The JOURNAL's high standard of excellence we have ever seen, and we have seen several handsome papers."—*Shepherd-Writer*.

"It is so neatly beautiful and complete, always interesting and instructive."—*The Clerk*

"It is superb, and is the most excellent of penman's periodicals. It is, in truth, a thing of beauty, as well as

formation and instruction in the penman's art."—*Plain Talk*.

"It is ably edited by D. T. Ames, the acknowledged expert in penmanship, and it is a handsome twelve-page monthly, full of valuable information, profusely illustrated with artistic pen-drawings."—*N. Y. Freeman's Herald*.

"THE PENMAN'S ART JOURNAL has expanded and is still giving some valuable articles on experts in penmanship." We have thought it well to call attention to its investigations until the mist has cleared away."—*Book-keeper and Penman*.

"The illustrations in artistic penmanship, from penman number of subscribers the 'Lectures on Practical Penmanship' which have reached the 7th Number, show some of the most useful features of the paper. These lessons are fully illustrated by drawings and contain elaborate instructions for the correction of bad habits of writing as well as the formation of correct ones."—*Art Maria*.

"It is one of the most attractive and valuable illustrated periodicals of the day. It teaches in practical detail the art of penmanship to every teacher and pupil of writing, while its finely illustrated pages are a feast to the eyes of every admirer of beautiful penmanship."—*St. Louis (Mo.) League*.

"It is really artistic and excellent literary production. They are not just such things as gladden the hearts of the youth, stimulating them to improve their writing, and are not less appreciated by lovers of the beautiful in artistic and systematic penmanship."—*The Book-keeper*.

"It is truly an artistic paper and cannot be too highly commended. Each number, by virtue of both its appearance and its reading matter, claims preservation. For those who aspire to become accomplished penmen, it is simply invaluable."—*The Journal Worker*.

"This is the fifth year of its publication, and during this period it has excited a widespread and general interest in every department of penmanship. To the teacher it has given the experience and advice of the best masters. To the learner, it is a full of instruction. To the artist, it presents the rarest and best specimens of the penman's art. We believe that any one interested in fine and correct writing, and everyone should be—can in no way improve a dollar than to subscribe for THE JOURNAL."—*The man's Monthly Budget*.

"It is truly an Art Journal, and, as such, all who love the artistic course of shorthand will be delighted with it. In this issue we quote from the JOURNAL an article on 'Flourished Writing,' which is worth ten times the cost of subscription price. In prospective announcements who are inclined to 'hourish' with the pen, it is *Stephens's Short-hand Writer*.

"THE JOURNAL is one of the finest class papers published, and one need not be a professional penman to appreciate its merits."—*The Library Journal, Cal.*

"It is one of the finest, most attractive and most valuable of our exchanges."—*New England Sign-ings*.

"It is a nearly an ideal paper as we can expect to find in the imperfect world. The appearance is fine, the matter excellent and the writing unimpeachable. H. C. Spencer's lessons are the best thing yet done in a penman's paper."—*Common Sense in Education*.

"Persons who are endeavoring to improve their handwriting, will find efficient aid in this JOURNAL."—*Frank Leslie's Boys and Girls Weekly*.

"Every number is worth the yearly subscription price, and any family that were aware of its value and good content should be led to it. Just think of it, young friends, what a privilege it would be for you to get around your table at home, with pen and paper at hand, and practice plain penmanship under the eye of the best teacher in America. This you can do by simply subscribing for THE PENMAN'S ART JOURNAL. Henry C. Spencer, of Washington, D. C., is now conducting a course of lessons in plain writing in the JOURNAL, which has so fully explained and illustrated that, a good light on his common sense, with use set eyes, any young man or woman and five or six eyes, may wish to his kind. It is the best thing in the world. This is not all; every number of the JOURNAL is filled with choice reading-matter. Penmen find all parts of the country contribute to the success of the paper. Every student in our public schools should subscribe for this paper."—*Bay View College Journal*.

"It is a most excellent magazine."—*Student Journal*.



The above cut was photo-engraved from a pen-and-ink drawing, 22 x 28, executed at the "Journal" office. Larger copies have been printed, by photo-lithography, upon fine plate paper, 19 x 24, one of which is given as a premium with the "Journal." Copies mailed to others than subscribers, for 50 cents each.

photograph of a pen-drawing, entitled, "Uncle Tom's Cabin"; L. A. D. Han, penman at the Davenport, Iowa, Business College, a flourishing bill with lettering; W. H. Patrick, penman at the Bryant, Stratton & Sadler's Business College, Baltimore, Md., a letter; H. C. Carver, La Crosse, Wis., a letter; L. Asire, Archibald's Business College, Minneapolis, Minn., a letter; H. C. Clark, Titusville, Pa., Business College, a letter; L. B. Lawson, Red Wing, Cal., a letter, and club of twelve subscribers; C. N. Crandle, Bushnell College, Bushnell, Ill., sends flourishing bill and letter.

### Complimentary from the Press to the "Journal."

The following are a few of the many flattering notices from the press, received during the past year:

"THE JOURNAL is a twelve page paper, printed in the most elegant style, and every number is filled with interesting and valuable information to students of teaching. It is ably edited by D. T. Ames, the leading penman of the country, assisted by B. F. Kelley, who is not only an experienced teacher and penman, but a brilliant writer. The paragraphs by Penlock, and educational notes and anecdotes, which have appeared, in each issue of the JOURNAL

of the greatest utility, and the low price of subscription (81 a year) places it within reach of almost every body. A good time to subscribe is now, at the beginning of a new volume. We advise all our readers to send for one for a sample copy."—*Notre Dame Scholastic*.

"The course of lessons (Spencer's) are almost worth the price of a year's subscription."—*Normal Journal*.

"It is a practical writing instructor and should be taken by all interested in self improvement in writing, and is matter pertaining to the chirographer art."—*Shepherd-Writer*.

"It is an elegant twelve-page paper, and contains matter that will prove interesting and instructive to all who wish to improve in the art of writing."—*Littellors Times*.

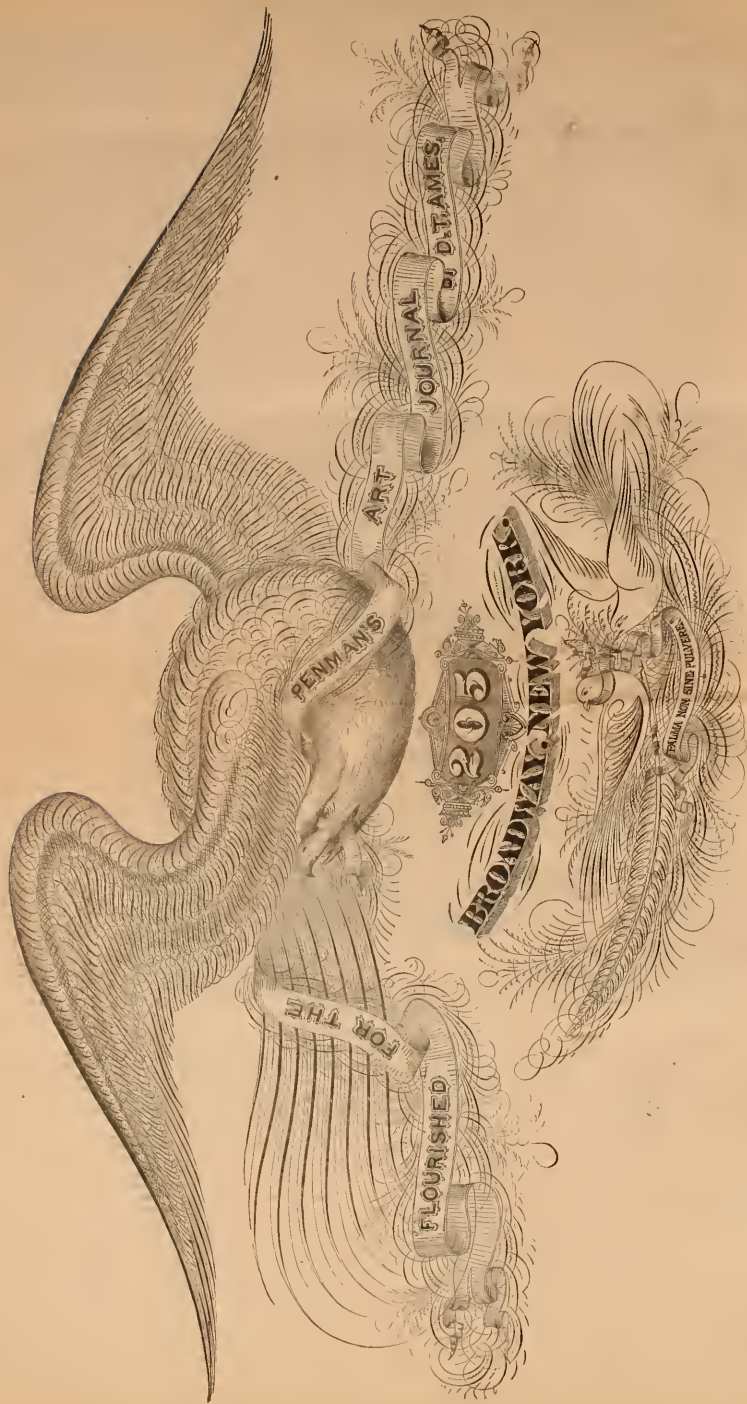
"It is an eight paged fully illustrated and excellently printed monthly, devoted exclusively to the art and science of teaching penmanship."—*Buffalo Journal*.

"Besides a large amount of useful and instructive reading and traces in pen-work, it contains several beautiful drawings made by pen-artists. We can recommend this beautiful and instructive journal to all who wish to attain to the desirable accomplishment of good writing."—*Dallas City (Tx.) Commercial*.

"No paper comes to us that we prize more highly than the PENMAN'S ART JOURNAL, published by D. T. Ames, New York. Prof. H. C. Spencer is giving, through its columns, a course of lessons in penmanship, which 'axe us worth the cost of the paper.'—*The Practical-Journal*.

"It is the best paper we know of for those who wish in-

The truest test of civilization is not the census, nor the size of cities, nor the crops —no, but the kind of men the country turns out.—*Zimerson*.



The above cut is photo-engraved from an original pen-and-ink specimen of our own design and execution; the size of the original is 28 x 48. We have the same photo-lithographed and printed upon good plate paper, 24 x 32 inches in size, and it is one of the eight premiums—a choice of which is given to every new subscriber, or renewer of a subscription to the JOURNAL.

To any one not a subscriber it will be sent for 50 cents.



# Flourish for Edwards's Art Journal

FOR CASE  
BY DANIEL T. AILES,  
205 BROADWAY  
NEW YORK  
N.Y.

SIZE OF THE ORIGINAL 27 x 40 INCHES

The above cut is photo-engraved from our own pen-and-ink copy. The size of the original is 27x40 inches. It has been photo-lithographed and is printed upon fine plate paper, 24x32 inches in size. It is one of the eight premiums—a choice of which is given to every new subscriber, or renewer of a subscription to the JOURNAL. To any one not a subscriber it will be sent for 50 cents. The pen-shading around the lettering was done with our patent Shading T Square.









# Practical Journal

DEVOTED TO PRACTICAL AND ORNAMENTAL PENMANSHIP.

PUBLISHED MONTHLY, AND FOR TEACHERS' GUIDE. ENTERED AT THE POST-OFFICE OF NEW YORK, N. Y., AS SECOND-CLASS MATTER.

D. T. AMES, Editor and Proprietor. B. F. KELLEY, Associate Editor. NEW YORK, MARCH, 1883. VOL. VII.—No. 3.

## LESSONS IN PRACTICAL WRITING.

No. X.—By HENRY C. SPENCER.

Copyrighted, March, 1883, by Spencer Brothers.

The two greatest inventions of human ingenuity, are writing and money; the common language of intellect, peace, and the common language of self-interest—MILBURN.

The accompanying cut represents the partial left-side position for writing; sometimes called the accountant's position, because adapted to writing on books that cannot, conveniently, be placed obliquely upon the table as we may place paper.



The cut also suggests the proper position for writing on a blackboard, which requires that the left-side be turned partially toward the board to secure the proper slant of letters. The left arm and hand are used to steady the position of the writer. A chalk crayon, however, is not usually held like a pen, or pencil; the writing end is held between the ball of the thumb and the end of the first finger, while the main portion passes obliquely across the palm of the hand.

BLACKBOARD PRACTICE as an aid to the mastery of practical and ornamental penmanship, we earnestly recommend. If the learner has not the use of a blackboard, he can, at small cost, obtain a flexible blackboard to hang in his room, from the supply department of THE PENMAN'S ART JOURNAL.

We have received, from a prominent State Normal School, a quantity of specimens showing the progress made by a class in writing, in a course of lessons where a part of each lesson required practice on the blackboard, and the improvement uniformly made by the pupils is remarkable. We have reason to believe that the blackboard practice was an important aid in producing such highly gratifying results. It is of especial use in educating the eye to a proper appreciation of forms, and the character of the consecutive strokes which compose letters and words.

MOVEMENTS.—In practicing the larger-sized capitals, two ruled spaces in height, employ the whole-arm movement freely; next, make them one and one-half ruled spaces in height, using the forearm movement, which is the whole-arm movement modified, by allowing the muscle of the forearm, near the elbow, to come lightly in contact with the edge of the desk; next, write the capitals eight-ninths of the ruled space in height (medium-ruled paper), with combined movement, in which the fingers slightly assist the forearm. In each of these movements the mind should be directed to the shoulder as the centre of motion, and the writing speed should be gradually but evenly increased, from moderate to highest, degree of rapidly practically attainable, aiming, always, to produce the standard forms. He who aims at nothing hits nothing. Aimless practice is worse than useless; it is injurious to mind and hand.



COPY 1 introduces the reversed-oval, which is the distinguishing feature of fine capitals, called the reversed-oval letters.

In forming this oval, the direction of the movement is upward—the opposite of that which produces the direct-oval, or capital Q; hence, the name, *reversed-oval*.

The square is an aid in securing the proper slant and width of this oval. The loop at base of exercise facilitate continuous movement, round and round in same oval. Dwell upon this exercise until freedom, ease and good form are secured.

The correct slant of a reversed-oval letter may be readily secured by making a light, straight stroke, on main slant, and then striking the oval around it. Observe the shade. How does it increase and diminish? Where is it broadest?



COPY 2. The small loop of Z is on the slant of the lower part of right side of oval; aim to make the long loop on main slant, and, in the whole-arm practice, extend it one and one-third ruled spaces below base-line.

Left and right curves in Q cross each other, closing the oval at base; loop is hori-

zontal. Be careful to make the fourth stroke of W a left curve, and not its opposite, nor a compound curve. How many shaded strokes in each letter?



COPY 3. The capitals are here presented practical size. Width of reversed-oval, measured at right angles to main slant, one and one-half u-spaces; third stroke of X, descending, touches shaded oval at middle height; make it a true curve; there is a tendency to make an angle at point of contact with shade, making the letter look like a X. Strokes: left curve, right, left, right.

Caution: Do not begin the reversed-oval with too slight a curve, nor leave it too much open at base, producing a horse-shoe form.

Pen on the wing! sweeping down on the right, in the air, and upon the left on paper, to produce full, free left stroke in reversed-oval, as it forms the prominent part of this large family of letters.

Capital V. Oval same as in X; width across top from oval to angular joining, one and two-third u-spaces; width between angular joinings at base, the same; narrow spaces at middle height, equal; final curve, two-thirds height of letter. Strokes: left, right, right, left, left.

Capital Z. Make the oval as in W; small loop, one-half i-space in height; width of oval turn, from base of small loop to crossing of long loop, one u-space; width of long loop, one-half u-space, full. Be careful to make oval and long loop both on main slant. Strokes: left, right, left, right, left.

Capital Q. Reversed-oval, same width as in Z; right curve descending, crosses left curve near base, and passes one u-space to the left; horizontal loop, narrow, and one u-space long; compound curve, crosses both curves of oval. Strokes: left, right, compound. The monogram, which embraces W, X, Z, Q, is presented for study and practice.



COPY 4 affords practice upon words embracing capitals that have just been taught separately. The X and Q join readily to small letters that follow; so will the Z. Would suggest more extended practice on these letters. The name of a Buckeye farmer, Xenophon Quinter, is a good one to write; Washington, another; Zimmerman, an excellent combination for free practice. Many others may be thought of in this connection and written, for improvement.



COPY 5. In this copy the reversed-oval is modified to adapt it to the V, U, X. See how the shaded stroke is brought down on the main slant on the right. It is compounded in nearly equal parts as to length, of right curve, straight line and left curve. How does the shade increase and diminish? Practice this copy thoroughly, then pass on to the next.



COPY 6. These letters depend upon the reversed-oval for their top portion; but the width of the oval is slightly reduced, and the opposite curves cross near the base line.

If you wish to be represented by a good-looking form—and who does not?—give special attention to capital L. Many excellent writers form it with but two strokes, omitting the final left curve.

It is necessary in these letters, L, J, to make first third of upward left curve, full! full! so that right curve descending will cross it above point of beginning. Observe position and form of shades!

Copy 7 brings us down to the practical and most useful size again.

Capital V. Reversed-oval one and one-third; final curve two-thirds light of letter, strokes: left, compound, compound curve.

Capital U. Reversed-oval, same as in P; distance between shaded stroke and straight line, one space, full; height of straight line two-thirds of letter. Strokes: left, compound right, straight, right. Only one shade, mid.

Capital Y. First four strokes same as in U, finish with loop, like small y. Strokes: left, compound, right, straight, right, left.  
Work up the monogram, capital I. First or simple form: width of loop, one u-space; crossing of curve over third i-space above base; distance between curves on base-line, one u-space. Strokes: left, right. Shade lower third of right curve. The second or full form of the I is completed with an egg oval, one and one-half i-spaces high, and two and one-half u-spaces long. Especial attention should be given to the direction and curve of the final stroke.

Capital J. Top similar to I; loop below, one-half u-space in width, shaded on right side. Be sure to give main shaft to long down stroke. Strokes: left, right, left. See monogram showing relation of I and J.

Copy 8. Practice on words. U, Y and J are letters that join continuously to any following small letters. Write, also, *Uncle, Very respectfully, Yours truly, I remain, promise, June, July, January, etc.*

We have undertaken a great deal for a single lesson; but as the lessons are a month apart, the time for practice is ample.

The capitals we present, as most will agree, are plain and simple, and yet symmetrical, in style. The tendency of handwriting, in obedience to the demands of every-day use, is steadily in the direction of simplicity of form. It is not many years since the reversed-oval used in the nine capital letters taught in this lesson was formed with *four strokes*, and now it is universally conceded that *two strokes* much better answer the purpose than did the four.

We warn our pupils against the use of redundant strokes in their writing. Some of our young people, especially when they have attained free command of hand, indulge in extra curves and elaborated forms of letters, quite ridiculous in business and correspondence, and the Spencerian System is often unjustly held responsible for such eccentricities; when, in short, it condemns them.

In conclusion I would remark that unfortunately the body of professional penmen in our country too often suffers in reputation, because held responsible for the grotesque productions of exceptionally vain, conceited and illiterate self-styled "professors" of penmanship. Other professions suffer also, more or less, from having unworthy members whose acts they deprecate, but cannot control.

## A Talk About Writing.

By PAUL PASTOR.

This is what took place at our lyceum, last week. We had a talk about writing. The subject had been brought up by the card of a writing-teacher, published in the county paper, which announced that he should spend one month in R—, for the purpose of forming a writing-class and instructing all who desired to join it in the beautiful art of penmanship. It was an "off" sight at the lyceum. The contestants who had been appointed to take the leading parts in the debate, announced themselves unprepared, for good and sufficient reasons, and the President excused them for two weeks. "Now," he said, "let us have an informal talk on some subject of interest. Part of the object of our training here is to fit us for speaking without previous preparation on any subject which may be brought up. Will some member suggest a topic of interest for this evening?"

I happened to have in my pocket the *Courier*, with the writing-teacher's announcement in it, and I stood up and said: "Mr. President, I use by a card in this week's paper that we are to have a course of writing-lessons here in town." I read the card. "Now, Mr. President, and gentlemen, it seems to me that this is a subject which interests us all, and inasmuch as the gentleman who is coming here will depend largely upon the members of this lyceum for patronage and assistance, I would suggest that we bring out, by a talk on writing, the opinions of those present, so that we may know who of us are in favor and who opposed to the project of a writing-school. If agreeable to the members of the Society, I will state the question in this form: Resolved, that we believe the possession of a good handwriting to be of the greatest value to

every young man, and that we will support and aid the proposed school of penmanship in this village." The subject was accepted, and also the form of statement. "I will appoint to regular contestants on either side of the question," said the President, "but let each member speak when he chooses and as he chooses upon the subject before discussed." As I had introduced the matter, I was asked to open the discussion, which I did, as well as I could without previous thought, urging the considerations which I deemed best calculated to support the affirmative side of the question. When I sat down, a young man—son of the village merchant—a fellow of considerable ability, though indolent, who had been away at college for two years, but was now spending the winter at this young man's room, and said: "Mr. President: I regret that I am not able to introduce in every respect the opinions of the gentleman who has just spoken. I do not believe that the usual stereotyped hand taught by writing-masters is worth, for business or literary purposes, the time and trouble and money which are required to secure it. I admit that a good handwriting is of value, but I do not think that the best handwriting is taught by following the usual out-dated method which excludes the penman. It seems to me that a system which excludes the element of personality in penmanship is not one which we want to ourselves down to. I look at one of these Spencerian charts, and then at the handwriting of the teacher and of the more advanced of his pupils, and I receive the same general impression. The writing is pleasant enough to the eye, is easy to read, but it is formal, labored, and lacks the higher beauty of originality and force. Now I have seen the handwriting of a good many prominent business men. I had a check at college who had collected, in a serial-book, quite a number of scraps of letters and

autographs of well-known men, both in mercantile and literary life. I ever saw but one piece of manuscript, of a business man, which was anything like a Spencerian copy-book, and that was the work of a very young man who had succeeded to a large business built up by his father. The father's handwriting was small and condensed, without an unnecessary stroke or an ornament anywhere. It was very plain, but he never looked like P or shaded his P's. He wrote with a stub pen, and the lines were as black as night and as straight as a yard measure. All the business men represented in that book wrote differently; their personality came out in strong lines, and one could easily see that they never wasted time patting over a copy-book, or if they ever did, they had gotten bravely over it. I say it honestly, that their handwriting was very beautiful to me than the finest copper-plate script I have ever seen. It had the beauty of adaptability, and it higher than the beauty of abstract form. So with the writing of literary men. I saw sixty manuscripts of American authors in that scrap-book, and not one of them would have been accepted as child's copy by a writing-master. The President of our college writes a rough, angular little hand, but it looks well on the page, and does a man more good than all the 'Be virtuous and you will be happy' that are ever flattered from the painstaking pen of writing-masters upon the copy-sheet of despairing youth. Now, Mr. President, I do not yet attend to my writing-school, and I do not propose to use any influence, in which I may have, either for or against it. The system of writing which is now taught seems to me too uniform and lifeless, and not practically worth the time and money spent in acquiring it. These are the points I wished to bring out."

The young collegian sat down amid a perfect silence. I must confess that I felt as though my simply stated arguments had been cast considerably into the shade, and I hardly knew what to say, in case it should develop upon me a reply, in the end. I was very much relieved, therefore, when the young principal of the village academy, a college-bred man and a graduate, rose and said: "Mr. President, as the question is now open, I should like to say a few words by way of comment upon the arguments which have just been advanced. The gentleman has made a very brilliant and forcible plea, but his blows, I think, have been usually delivered into the air. He claims that the system of penmanship now taught excludes the element of personality. How does it exclude personality? He says that the chart, the handwriting of the teacher and of the more advanced pupils convey the same general impression. I challenge him to prove that they are so much alike that one could be mistaken for another. The fact that they convey the same general impression is that which marks them as exponents of a common art; the fact that they are not servile repetitions of one another, as a type is repeated upon paper, proves that they contain originality. If I can distinguish difference in a word or sentence written by one of my pupils from the same word or sentence written by myself, how can I not mistake the former for my own, then I claim that there is originality in that word or sentence of handwriting in both cases, and originality is every letter and line of it; for it is logic, that what is true of the whole is true of every part. I can distinguish between the handwriting of an advanced pupil and his teacher, between different advanced pupils between different writing-masters, between two professional or skilled writers in the world, and anyone can do it who has all an eye for the art. Therefore, I claim that there is originality in correct penmanship. There is originality in any two products which are not exactly alike and proved identical. Again, the gentleman who has just spoken, claims that skilled penmanship lacks force. Now, if he will tell us just exactly what qualities constitute force in penmanship, I think we shall find

that the highest form of the art possesses them. For myself, I should think that the qualities of force in penmanship were consistency and legibility; at all events, a handwriting not possessing these qualities is weak, characterless. By consistency I mean adherence to the same general principle of form. Is consistent handwriting the letter is always the same. The letters are formed upon the same general model, the manuscript pages present harmony. I claim that the present style of correct writing is consistent. Legibility is the other quality of force. A style of penmanship which does loop its P's and shades its P's, certainly cannot be less legible than one which so far departs from perfect and acknowledged forms as to disregard those points. Add to this the care of the accomplished penman in making every letter complete as well as beautiful, and I think it will be conceded that the artistic form of penmanship, taught by the most legitimate methods, with consistency and legibility, I claim that it possesses force. As to the examples of uncontrolled, or slovenly, or, if you will, characteristic, handwriting alluded to by the gentleman, I do not think that the description of them strengthens his argument. I, too, have seen some specimens of the handwriting of representative men. Among literary men, Dr. Holland's for instance, and Longfellow's, each a model of beauty and correctness. James A. Garfield wrote a writing-master's hand. As to business correspondence, I have seen many specimens which pass between large manufacturing houses. If the gentlemen of the firm do not write their own letters, they at least know how they best wish them to appear, for, next to professional pen-work, the business correspondence of this country presents the most beautiful specimens of penmanship extant—clear, clean, running, harmonious script, that one feels more like framing for its own sake than abstracting a message from and then throwing into the waste-paper basket. And as to the argument that it does not require the study of penmanship, I think that is a very false and unsalaried business correspondence, coming successful and rising none, de-facto it. Therefore, I think that we ought to support the resolution which has been offered."

The young teacher was warmly applauded as he sat down, and I do not need to add that the question was decided according to the evident desire of the members, in favor of the affirmative.

## Scepticism.

The scepticism of the age strikes deep. It asks not merely, is it age-inspired? But, have we a Bible? It not only questions whether a miracle is possible; it demands whether the Christian religion is supernatural. It not simply seeks to know whether Christ made an atonement; it inquires, is there a God? It examines less the question of the doctrine of future punishment than the more fundamental question, Is there a future?

How widespread is this questioning of the cornerstone of Christianity cannot be said with precision. But it pervades, at least to some degree, the educated classes of the community. It is indicated in the papers, in the *Nineteenth Century*, and among magazines. It is evidenced in the popularity of Mr. Mallock's "Is Life Worth Living." It is voiced in discussions in philosophical societies and literary clubs. Of the spread of this scepticism among the rank and file of the community also there can be no doubt. "Materialism," remarks a keen English writer, "has already begun to show its effects upon human conduct and on society."—*Macmillan*.

Subscribers who may desire to have their subscription begin with Prof. Spencer's course of lessons, which began in the May number, may do so, and receive the *JOURNAL* from that date until January, 1884, for \$1.50 with one premium.

## Some Scraps of History.

By S. S. PACKARD.

## My dear Ames:

You ask me to write you a sketch of my life to accompany a portrait which you have decided to publish in your March issue; and you request me, moreover, to forget that I am a "Packard, chuck full of modesty, and just do him full justice in all the departments of his life's work—as teacher, author, litterateur, and man."

Of course I "hasten to reply." Almost anybody would; anyhow, I mean, who isn't suffocated with modesty. There may be exceptions among business college men, but they are exceptional, anyway. I look upon it as a rare opportunity—such a one, in fact, as I have no moral right to throw away. Opportunities are the gold mines of life; and gold mines, to produce anything, must be worked. I will work this even, if it produces nothing.

But you have asked of me two impossible things: first, to forget that I am Packard, and next, to do myself "full justice." I cannot forget that I am Packard. I only wish I could. It is the one thing in my life that I am always prominently conscious of. I have often tried to cheat myself in this respect; to forget my personality; to think myself another, with different tendencies and different environments; but always at the wrong moment the same old man turns up, with the same infirmities, the same obstructive elements, the same unreasonable hopes, and the same unsatisfied desires. No, I cannot forget that I am Packard, although I did once forget my name. That was in Cincinnati, more than thirty years ago. I called at the Post-office for a letter, and when the delivery-clerk asked my name the ludicrousness of the request so disconcerted me that, for the life of me, I couldn't think of it, and actually had to take my place at the end of the line and collect my scattered wits. It was a case of temporary aberration. I am occasionally troubled in that way. Sometimes, even, I forget that I am owing a man until reminded of it; and once, I remember, I let my subscription to the JOURNAL lapse until one of those sweet little insinuating postal-cards came to me, like Banquo's ghost, and set me right. I can forget things like this, but it is useless to try to forget that I am Packard.

And as to doing "full justice" to myself, that is quite out of the question. I couldn't do it if I would, and I wouldn't if I could. The fact is, I neither want to do justice to myself, nor to have anybody else do it. This is something that I have always dreaded. Of course I don't doubt that in the long eternity there will be an reckoning up of things, and everybody will get his deserts. Then I expect to catch it, with others of your delinquent subscribers; but I am like the boy who was sent home with the promise of a thrashing when his father came.

"Don't hurry, father," said the boy; "I can wait."

Nevertheless, I will do the best I can, and you can print as much or as little of what I write as you choose. Even if you leave it all out—and the portrait, too—your readers won't blame you, nor will I. There was a time in my life when, if I had been told that before I died the editor of a great paper in New York would desire to publish my portrait, and say something about what I had done in the world, I wouldn't have had half the faith in the fulfillment of the prophecy that some sensible people seem to have had in the coming of Wiggins's storm. And if by any means I could have been induced to believe it, I should have been wholly at a loss to assume what the line of human effort would be that should entitle me to anybody's consideration. For there was no body's consideration in the heart of my boyish fashion, nor in the achievements of my boyish life. The most that I can remember of my earlier school-days is that I loved all the nice little girls, and had a fashion of "leaving off head" in my spelling-class. I do remember, too, that I had a genuine admiration—I was going to say "adoration"—

for a new book. And so strong is this sense in me, even now, that the very smell of printers' ink or binders' glue sends me back involuntarily to those "baby days"; and I think of myself, lying upon the floor in the "best room," when the light from the uncurtained window streams in upon the open pages of a new book—one of the rarest things for a boy of those days to hold in his hands.

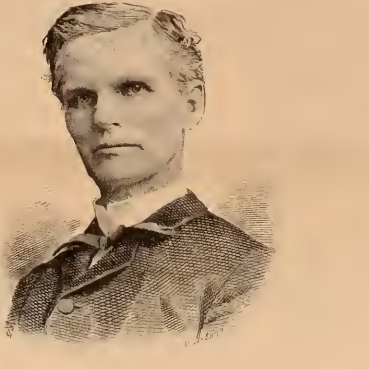
There was probably never born a boy who, during all the years of his adolescence, had a greater reverence for "print" than had I. Raised, for the most part, in a one-house town in central Ohio, to which my father, with my family of five boys—and no girl—had emigrated from Cunningham, Mass., in 1833, I had no chance to see or know men of letters. A real live editor I had never seen—let alone an author. Such persons were, in my imagination, beings of a high order, whose feet might possibly rest on the earth, but whose heads were certainly in the clouds. The editor of our country paper—the *Newark Gazette*—which I remember with as much distinctness as I do the *New York Tribune* which I read this morning—was, in my opinion a "bigger man" than Horace Greeley ever dreamed of being. There was absolutely nothing he did not know, and nothing in an intellectual way he could not do.

With this prodigy before me I made up

the whole matter that it was as irretrievable as it is unaccountable, and there has been no time since my early manhood that I have not been in some way connected with printing. I ought to have been a great editor or a great author, and I am satisfied that the only thing that has kept me from the one or the other—possibly both—has been the lack of ability. Once I thought I was on the way of becoming a magazine publisher, and the few people now living who have not quite forgotten *Packer's Monthly* and "The Wickedest Man in New York?" will know to what I allude. I am quite sure, even now, that I struck a genuine thing, and believe that I should have succeeded in making a fair reputation and a good living as a publisher if I had had a little more money and a little more leisure. As it was, I made a stir, and invested a few thousand dollars in a very permanent way.

I began to teach at sixteen, and that, I am sorry to have to say, was forty years ago. "Pity the sorrows of a poor old man" who has to own up that he is fifty-six years of age!

My first school was in Delaware County, Ohio. I visited the old schoolhouse last summer on my way to the Cincinnati Convention. It stood on the old spot, by the roadside, solitary and alone. In front of it, however, was a locust tree, some eighteen inches in diameter, which had twice been



R. S. PACKARD.

my mind, at the age of twelve years, that I would be an editor as soon as I became a man.

About this time an advertisement appeared in this same county paper for a boy to learn the printer's trade. It caught my eye, and I answered it at once—that is, I wrote the letter to one; but as it would cost ten cents to send it by mail, I had to wait until I could send it by private conveyance.

The first man that hailed a load of wood to drive carried my letter. I got an immediate reply, with an offer of the place—namely, some very nice running away to accept it, as my father refused to let me go. I think I never quite forgave him for it, and even to this day I look upon his decision as a well-merited but unwarrantable blunder. I got a mild revenge, however, in having a "piece of poetry" published in the paper a few weeks after. It bore my initials, and my revenge was in seeing my father's eyes stick out when he read it. I am sorry to say that this "piece" has never appeared in any collection of American poetry.

I was never in a printing-office, and never saw a movable type, until I was eighteen years of age; but my reverence for printing and printers, and printing-office and printed pages, which began long before that, continued to grow and has grown without break to the present day. There is a glamour about

struck by lightning, but, in the language of Daniel Webster, was "not dead yet." I planned that tree with my own hands—and a little assistance from the boys and girls—forty years ago next month.

In 1845 I went to Kentucky to teach writing. I remained there a little more than two years, when I was called to Cincinnati by "Father Bartlett," the pioneer of business colleges, for whom I taught writing for another two years. I don't think I was ever much of a writing-master, and I am sure I never liked the business. Bartlett, however, thought I was a prodigious chap, and used to blow me up with all his lungs. He even has a kindly remembrance of me to this day, and treats me with the fond affection of a father.

I married in Cincinnati in 1850, and in July of the same year I moved with my little wife to Adrian, Mich. Here I taught writing in the Union School until I was stricken down with malarial fever, which followed me and kept me on a low diet of health and funds until I got discouraged and disgusted, and left for the East.

I landed with my wife and ten months' old baby, at Leekport, N. Y., having come by canal boat from Buffalo, on the nineteenth day of November, 1851. I was barely able to walk—was pale, emaciated, and weak—a stranger in a strange land,

with not more than five dollars in my pocket, and to certainty of employment. But I was in the State of New York, with Michigan fevers at my back, and was happy.

I was soon employed as teacher of writing, book-keeping, and drawing in the Leekport Union School. But the little I knew of book-keeping and drawing would carry anybody. The smallest head could carry it without producing the mildest cerebral commotion. But I did what many another better man has done—I studied and taught; and managed to get just a little ahead of my pupils, and won an undeserved reputation of being a good teacher. Some of those boys and girls are alive to-day. Some of them may even read these lines and wonder who they could have been so taken in. One of them—a boy of twelve—is now the proprietor of Suller's Business College of Baltimore. He seems to have followed in the footsteps of his old teacher, either from an impulse received at that time or from a conviction of duty which seized him later in life.

While in the Leekport school I attempted the publication of a monthly school-paper, "The Union School Miscellany." It ran about a year. I have a bound volume of the complete edition, and, judging from its literary character, I think it should have been called a *weedy* rather than a monthly.

From Leekport I went to Tonawanda, a thriving town on the Niagara River, between Buffalo and the Falls. Here I published a weekly newspaper for three years, and was as happy as happy could be. While in this congenial and delightful occupation chance threw me in the way of H. D. Stratton, who, with Bryant & Lusk, had just started the Cleveland Commercial College. I had previously known Lusk in Cincinnati, where he was attending a medical college, and he set Stratton on my track. For a year I resisted the wooing, but it was useless. Stratton was a man who never yielded a point. He had set out to make a commercial college man of me, and I succeeded. Under a general arrangement I took charge of the Buffalo College on the first of September, 1856, about as poorly qualified to run a business school as any tramp could be. To be sure, I wrote a fair hand—net Spenceian—and had a smattering of book-keeping and arithmetic; but I have often thought that if Stratton had known how really ignorant I was of the science of book-keeping he would as soon have thought of recommending me to fill a Buffalo pulpit as of engaging me to conduct the second link in his great "International Chain of Commercial Colleges." But the best part of it was that I was as ignorant of my ignorance as Stratton was. If I hadn't thought I could do the work in a creditable manner I surely should not have undertaken it. I tremble now when I think of my temerity; but I would still swear that I got along somehow, and nobody seemed to know what a humbug I was. But hopeful as I was of myself, I did not lose sight of my own short-comings, and I determined to master book-keeping in the shortest possible time. The next book used in the school—or rather the book of references for me, was a volume called "using no text-books"—was Thomas Jones's Book-keeping. It was the first philosophical treatise on the subject that I had seen. I had used and tried to understand Crittendon, and Harris, and Marsh, and Fulton & Eastman, and Duff, and several other authors whose names I do not now recall, but from none of them had I got an inkling of the real science of book-keeping.

Thomas Jones was to me a revelation. In his crisp, logical method of stating propositions, his presentation of the two aspects of double-entry, wherein effect always followed cause, and cause always preceded and produced effect. I saw, as it were, the heavens opening, and the angels of God descending. The whole subject of double-entry book-keeping seemed to flash upon me like a vision; and although my thoughts were necessarily crude, and my generalizations often extravagant and wide of the

mark, the germ of the matter had found a lodgment in me, and I knew it could be nurtured into a lively plant.

But, after all, Stratton cared more for my literary help than for my ability as a teacher. He had conceived of a "chain of colleges," and he not only wanted teachers, but writers—those who could put his ideas before the public through the columns of the newspapers, and through books and circulars. This was congenial work for me, and opened up to my imagination great possibilities in a chosen field.

Said he: "With Bryant to hold the points when taken, and you and me to deploy the pickets and plant the standards, we can soon have the entire country invested and every stronghold in our power."

In November, 1856, we went to Chicago, and together opened the "Chicago link." Stratton did the outside work, while I managed the school, and wrote editorials for the local columns of the daily papers, for the insertion of which we agreed to pay ten cents a line—me-half in tuition—represented by scrip—and the other half in cash. It appeared to the outside world that the daily press of Chicago was very favorable to the new enterprise—which it surely was.

The young need of the city and of the surrounding country devoured those fervid editorials, and came flocking to our standard. The two competing schools were those of Judge Becker and Ulrich Gregory. Bell had been established about six years, and had a fine school. Gregory was of a more recent importation, but had the religious advantage over his opponent of opening his school with prayer. He did not seem to be troubled about Bell, but the incursion of Stratton into the domain, with a link of the "great international chain," quite put him to his straits. He at once made successful overtures to R. C. Spencer to come into the fight, and together they opened

"Spencerian" campaigns. Whether or not Robert assisted in the devotional part of the work is not known to this historian. It is known, however, that Stratton accepted the Spencerian challenge, and at once sent for the author of Spencerian Penmanship, and the father of Robert, the veritable "P. R.," and that when I left Chicago for the East, just before Christmas, the son Robert was with Stratton, in charge of a school of seventy-five pupils, and Gregory was beyond praying for him.

From Chicago I came to Albany, where, on the first of January, 1857, I opened the Bryant & Stratton Albany College. In March, 1858, I came with Stratton and Elihu Burritt to New York, for the purpose of opening a college and publishing a magazine. The first step was to attempt to buy out "Hunt's Merchants' Magazine," which, on account of the recent death of its present proprietor, Freeman Hunt, was for sale. Two obstacles stood in the way, however: first, too much money was asked for it, and second, we had no money to invest. So instead of buying a goodwill we proposed to make one.

The magazine was started, and christened "The American Merchant." Bryant & Stratton were the publishers. I was the editor, and Elihu Burritt was conductor and special contributor. This unique publica-

tion lived about two years, but was never a very vigorous child, and its last days were somewhat piteous. Its disease was a combination of literary and financial mismanagement. It simply pined away and died. Nobody knew for a certainty when it stopped breathing. The most that I can remember about it at this remote date is that it was finally dead. My impression is that the fact of its death was concealed from or softly broken to the public by merging it into a circular for the new college which was beginning to get a slight foothold. One thing about this short-lived magazine it is pleasant for me to remember. We published in it a portrait and sketch of Cyrus W. Field, just after the laying of the first Atlantic cable. A few months thereafter, when the wire had become dumb, and the public confidence in its success was rapidly waning, and Mr. Field was forced to take hold of his paper business in Beekman Street to save it from the general wreck, he called on me one day with a sample of printing-paper in his hands to solicit our patronage. Three months before this really great man had been the centre of interest and admiration

and being the "official" text-book of "the chain," its financial success was assured. While I did not hope to say anything new on this trite subject, I felt it necessary to depart somewhat from the plans of previous authors. In looking over the official statement of one of the State banks, I discovered that it was simply a trial-balance of an open ledger, with the resources on one side, and the liabilities on the other—and that *these were equal!* This was, indeed, a discovery, and it formed the basis of my whole work. There are a number of the old teachers now living who will remember the commotion which followed this departure from Thomas Jones's classification, and the discussions which grew out of it. Jones himself, who was always one of my very best and warmest friends, used to pity my bluntness in not being able to see how impossible it was that the proprietor's account should show a liability—that a man should owe himself, lift himself up by his own bootstraps, as it were; and I pitied him as I did Folsom and others, who had to explain the credit-balance of Stock account as being "the earnings of a previous business."

## Rufus Choate's Chirography.

In his very interesting sketch of journalism in the United States, Frederic Hudson, formerly editor of the New York Herald, relates the following:

Horace Greeley was a noble person than either Rufus Choate or Napoleon I. Any one who will compare Greeley's notes with the specimen of Napoleon's chirography in the Lyceum at the Brooklyn Navy Yard, will readily admit this to be a fact. Choate's penmanship was positively shocking. On one occasion he delivered an Address at Dartmouth College, we believe, and two reporters from New York—one from the Tribune and the other from the Herald—were in attendance. Finding that Mr. C. had prepared his Address, they arranged to take his manuscript after he had finished its delivery, and assist each other in making an extra copy for one of the two journals. So they formed a part of the audience, and congratulated themselves on saving the labor that taking stenographic notes of the oration would involve. The last word of peroration scarcely reached the ear of the most distant hearer

before the manuscript was in the hands of the reporters. They looked over the pages of Choate's brilliant eloquence; they turned the pages upside down, then side ways, then all sorts of ways, and gazed at each other in blank astonishment.

Was a word could they decipher? They sought the orator.

"Why, Mr. Choate," said one of the reporters, "we cannot make out a word of your manuscript. What shall we do?"

"Cannot read!" "That's unfortunate," replied Mr. Choate.

"It seems plain to me; but I cannot aid you, for I start immediately in an opposite direction for New York. But let me see; I guess I can help you. An old clerk of mine lives about twelve

miles from here. He can read it," and off went Mr. Choate.

The two reporters hired a team and drove over to the residence of the clerk. He read and they took stenographic notes, and succeeded in reading New York in time to write out their reports for their respective journals. These reporters, ever after, in asking for manuscript, first carefully inspected the chirography.

The old art of illumination was attended with much labor and expense. To go no further back than the Middle Ages, we find men in monastic cloisters spending a whole lifetime in the ornamentation of one manuscript. Days and months and years were occupied in the elaboration of a single capital letter. All the talent, thought and experience of the artist were concentrated on the title of a gospel, or on a page of the Fathers, and, as he worked in his seclusion, years slipped by and the flight of time was unheeded. Naturally, those who owned such illuminations counted themselves rich men because of that very fact, and even to-day, a fine specimen of ancient illumination is more valuable far than a four-story "brown stone front" in New York's swellest "avenue.—Geyer's Stationer.



The above cut is photo-engraved from original pen-and-ink copy executed by E. K. Isaacs, of the Normal Business Institute, Valparaiso, Ind.

for the people of two continents, and had rode down Broadway at the head of the largest and most imposing military and civic procession this city had ever witnessed. Now he was simply a business man trying to retrieve his broken fortune through the legitimate channels of competing trade! The conduct of this man under adversity has always been an inspiration to me, and I have often held it up as an example to young men.

The time came at last when it seemed necessary for "The Chain" to have some text-books. Mr. Stratton had already made overtures to Thomas Jones to write a work on book-keeping. I told him I thought he would make an irrevocable blunder to employ an outsider and a competitor to do his work of authorship; that if it couldn't be done "in the chain" the sooner the chain resolved itself into its separate links the better. He at once challenged me to undertake the work, and all unwitting as I was, I accepted the challenge. The running of the New York College was put in Mr. Bryant's hands, and I embarked on the troubled sea of authorship. When I now reflect upon my slim equipment for that work I wonder at the measure of success which attended it. Crude as it was in some of its parts, it was deemed a great improvement on most of the books then in use,

But I have had the satisfaction of seeing my theory of "equal resources and liabilities" generally recognized by thoughtful teachers everywhere, and of knowing that the Bryant & Stratton series of book-keeping has had its full share of favor from the public.

And so I could go on talking to the end of time; but I won't. I don't hope to be known in the future as a distinguished author, or a litterateur, but I would like somebody to remember me as a schoolmaster and a man. It is the dearest of all my hopes that when the earth shall have been shovelled over my mortal remains, and I shall no longer go in a shroud before the boys and girls of Peck's Business College, I shall still be sweetly remembered by a few loyal hearts as one who tried, while living, to make other lives than his own blessed and fruitful.

## The "Hand-book" as a Premium.

We have decided to continue to mail, until further notice, the "Hand-book" (a paper) free to every person remitting \$1 for an subscription or renewal to the JOURNAL for one year, or for \$1.25, the book hand-somely bound in cloth. Price of the book, by mail, in cloth, \$1; in paper, 75 cents. Liberal discount to teachers and agents.

**Letter-Writing.**

ARTICLE III.  
By D. T. AMES.

In our last issue we presented a model for the construction and arrangement of the several parts of a letter, and we closed with some hints regarding penmanship in correspondence. We will now consider more in detail the construction of a letter.

We here repeat, by diagram, the form previously given:

**THE SIGNATURE.**

Should be very plainly written. Remember that no context can aid in deciphering an illegible autograph. *Hundreds* of letters in course of a year, from this cause alone, remain unanswered in our own office, and many others from the omission entirely of the name or place. Ladies addressing strangers should make known their sex and condition, as (Mrs) Jennie Williams, or (Miss) Mary Wood; or otherwise, unpleasant mistakes

*It. Rev. John Priest.*—A bishop.  
*Rev. James Moor.*—A priest, or minister, of any persuasion.  
*Prof. James Wise.*—Professor of art or science.

**OFFICIAL TITLES.**

*His Excellency* { The President, Governors,  
& foreign ministers.  
(The Vice-President, Heads of Executive Departments, State and National Members of Congress and State Legislatures, Lieut.-Governors, judges, and mayors.

Officers of the army and navy should be addressed according to their rank.

One title only should be prefixed to any name, as *Hon. Dr. Rev. Prof.*; but as many may be addressed as a person is entitled to use, as *A. M., M. D., LL. D., or D. D., L. L. D.*, etc. Where persons are addressed in the plural the proper title is *Messrs.*, which is a contraction of the French word *Messieurs*. To unmarried ladies it would be *Misses*; married ladies, *Mesdames*.

(To be continued.)

**Educational Notes.**

[Communications for this Department may be addressed to B. P. KELLEY, 205 Broadway, New York. Brief editorial returns solicited.]

At least 7,000 American students are in German Universities.

A member of her Class of '53 has just made Yale College a present of \$60,000.

There are 1,493 students now enrolled in the various departments of Oberlin College.

The study of Latin has been made compulsory in the high schools of Charleston, S. C.

Brooklyn has sixty-six public schools, 200,000 scholars and 1,343 teachers. There are, besides, about 25,000 pupils in private schools.

Miss Edith Thomas, daughter of Professor Thomas, of Johns Hopkins University, has recently received the first degree of Ph. D. ever granted to a woman by the University of Zurich.

— *N. O. Christian Advocate.*

In California about 120,000 children were in school last year, while about 50,000, who should have attended, did not do so. — *Public School Journal.*

Miss Kittie Hoyt, a teacher in Wyandotte, Mich., poisoned the son of the ex-Mayor, and was arrested for assault and battery. She was acquitted. — *Public School Journal.*

Fury students have been imprisoned in St. Petersburg for expressing doubts of the administrative ability of Compt. Tolstoy, Minister of Public Instruction. — *N. Y. Witness.*

A note from Whittier, the poet, who is a trustee, is published, in which he expresses his hope that the "noble old institution" will be open to women—a measure, he says, "which I feel certain would redound to the honor, and materially promote the prosperity of the college." — *House and Home.*

The Fourth Annual Report of the Superintendent of Public Instruction of the Territory of Montana, just issued, shows that there are in the Territory, 189 schools, 101 teachers, and 6,054 scholars. In regard to illiteracy it stands very well, coming just after New York and Pennsylvania, and just before Indiana, Vermont and Massachusetts. — *N. Y. Tribune.*

**EDUCATIONAL FANCIES.**

"School Tax."—Does he mean large-headed ones, such as the teacher sat down on?

Give the miser a knowledge of the mathematics and he will elpher more.—*N. O. Picayune.*

*Professors:* "If you attempt to squeeze any solid body it will always resist pressure." Class smiles and cites examples of exceptions which prove the rule.

At one of the schools in Cornwall the Inspector asked the children if they could quote any text of Scripture which forbade a man having two wives. One of the children eagerly quoted in reply the text, "No man can serve two masters."

Many a boy has been dined at school Chas. Sumner's famous speech in regard to the old battle-flags. There is one sentence in which the orator, referring to the fallen soldiers, exclaims, "Let the dead man have a hearing!" We remember listening to the rendering of this piece by a youthful aspirant for oratorical fame before an audience of select visitors. Imagine the horror of the teacher when, in stentorian tone, the boy cried out—"Let the dead man have a hearing!"

"Don't you have any schools here?"

"Had a kind of school here last chowder season, but the teacher was two willing."

"How so?" "Oh, some of the blue fathers asked him if he thought the world was round or square, and he said aint he was out of a job, he'd teach her round or square — just as the school-board wanted it taught. Said it was immaterial." — *N. Y. Star.*

**Inquirers**

FROM VARIOUS PARTS OF THE COUNTRY.

By C. H. PEIRCE.

1. "Do you think that, in a few months, I could improve my penmanship sufficiently to enable me to become a successful teacher of the art?"

This question takes the form of an assumption, with a very large percentage of the intelligent of this day and generation. There is, to say the least, no logic embodied in it, and with its common construction is utterly void of sense. To presume that one capable of writing as he said aint he was out of a job, he'd teach her round or square as preposterous as to suppose that a good singer is necessarily a good composer.

Questions of an analogous character may serve to determine a proper answer. Because any one can write well enough to display even superior ability, does not indicate teaching-power beyond mediocrity. The ability to write, and the ability to teach, are as far apart, literally, as it is possible to conceive. A good writer may be a good teacher; an excellent writer may be an excellent teacher; a superior writer may be a superior teacher; an excellent writer may be a poor teacher; a superior writer may be a poor teacher.

It is only in isolated cases that the two harmonize. We, then, must conclude that, in nine-tenths of cases, preference is given to either one, and that the power to execute is by far the all-absorbing question. Is this just? Is it right? Is it proper? Look to your laurels, and if it is your ambition to enter the teacher's profession, make the science of teaching the leading feature. Normal schools are established all over the land to meet the demand that Princeton, Harvard or Yale fail to supply.

To learn to write with mathematical exactness is truly a secondary consideration. Young men and women do not study their best interests when they give their entire time to executive ability. To be able to impart instruction upon scientific principles that are progressive, to gain the confidence of pupils and students, to win respect and esteem, and establish yourself thoroughly and effectively with a scrutinizing public, is the labor of a varied experience, based upon details which are readily gathered from an experienced teacher.

While it is possible for one to become a good teacher with but little assistance, the majority will do better, everything considered, to profit by the mistakes of the one, and thus shorten the road to success. The answer to the original question is: You can improve your penmanship by the usual

ADDRESS.

HEADING.

SALUTATION.

BODY OF LETTER.

COMPLIMENTARY CLOSING.

SIGNATURE.

**THE HEADING**

Should commence sufficiently to the left of the middle of the sheet to leave room for the name of the place and date on the heading, viz:

VALPARAISO, IND., March 1st, 1883.

VALPARAISO, IND.,  
March 1st, 1883.

If writing from a large city, the street and number should be specified, thus:

205 BROADWAY, NEW YORK,  
March 10th, 1883.

If writing from a hotel, or institution, the name should be given in the title.

**COMPLIMENTARY ADDRESS.**

The name and address are most properly written at the opening of the letter, upon the left-hand, thus:

205 BROADWAY, NEW YORK,  
March 10th, 1883.

S. R. HOPKINS, ESQ.,  
29 Warren Street, New York.

It is the practice of some writers, and advocated by some authorities, to place the name and address of party addressed at conclusion of the letter upon the left-hand side. We, however, prefer the former method.

**THE SALUTATION**

Is written to the right, and on line below of the address, and its form varies according to the relations of the parties. In friendly correspondence, the word *Sir, Madam, Friend,*, etc., is preceded by the word *Dear*, which word is business, official, and other letters, is omitted.

**THE BODY OF A LETTER**

Should commence about two inches from the top of the sheet, or if short, so as to occupy the central portion of the sheet. Each distinct topic should constitute a paragraph. There should be a margin upon the left, of at least one-half of an inch.

**COMPLIMENTARY CLOSING.**

This, also, varies greatly according to the mutual relations of the parties. In letters of business it is, *Yours truly, Yours respectfully, Yours very respectfully.* In letters between friends — *Yours very truly, Sincerely your friend, Affectionately yours,* etc.

might occur in addressing a reply.

**SUPERSCRIPTION.**

Much of taste and habit is displayed in a superscription of a letter. It should be plainly written, and complete. The name, always central upon the envelope; place below, and to the right of the center, county and State, still below, and to the right, thus:

BUSINESS CARD.		NAME.	
CARE OF.	PLACE.	COUNTY.	STATE.

In directing a letter it is customary and proper to make use of some title before or after the name, as *Mr. James Johnson*, or *James Johnson, Esq.* Only one title should be used. Where a letter is not sent by mail, but is taken by private hand, it is customary to place upon the lower left-hand corner—*Politeness of Mr.*—, or *Courtesy of Mr.*—. If a letter of introduction, in the same position, the name of the person introduced.

**HONORARY TITLES.**

Every person of whatever degree is entitled, respectively, to the appellation of *Mr. (title), Master, Mrs. (contraction for mistress), or Miss.* With persons occupying a high social or professional position, the prefix, *Mr.*, may be omitted, and the customary title belonging to their respective positions may be used. For the legal profession, *Esq.* is the proper title; for high official and legislative positions, the title of *Hon.* for honorable is prefixed. Members of any profession should be addressed by their appropriate professional titles, as *Prof.* for professor; *Dr.*, or *M. D.*, for doctors. The following are the professional titles in use in this country:

James Blackstone, *Esq.*—Attorney at Law.  
Dr. Charles Medicine, } Doctor of Medicine  
Charles Medicine, M.D. }  
Rev. James Goodman, D.D.—Doctor of Divinity.  
*Rev.* (or *Prof.*) James Wise, LL.D.—Doctor of Laws.

you can get teaching-power; but I cannot promise that you will be successful.

2. "Do you think that I can learn to write a good, neat and elegant hand, with proper application, when I possess a very large head and fingers?"

Yes; a large head and fingers are not detrimental to the acquisition of the highest order of execution. A small, or very small, head is objectionable, and in many cases has worked disastrous results. While you have no choice in the matter, you must content. Allow me, however, to congratulate you upon one of Nature's blessings, viz., a large, strong, healthy hand.

P. 8.—I trust that it corresponds with your heart and brain.

**A Modern Prodigal Son.**

By MARY E. MARTIN.

A large schooner had just been securely fastened to one of the lower docks in New York when a boy of fourteen stepped from

the hootblack saw that the boy was in earnest. "Give us your hand on that; you have got fight in you, if you did come from the country." There was a genuine look of respect in the hootblack's face for this boy who was so ready to fight.

"How did you know that I was not from the city?" asked the boy.

"I knew it the minute you butted into me that way. Going to visit friends in the city?"

"No," said the boy; "to tell you the truth, I have run away from home, and I am not going back again."

The hootblack gave a prolonged whistle. "Run off, have you! Well, where are you going to stop? I suppose you have got plenty of money?"

"No," answered the lad; "I haven't got but fifty cents left."

"You had better go back home," advised the hootblack.

"Never," said the boy, proudly. "I am going to make my own living."

As he walked along, how he wished he had learned to write well. Now he had no time to learn; it could not be secured in a moment. "Oh, if only I had not idled my time away when I was put to writing! Now I might have written well." Well, he might have wished it—he would have been saved by it from sinking into the wild arab life that afterwards came to him.

It was getting well on in the afternoon, and he had grown more than hungry. He had eaten nothing that day, and the long walk made him feel almost famished. He had felt like eating in the morning, but put the money back in his pocket, fearing it would not last long. Now he could resist no longer, for he was just in front of a window where everything was displayed to tempt the appetite. His seat in, and ate as only a hungry boy can. What was his astonishment when he asked for the bill! The man said: "Fifty-cents." He left without a cent, and not a friend in that large city. At the appointed hour he made his

her. The day before, the father, Mr. Steadham, had severely punished the boy, and, as time proved, very unjustly. He was a man of unmanageable temper—stern, and unrelenting at all times. In vain the mother pleaded to him to go in search of the boy and bring him back. "No," he would answer, "he will soon be starved out, and be glad enough to come back." It was this spirit that had finally driven the boy to the step, and now that he had taken it, he had all his father's will, and would not go back—no matter what happened. The mother did all she could to find her boy, but in vain.

After four years of street-life, Billy, as every street-boy called him, was a tall boy of eighteen. His best friends would not have recognized in him the neatly-dressed boy who stepped from the schooner four years before. Although he was as listless and torn as most street-boys, yet he had never caught up their vices. He had learned to love this wild, free life; yet, at first, con-



The above cut was photo-engraved from an original pen-and-ink specimen executed by D. H. Farley, professor of penmanship and book-keeping at the State Normal School, Trenton, N. J.

her deck. He had a noble, manly face, and his eyes had a fearless look as they sought yours.

"I hope you will have no trouble in finding your way home," said one of the men, as he patted him kindly on the shoulder.

"I don't think I will," answered the boy; but he had a terrible homesick feeling, as he walked on up the street. The noise and confusion annoyed him so that he was tempted to go back and tell the man his true story. On second thought—no, he would never give up now. On he went up noisy streets, until he was far up into the city. Suddenly, as he turned a corner, he ran squarely against a hoot-black—a boy near his own age. The collision was so sudden that one boy rolled one way and one another.

"I say, country," said the hootblack, jumping to his feet, "don't try any more of your goat-butting on me. You must have practiced that with Billy himself. I have a good mind to give you a good thrashing for that."

"You know I did not intend to do it," said the other; "but if you won't to fight, I am ready."

"Not so easy done as you think, my boy; but I'll help you all I can."

"Where do you sleep at night?" asked the boy, beginning to be anxious about shelter.

"Sometimes in a doorway; often under a box; but if it is very cold I go to the News-Boy's Lodging House; but I'll meet you here at five this afternoon."

They parted in front of a building so large and so well known that the hootblack knew that the boy would not miss it. The neatly-dressed lad went on, into every store where he thought a boy could be wanted. In course, he was turned off with scarcely an answer; at many, he was told they wanted a boy but he must write a good hand. Once when he thought he had certainly secured a place (it was in a small store), and the owner was pleased with his looks, but said: "Let me see your handwriting." The man tossed the paper back with disgust when he saw it. "You will have to write better than that, my lad, if you ever expect to get a place in a store." Sick and disheartened, the boy turned from one place to another; but his cry always met him: "We have no use for a boy who does not write well."

way to the spot where the hootblack had said he would meet him. He was there before him, and, as the boy came up, he called out: "Say, Billy, have you made your living yet?"

"My name is not Billy," said the boy. "Why do you call me so?"

"You hurt so well that I intend to call you Billy."

And Billy was the name that he was known by in all the years that he staid with these street-boys.

In a town, some distance from New York, there was a house of a merchant. It stood a little way from its neighbors, and had an air of seclusion; at the same time there was a certain grandeur about both house and grounds. The family were seated at breakfast, when the servant, sent to summon the only son of the family, came back to say that he was not in his room and could nowhere be found. Still the family were not alarmed, but finished breakfast before a final search was made. All search was in vain, and they had come to the conclusion, before the mother picked up a few lines, written to her in a crumpled hand, saying that he had run away, but was sorry to leave

seclusion troubled him; and ever and often in his dreams his mother's face would come before him, and he would half determine, as he arose from some hard bed, that he would go back to her; but it was put off, until conscience troubled him no more.

One morning, as he was at the depot that he might dispose of some remaining wares that he had for sale, a handsomely-dressed young man, very little older than himself, came from a train, and, walking up to Billy, said: "Will you take my satchel and show me the way to No. ——— Street?"

As Billy had just concluded his sales, he consented. They walked together, and the longer Billy looked at the young man the more certain he felt that he knew him. At last he knew that it was his old playmate, the minister's son from his own home. He looked at the young man, so handsomely-dressed, and for the first time he realized what he had lost. At what a disadvantage! He had placed himself by his own act! All this rushed over Billy as he walked along, and from time to time cast stolen glances at his playmate, and thought, with a horrible revulsion of feeling, that he was now his paid servant, and, probably, he would not



have him for that if he knew who he was. There never came over Joseph, in Egypt, a greater longing to know from his brethren than came over Billy to know if his parents were still alive. His street-training had not been vain, so he, by questions, determined to find out. As they walked on, Billy pointed out objects of interest to the stranger, and, finally said: "But you will have time enough to find out all about the city if you intend to stay very long."

"I am going to a business college, and intend to make my home here for some time."

"Where is your home?" boldly asked Billy.

The young man named the very town from which Billy came, and his heart bounded at even hearing the name called. Some close questions on Billy's part caused the young man to speak of his school-life in his native town, and he ended a remark by saying—"But I have never been attached to any schoolmate as I was to Clarence Steadham."

Billy had to turn away his head to hide the tears. His own name—then they did remember him. He had thought himself long ago forgotten. As soon as he could recover himself, he turned, and said: "Why did you not persuade him to come to the business college with you?"

"He is dead," said the young man; "or, rather, his friends all think so. He ran away, and we have never heard from him." "Would you care anything for him if you were to meet him now, and he was poor?" Billy asked, looking wistfully into the young man's face.

Indeed, I would care just as much for him as I ever did! But I fear I shall never see him again."

Billy's heart bade him make himself known, but his pride was not all gone, and he said to himself—"not in these rags."

Billy went to the street and cumber with the young man; was paid, and went back, but with a repugnance for the life he was leading that amounted to horror, and with such a yearning for his own home. He could not give way to his feelings in the street, so, passing a newspaper building, he went up the stairway and sat down in a dark corner and cried as if his heart would break. Stout boy as he was—almost a grown man—his very frame shook with his sobs. How he longed for a letter like—for one friend.

It was just here that a reporter, coming out of an office above, found Billy. Of all unusual sights to see a don't-care street-boy of his size, crying. The reporter looked on, astonished at first, then, kindly lifting the bowed head, said: "What can I do for you, my boy?" He had unconsciously chosen the very form of speech that was most consoling.

In broken sentences, Billy told his story to the reporter: of his father's harshness, his own willfulness, and how he had run away. At first, trying to keep up, then gradually sinking to what he was.

The reporter said: "Why don't you go back now? I will get you a ticket." "No," exclaimed the boy; "not in these rags."

"Well, let me try to get you some employment?"

"But I cannot write," said Billy; and the old horror came back once he had been repelled from every place because he could not write.

"A boy your size, and cannot write!" "I could write a little," said Billy, when I left home; but I cannot do much at it now."

The reporter hesitated just a moment. Should he take the trouble to help this boy? The city was full of just such cases. It was only for a moment that he hesitated; then, turning to the boy, he said: "I will teach you to write."

The boy looked up in surprise, and with an eager, hungry look, said, in half astonishment, half adoration: "You—teach—me—to—write!" For this seemed to the poor

outcast as the only barrier between him and a respectable life—and that there could be no one person who had the power, and was willing to put this magician's wand in his hand, seemed impossible.

"Yes," said the reporter, "come with me up into the office." There he explained to Billy that he might have a piece of a desk that the reporter owned, and placed everything in it that Billy would need for writing. He did not stop here, but bade Billy wait for him for a few minutes. When he came back he told Billy that he had secured a place for him in the building at so much a week, and that he could sleep in one of the rooms upstairs. Billy could hardly believe that all this was true; but warmer-hearted fraternity than printers ever existed, as he soon found when the reporter came back and headed him a small sum of money raised for him. It was sufficient to put him in neat clothing and keep him until he could draw his first week's salary.

The young man now worked with a will: he had an object in view; he must go back home, and see his mother. Yet nothing could be done until he had learned to write. He was a handsome, fine-looking young man, after he had put on his new attire—no thought the reporter offered to be wasted here, while trying so hard to learn to write. The reporter was not satisfied with simply teaching him to write, but as Billy would not return home until he had made a living for himself, then the reporter determined he should be a free man. He stimulated the young man by constantly holding before him what a high point in penmanship might be reached: showing him beautiful specimens of writing, and opening to the young man, after he had put on his new attire—no thought the reporter offered to be wasted here, while trying so hard to learn to write. The reporter was not satisfied with simply teaching him to write, but as Billy would not return home until he had made a living for himself, then the reporter determined he should be a free man. He stimulated the young man by constantly holding before him what a high point in penmanship might be reached: showing him beautiful specimens of writing, and opening to the young man, after he had put on his new attire—no thought the reporter offered to be wasted here, while trying so hard to learn to write.

One morning the reporter came in and securing a position was charmed, and would not be satisfied, until he, too, had accomplished this. It took months to do what the reporter wished, and at what the young man aimed. He had also been preparing himself, through books, for the position he now hoped to get. Being in this office had been a great help to him; for if a young man cannot be in school, then no better place can be found for him for improvement than a printing-office.

One morning the reporter came in and touched the young man on the shoulder, and said: "I have found you a fine place, my boy."

He went into his new position—not Billy, the street-boy, but Mr. Clarence Steadham.

Some months after, the reporter, as he stood by the young man's desk, in the large house of— & Co., said: "Do you think of going home now?"

And the young man answered, "Yes, but not yet."

A short time brought him the success he wished. So, bidding the reporter good-bye, he started on his way over the distance that was between him and his home.

It was autumn when Clarence Steadham returned to his home—autumn, with its great pomp of reddening woods and purple grapes. A soft afternoon-light rested over the little town as he reached it. The hills stood out more distinctly in the fading light. The sun was sinking lower and lower, and was almost down as he crossed the little rustic bridge and laid his hand on the latch of his own gate. His steps halted here: what should he do? God willed? Was it too late? Had he put off the coming too long? These are the questions that haunt him as he lifts the latch and passes up the walk. A servant admits him as he rings, and he passes on to the sitting room enpoint out. He has no need to be shown the way. How he has romped through that hall where a boy! Nothing is changed; it only seems last night that he stole out of that door, his heart hot with anger against his father. He opens the door of the sitting-room; his mother does not see him, he sits, gazing round at the fire that has just kindled, and is benumbed upon the hearth. How his heart emits him as he looks at her care-worn face, and knows he has caused it all.

He goes farther into the room, and, as his eager longing not to lose one glimpse of that dear face, he stumbles against a chair. She looks up now, and prepares herself to meet a stranger. One look more—"can I help it?" "Yes, it is—!" And her face is glorified with look of intense love as she cries out—"Clarence, my son, my son!"

He clasps her close, and murmurs: "Can you ever forgive me, mother?"

"Forgive you, my son? I do not need it!" Mrs. Steadham drew her son to a chair beside her, and watched, with eager interest, the changes that time had made in his favor. Not in his first hour of renewed affection did Clarence tell his mother all of his story; but so may had they been in conversation that they were seated when they heard kind footstep, and which Clarence knew were his father's.

Mr. Steadham entered the room, and Clarence saw that he had grown old rapidly, and carried his sorrow in his face. He knew his son in an instant, and, in a voice that sounded like a thank-offering to God, he went up to Clarence, and, holding out his hand, said: "My son, I am glad to have you back."

There may not have been killed the "fated call," but there went up deep rejoicing from that heart that said night. Clarence Steadham's experience was of great value to him; and, after the first days of home-coming, his father persuaded him to come into business with him. He had long wished this, and the clear insight that Clarence now possessed for business was what his father lacked, and felt the need.

### The Peircean System of Penmanship AND METHOD OF INSTRUCTION IN PUBLIC SCHOOLS.

By C. H. PEIRCE, OF KROUK, IOWA.

So many charges have been given the "Jury," that I would not be surprised if some would be forgotten and thereby impair the rulings of the "Court." If, however, there seem any inaccuracies, mysteries or inconsistencies, no pains will be spared to satisfy any reasonable inquiry.

It might be well, just here, to embody in direct language, what has been given in a general way through preceding lessons.

Programme "A" is made up of eleven distinct classes of instruction. Under each class is found so many parts, and each of these parts constitutes a copy, and each copy is to be passed, singly, by one or more efforts, according to the "Rules Governing Class-Work" in copy-book or in October JOURNAL, 1881. For example, a pupil is making a figure 4 for the first time in the present course of lessons, five or ten lines (per agreement) have been made and the other lines are for criticism. The teacher finds it carelessly done, or poorly done, or done with reference to a wrong impression. Whatever may be the cause, the work must be done again with an honest criticism from the teacher. The next effort of five or ten lines is still unsatisfactory. Again the work must be done over, and again, if necessary, until you are positive the child has done his best, and produced reasonably satisfactory results for his years. Deal honestly, and study the child's nature. The majority of children advance slowly at first, but as their age and judgment increase, so will their progress be accelerated. The result is that generally the number of efforts is diminished with each succeeding class of work. The child having passed the No. 4 satisfactorily, he is now able to cope with the next copy and the next, and the next much more readily than if poorly done. Never pass any class of work without having made fair improvement, and this is sure to be the result. The teacher who has just done their best, with a systematic course of development applied in each and every case to individual want and requirements.

What is true of the figures is true of the letters.

We now begin No. 5, extended letters with a low, leaving the rest of the class all along the skirmin line. A short explanation may, to advantage, precede my class-work. Yes, when pupils are taught to rely upon their own powers, and gain advantage by individual efforts only, each pupil, without exception, will ask the very questions that will lead to the earliest and best results. The advancement of any set of pupils is in proportion to the responsibility they bear individually. There is nothing beyond general responsibility when pupils write from copies as prescribed by our leading systems, and why? 1. All are required to write the same copy at the same time.

2. The class being made up of fair, poor and good writers, the results must coincide.

3. The work prescribed cannot be within the ability of all.

4. Personal attention is of but little avail.

5. A failure to understand work goes over.

6. Carelessness encouraged.

7. In case of absence (for any cause) the pupil must omit work or make it up.

8. In case required to write the copies, and often the books, do not tally.

9. In case of promotion or demotion, the present book which is, or is not, suitable is cast aside for another, which may, or may not, be suitable.

10. Grading necessary to awaken interest or compel application.

11. If the grading of copies be systematic, and the pupil thorough, many known causes fail to do the work given, the remaining part cannot be satisfactorily done.

12. When pupils become conscious (and they always do) of an easy mode of getting along, they adopt it at once.

13. Criticisms are made difficult and unprofitable.

14. No work secured out of school hours.

15. The anxiety and worry is thrown upon the teacher.

16. The entire class goes from one page to another regardless of results.

17. Confidence destroyed. First, as to pupils' ability, in not doing good work.

Second, in the teacher, because the pupils have failed to reach any satisfactory results.

I repeat it, each pupil must earn his own way and never be allowed to advance, except by his own merit. Every pupil is now working with a will, anxious to pass the next time. There are none so far behind but what have some company, and even with them there is ambition. Now is your chance to show partially by helping the slow pupils more than to help anyone else; take advantage of it, and you will be counted the best teacher on record.

The work of No. 5, is passed like all other work by letter or copy—each effort consisting of five or ten lines as you may decide upon. There will be no unnecessary hurrying, because each one knows that if the work is not well done the dose will be repeated. One by one the letters are passed until each is sure to be ready for work in long letters, which constitute No. 6, Programme "A."

As fast as prepared, each continues this class-work the same as all others passed over.

(To be continued.)

The progress of languages spoken by different people is said to be as follows: English, which at the commencement of the century was only spoken by 55 millions, is now spoken by 90 millions; Russian by 63 millions instead of 30 millions; German by 81 million 28; Spanish by 44 instead of 22; Italian by 31 instead of 18; Portuguese by 13 instead of 6.

Remember, you can get the JOURNAL every year, and a 75-cent book free, for \$1; or a \$1 book and the JOURNAL for \$1.25. Do your friends a favor by telling them.





Answered.

G. W. H., Ingleswood, Va.—How many subscribers shall I send at the full rate of \$1 each in order to get the Common-Sense Blotter as a premium? *Ans.*—Four.

H. B. Segar, Hilland Park, Ill. Can you furnish me the back numbers of the JOURNAL up to last May? *Ans.*—We can furnish all the back numbers except those for June since such are inclusive of May.

Subscriber asks us to explain the late arrival of the February number. *Ans.*—Our great anxiety to give him the worth of his money, which led us to undertake more than we could get done in a shorter time, in the way of cuts for illustrations. We hope to do better in future.

J. M. F., Wheeling, W. Va.—When will the Executive Committee fix the time of holding the next Convention of the Business Educators' and Penmen's Convention? *Ans.*—The matter has been informally considered, and the time will probably be the week following the Fourth of July.

J. D. H., Worcester, Mass.—I noticed, some time since, a question in the Penman's Gazette, by a subscriber, respecting the period of the Stag and Eagle in the PENMAN'S ART JOURNAL. I believe that there has never been any question respecting their paternity; but there seems to be a grave question as to the creator of a certain Lion, which appears as the ninth lesson for practical writing in Gaskell's Compendium; also, in Slaters' Compendium and in a later work, in which it appears to be about the same, the imprint of one Jones is branded on the beast. Can the JOURNAL throw any light on the chirographic pedigrees of the animal; and, by the way, is it appropriate to give, as a copy, a picture of a lion, for the sixth lesson in practical writing? *Ans.*—We have our views as to the authorship of that Lion, but prefer not to give them until the returns are all in. As to the last question, we will say, if, in learning to write, you find a lion in your way, you can pass by on the other side, and suffer no harm.

W. E. B., Stansberry, Mo.—As through business life we use the common commercial pen, why not teach with them instead of the finer sort? *Ans.*—First, it is not a fact that we all use a "common commercial pen." Second, all really artistic and professional unities requires a finer grade of pen. Who can know, when learning, the precise use to which he will put his writing in after life? *Second.*—A fine and more perfectly pointed pen produces perfectly any desired quality of line and stands as well as form of letter, and the pupil and instructor are better enabled to judge of the writing while practicing from the copy. *Third.*—All the copies in the books and

on the slips used in most of the public schools are from delicately engraved copper plates, to imitate which requires a fine and perfectly pointed pen. With a coarse, stiff, and often very imperfectly-pointed pen the exercises of even the skilled pupil can bear little resemblance in his copy, and he cannot therefore judge as well of the merit of his efforts. *Fourth.*—A person having learned to write well, with a fine and delicately-pointed pen, experiences no difficulty in afterward using a coarser pen.

Send Cash with Advertisements.

We wish to remind all persons wishing to have advertisements appear in the JOURNAL, that it is entirely essential to send copy unaccompanied with cash, at the rate of thirty cents per line (six words estimated as a line) for space less than an inch. See rates at the top of the first column of the centre page of the JOURNAL. No advertisement inserted for less than \$1.00.

Sample copies of the JOURNAL, 10 cents.

Valuable Aids to Good Writing.

"The Standard Script Ruler" which places constantly before the writer correct models for all the large and small letters, figures, and, in combinations, the proper scale of size and proportions of writing. They are invaluable to the pupil, teacher, accountant; in short, everybody. The counting-house ruler, fifteen inches long, brass edge, mailed for 30 cents. School ruler, same as above, without brass edge, 20 cents. If you order either of them, you will certainly be delighted with our investment.

"The Portfolio of Standard Practical Penmanship" contains the best and most complete series of copies and exercises for enabling the learner, by home or office practice, to become a good writer, ever published. Mailed for \$1.00.

"The Spengercraft Straight and Oblique Penholder Combined" mailed for 12 cents; two for 20 cents.

"Ames's Hand-Book of Artistic Penmanship," 32 large pages, contains all the



C. L. Martin is now teaching plain and ornamental penmanship at the Normal and Business College at Macomb, Ill.

E. L. Barnett, who has been teaching writing-classes for some time past in the South, has lately returned to his home in Elmira, N. Y.

D. H. Farley is teacher of penmanship and book-keeping at the State Normal and Model School, Trenton, N. J. He is a superior writer and a popular teacher.

Prof. Southworth conducts a special class in penmanship at the Northern Indiana Normal School, Valparaiso, Ind., in which there are about one hundred pupils, all of whom subscribe for the JOURNAL—correct.

W. G. Slosser, Ingleswood, Va., will please accept our thanks for a number of notes of Confederate money lately received. Any par-

E. K. Bryan's Business College at Canton, Ohio, was lately destroyed by fire. Beside the loss of school-furniture, etc., Mr. Bryan lost a valuable library and the electrolytic plates of a portion of a work which he had in course of preparation on book-keeping. We may not fully balance the account, but Mr. B. is at full liberty to place our sympathy upon the credit side of his gain and loss account.



Specimens of penmanship worthy of mention have been received as follows:

E. R. Evrens, Elmira, a letter.  
A. S. Clark, Cambridge, Mass., a letter.  
G. W. Slosser, Ingleswood, Va., a letter.

P. B. Shinn, Deer Creek, Ind., a letter and flourisher bird.

Frank B. Lothrop, South Boston, Mass., a letter executed in a superior business hand.

C. W. Rice, of the Denver (Col.) Business College, a letter.

J. M. Frasier, Business College, Wheeling, W. Va., a letter.

T. E. Youmans, calli-artist, Savannah, Ga., a letter and cards.

H. C. Spencer, of Washington, D. C., a letter in most elegant style.

S. D. Gutesch, Wright's Business College, Brooklyn, N. Y., a letter.

W. F. Cosper, Kingsville, Ohio, a letter, specimen of copies and capitals.

D. H. Farley, Trenton, N. J., a photograph of skillfully engraved numeral.

J. E. Ockelman, penman and teacher, Tell City, Ind., a letter and flourisher bird.

W. McKee, penman at the Oberlin (Ohio) College, a letter most excellently written.

D. W. Stahl, teacher of writing at the Normal School, Peirce, Ohio, a letter and card specimens.

J. L. Goldsmith, penman at Moore's Business Agency (Albany, Ga.), an elegantly-written letter.

Charles Hills, penman at the Crittenden Commercial College, Philadelphia, Pa., a letter and set of capitals.

G. W. Ware, Bonham, Texas, a well-written letter, flourisher bird, and whole-arm capitals, which are superior.

George Spencer, teacher of penmanship and accounts, B. & S. Business College, Detroit, Mich., a letter in elegant style.

C. L. Scoble, penman at Nelson's Business College, Cincinnati, Ohio, a letter, and a list of twenty-six subscribers to the JOURNAL.

Eugene E. Scherrer, Galveston, Texas, photo-engraved copies of two elaborate and well-executed specimens of penmanship.

Chas. A. Erney, Patent Office, Washington, D. C., a photo-lithographic copy of an engraved numeral, which is very creditable.

W. H. Howe, Waikanae, Ill., a photo-engraved copy numeral chart, which is ingenious in its design and creditable in its execution.

R. S. Bonnell, penman at Carpenter's B. & S. Business College, St. Louis, Mo., a letter and a gracefully executed specimen of flourishing.

H. C. Carver, penman at the La Crosse (Wis.) Business College, a letter and club-list for the JOURNAL, numbering twenty-five names.

J. A. Renaldi, penman at the Mount City Commercial College, St. Louis, Mo., a letter and a list of thirty-five subscribers to the JOURNAL.

A. M. Palmer, penman at the Cedar Rapids (Iowa) Business College, a letter, set of capitals, and a variety of really superior plain and fancy writing, and a list of twenty-five names as subscribers to the JOURNAL. See his card on our advertising column.

THE National Pen and Ink Hall  
Cleveland Ohio March 3<sup>rd</sup> 88  
Prof. C. L. Martin  
Dear Sir  
I enclose find an enrollment of Two Hundred and Sixty Subscribers for the Penman's Art Journal for one year and a check to pay for the same.  
Your Journal is indispensable to a professional penman, and is worth from \$5 to \$10 per year to each and every teacher of Public Schools in the U.S.  
Very Respectfully  
Yours G. W. Michael

The above letter is photo-engraved from an original letter, written by G. W. Michael, teacher of penmanship at Oberlin, Ohio, on March 3<sup>rd</sup>. Mr. Michael added nine names to the Club mentioned therein—making 269.

principles, with numerous designs for flourishing, with twenty-five standard and artistic alphabets, and a page of monograms; also, hints for designing and executing fine artistic pen-work. Sent by mail, in paper covers for 75 cents; in cloth, for \$1.00. In paper covers it is given free, as a premium, to every subscriber to the JOURNAL for \$1.00. In cloth, with the JOURNAL, for \$1.25. All the above articles are promptly mailed from the office of the JOURNAL on receipt of the price.

Packard says "that about the first thing in his life he remembers is of loving all the nice little girls." Some of the girls are wondering if he has got over it yet. We should think not—from the large number of nice young ladies who every year graduate from Packard's Business College.

Remember that for \$1.00 you can get the JOURNAL one year, and a valuable book on artistic penmanship, free.

ties wishing to secure similar specimens at a nominal cost can do so by addressing him.

The Oberlin (Ohio) Times says: "Forty-two new case-stained chairs have lately been added with other new furniture to the college-writing rooms." It pays a high and well-deserved compliment to Mr. McKee as a popular and successful teacher of writing; his classes number upward of one hundred and fifty.

Ferdling Schofield, who has long held high rank among the skillful and successful teachers of the East, is now engaged in the Normal Penmanship Department of Musselman's Gem City Business College, Quincy, Ill. We are pleased to note that this institution is in a most flourishing condition, numbering over three hundred students.

Frank B. Lothrop, of South Boston, Mass., will please accept our thanks for a copy of "Foster's System of Penmanship; Or, Art of Rapid Writing," published in 1835. It was evidently a work of rare merit in its day. The copies are all finely engraved, and printed from copper-plates. We shall say more of the work in the future.

J. E. Soule, of Soule's B. S. Philadelphia Business College, an elegantly written letter, and a superb photo of himself for our scrap-book—thanks.

H. B. McCreery, of the Utica, (N. Y.) Business College, a letter. Also a specimen written by Master C. L. Ormsman, a pupil in that institution, which is excellent.

C. N. Crandle, penman at the Western Normal College and Commercial Institute, Rushville, Ill., a letter and a club of thirty-five subscribers to the JOURNAL.

J. M. Holmes, Wilkins Run, Ohio, specimens of home and mine, consisting from the lessons given in the JOURNAL, which specimens show very marked improvement.

Thos. E. Phillips, Poughkeepsie, N. Y., a letter. Mr. Phillips says: "I have taken the JOURNAL a little less than a year, and I never invested a dollar where I got a greater return."

C. E. Newman, penman at the Pacific Business College, San Francisco, Cal., a letter, specimens of practical writing, and several specimens of written cards: all of a high order of merit.

J. C. Miller, Leokberg, Pa., an elaborate and skillfully-executed specimen of flourishing, and a set of splendidly-executed capital letters. Attention is invited to Mr. Miller's card in our advertising columns.

### When to Subscribe.

For several reasons it is desirable, that, so far as is practicable, subscriptions should begin with the year, yet it is entirely optional with the subscriber as to when his subscription shall commence. Those who may be specially interested in the very practical and valuable course of lessons commenced by Prof. H. G. Spencer may have their subscriptions begin with the May number, in which is the first lesson of the course.

### Spencer Memorial Library.

The association of citizens of Geneva, Ohio, has secured a charter, and are now raising funds to build a new and fine free library, to be called the P. R. Spencer Memorial Hall and Library. It will be a shrine of bibliographic art as well as literature and science. Certainly, a most fitting memorial to the founder of the Spencerian. Under the name of Spencer, over the portals of the hall, should be inscribed, in the words of the late President Garfield:

"He wrought out that system of penmanship which has become the pride of our country and the model of our schools."

### Our Premiums.

Inasmuch as the JOURNAL will, this month, be mailed to many thousand persons who have no knowledge of the character or style of the premiums, one of which is given free to every subscriber, we have arranged to send out tags for the purpose of inserting cuts—reduced size—of a portion of them.

### Note.

Our stock of the Centennial Picture of Progress, 28, 29, being exhausted, and the plates, from which it was printed, destroyed, it can no longer be sent free as a premium. We, however, have a stock of size 22 x 4, finely printed on heavy plate-paper, which will be mailed with a key as a premium, for 25 cents extra. Many thousands of this picture have been sold by agents at \$2 per copy. There is no more interesting and valuable picture for schoolroom or office than this picture.

### How to Remit Money.

The best and safest way is by Post-office Order, or a bank draft, on New York; next, by registered letter. For fractional parts of a dollar, send postage-stamps. Do not send personal checks, especially for small sums, nor Canadian postage-stamps.

### CORRESPONDENCE.

NEW YORK, March 3rd, 1883.

Editors PENMAN'S ART JOURNAL:

SIRS: In the last issue of your paper I notice a clipping, said to have come from the *Atlantic Monthly*. The writer pronounces the Compensium system "rank humbuggery," and claims that the autographs in many cases are not written by the parties who claim to have written them, and "in other cases are 'doctored' before they are engraved, until the writer himself would scarcely know them."

This fellow, whoever he is, is talking wild. He knows nothing whatever about the matter. These autographs have always corresponded with the handwriting of the letters including them, and I do not believe that any of them are fraudulent. As for the doctoring process, say real penman knows very well that it would be much easier to write the entire signature over—to make a good counterfeit—than to "docteur" it, and thus make it better. Whatever they may do at our door this doctoring business is a little too big a load. It would be more sensible to charge us with writing the whole thing, and to declare that even the portraits are fictitious.

As for the style of writing, the same objections weigh against it as are brought to bear against all other Spencerian or systematic penmanship. The writer says the hand lacks "character." This is a question for writing-teachers. It don't prove that the Compensium is a fraud or its publisher a swindler. Very truly,

G. A. GASKELL.

PACKARD'S BUSINESS COLLEGE,  
805 Broadway,

NEW YORK, March 1st, 1883.

My dear Ames:

Enclosed find check for \$36 to cover 50 subscriptions to the JOURNAL, made by our young men. This is only the first installment. We are pledged to 100 at the least.

Yours truly, S. S. PACKARD.

### Ames's Hand-Book of Artistic Penmanship.

PACKARD'S BUSINESS COLLEGE,  
805 Broadway,

NEW YORK, March 13th, 1883.

Editors of the JOURNAL:

I have never seen anything more generous than your offer of the Hand-book. It is a golden inducement, and should speedily bring your subscription-list. This is a book which nobody can afford to be without on such terms. Our students promise a still larger list of subscribers to the JOURNAL than they have yet sent. Yours,

WM. ALLEN MILLER.

What a few among many others say: Mr. Ames has made an admirable little work for beginners, and it will prove of great value to those who desire to learn flourishing and to make fancy alphabets. Of the alphabets there is a great variety, and all are elegant.—N. Y. School Journal.

W. P. Cooper, Kingsville, Ohio.—"It is a perfect gem."

J. D. Helcomb, Cleveland, Ohio.—"It is a valuable little work, worth at least twice the published price, and those who take advantage of your liberal offer will have reason to congratulate themselves upon the investment they have made."

John F. Shepherd, Harrison Switch, P. O., Tenn.—"I am surprised at the excellence of both the Hand-book and the JOURNAL."

W. C. Bosham, Sidney, Ohio.—"Hand-book just received. Would not part with it for anything. It is perfectly splendid."

The Penman's Gazette for April is just out, and is an unusually interesting number. Send for a copy to G. A. Gaskell, P. O. Box 1534, New York.

### Questions for the Readers of the "Journal."

By C. H. PEIRCE.

1. What are tracing movements?
2. What are extended movements?
3. What is the philosophy of movement?
4. What are capital letters?
5. What are combinations—disconnected, continuous?
6. What are the objects gained in tracing movements?
7. What are the objects gained in extended movements?
8. What are the objects gained in philosophy of movement?
9. What are the objects gained in combinations?
10. In what do our amateur penmen lack the most?
11. Is good, excellent or superior form dependent upon speed?
12. In the movement that enters into good, excellent or superior results pure in its nature?
13. Are combinations practical?
14. Are combinations a necessity?
15. Are combinations more difficult than single capitals?
16. What movement as applied to penmanship?
17. Is the proper selection of capitals necessary to success?
18. Is the development of taste a consideration in the execution of capitals of a high order?
19. What movement enters into the second part of a small *t*?
20. Why are extended movements which contain capital letters easier to execute than single capitals?
21. How is any one to determine the variations of movement in different capitals and small letters?
22. What is a figure?
23. What is a letter?
24. What is a short letter?
25. What is a semi-extended letter?
26. What is an extended letter?
27. What is the longest loop-letter?
28. What kind of stroke in main part of *t* and *d*?
29. What kind of stroke in main part of *p* and final *t*?
30. What are the exceptions in short letters, as to height?
31. How many letters begin with a right-curve?
32. How many letters end with a right-curve?
33. How many letters begin with a left-curve?
34. How many letters end with a left-curve?
35. How many principles in continuous combinations?
36. What are they?
37. How are the lengths of loop-letters to be made equal?
38. What produces uniformity of stroke in any class of work?
39. Who will answer these questions?

Mr. Packard has inaugurated a practice, which, sooner or later, our progressive and comfortably situated business college men must adopt—that of weekly social reception. For the past three years Mr. Packard has kept "open house" for his students and their friends, at his residence, 114 E. 73d Street, on Wednesday evenings, from January to May. These weekly receptions have been very pleasant, and are very popular.

### A New Atlas.

Attention is invited to an advertisement in another column of a new national Atlas, by John W. Lyon & Co., No. Library, schoolroom building, New York, which is without a copy of this kind and valuable work. We speak from observation (having had copies both in our business-office and private study for some time past), when we say that it is the most complete and valuable Atlas published. See advertisement in another column.

### Writing in Country Schools.

By C. G. PORTER.

In the January JOURNAL, "G. N. S.," in discussing our article under the above title, says that he "is dissatisfied with the present condition of our country schools as regards writing," but that he "agrees with the scholar who thinks that if he can write legibly, that is good enough." Which statement implies, in his section of the country at least, the average pupil of the common school, upon the completion of his school-days, cannot write legibly. He also says—"I think the student may consider himself very fortunate if he can learn to write a rapid legible hand."

In our former article we said that we did not agree with the student who thought if he could write so it could be read it was good enough. There is a great difference between a schoolboy's writing—which is barely legible enough to read—and a rapid legible hand. Does that pupil who is satisfied with a barely legible handwriting, ever attain a rapid legible hand? As far as my observation goes, he does not. On the contrary, his writing is very slow, cramped, and laboriously performed. He always dreads to write, because it is such hard work; and as the majority of people whose education is limited to the curriculum of the common country school seldom do very much writing, they naturally write a better hand on leaving school than they do after "years of practice" for a long time. As a teacher, I am sure, does not think so. I equals it, I claim that it is necessary for the pupil to strive for something more than mere legibility if he would ever attain any proficiency worthy the name in placing his thoughts upon paper. Again, a pupil will always write better when using his copy-book, under the direction of the teacher, than he will when writing his own thoughts upon paper, with no one present to criticize his faults and correct his errors as he makes them. It is only too true, as "G. W. S." says, that the desks in many of our schools, business are narrow, and of improper height. There are also, in country schools, many other drawbacks to the proper teaching of writing; some of which "G. N. S." mentions, as, lack of time, frequent change of teachers, etc.; but the same arguments may be used, with equal force, against any other study in the school.

"G. N. S." asks, if it is "possible to train the muscles of the wood-chopper or force-builder to do anything more than plain writing, if that." What more do we want to teach in a country school? Yet there is no reason why they should not learn to write a good hand. It is not necessary to be a soft-fingered student or clerk to be able to do good, neat and rapid work with the pen. I have seen "hobby-handed" sons of toil who could not only do good, plain writing, but could also execute quite creditable ornamental work. As to the average country youth spends from two to four months in school each year, for from eight to ten years, there is no good reason why he should not, under proper instruction, learn to write a neat, rapid, legible and fairly symmetrical hand, which is good enough for all ordinary purposes.

I do not agree with "G. N. S." in the statement that "the average teacher can and does write a better hand than the average business man." The teacher, in writing copies, of course imitates the standard forms of the letters more closely than the average business man does in his correspondence. But an ordinary letter, written by the average business man, compared with one written by the average teacher, will show that the former, while exhibiting more of what is termed individuality in writing, shows a sterner page, is more easily, rapidly and smoothly written, and is fully as legible. That "writing is an art" is true, but that it is more difficult to learn than the other branches, with the same amount of time, study and labor bestowed upon it as is given to the others, we do not believe.

There is one thing which, by the majority

of teachers, seems to be almost entirely overlooked, and which should always be taught in connection with writing, and that is, the proper form of writing letters, and the more common forms of business paper. We hope that Prof. Ames's series of articles on Letter-Writing will prove a valuable lesson to our teachers, and that we may see the effects of it in their teaching.

### Mental Condition: Or, The Spirit of the Room.

By C. W. COOPER.

If we carefully look over the pages of history we shall find that mental conditions have often not only modified and directed the course of events, but decided even the destiny of nations. If such is the fact, can it be a matter of surprise if, in the labor of acquiring as humble an art as writing, mental conditions may have more to do with defeat or success than we may at first suspect or imagine?

The school master is no stranger to the effect or influence of mental conditions upon his class, nor does he fail to give both weight and importance to the spirit of the room. The writer of this article has often found, when he least expected, the spirit and temper of the room favorable to intelligent labor and success; at other times, when every other circumstance seems favorable, he has been defeated in an antagonism that he could not understand, and a spirit which he could neither account for nor control by any means within the grasp of his invention or research. He has found this condition of affairs in some localities than others, and when certain kinds of teachers had charge of the school the balance of the time.

We all know, or public speakers at least know very well, the tricky and vacillating temper of public assemblies: now, in humor, and now out; in fact, a condition not uncommon in theatres themselves. The writer has witnessed things more creditable still: convocations made up of men of ability, in which a spirit of iconoclastic disorganization was rampant, without reason, and as thoroughly detestable as dishevelled.

He has seen things worse than this: Boards of Arbitrators, and Associates on the Bench, fully warped and fully committed to false judgment unpaid, where innocence could have no hope, and fair dealing no expectation—all through the spirit, by some means, dominant; hateful enough, but endured, and for the time to force all parties to the execution of its nefarious will.

Probably, among orators, no man in America so quickly reads and divines the spiritual status or temper of an audience as Mr. Beecher, or is so ingenious in shifting an outward drift, or putting a favorable condition to good account.

Mr. Moody, above all men, understands spiritual conditions in great bodies of people—their use and their abuse, and how especially, with the aid of music, to exorcise an sorcerous devil, or attune such dissonant tempers to one pitch of consistency, and obedient and flexible note. But not even the most gifted can always subdue the spirit beligerent, or exorcise the devil fairly enthroned. Great orators have, upon the stump and elsewhere, suffered unaccountable defeats, from time to time; and great teachers, of their best efforts had to record only disasters and failures. Mental or spiritual conditions are alternately at work upon the human mind as

often in public assemblies as anywhere else, and writing-classes are no exceptions. The teacher or speaker, highly impressive himself, catches very often, at a glance, the true sense of the situation. Expecting a most happy reception, his soul goes back upon himself, and, as quick as thought, he mentally asks, what is first to be done; and now all inventions, all previous experiences, and all previous artifices, are overhauled for the right expedient—meritorious, indeed, is his effort if he make the right hit.

Sometimes the teacher, perhaps unexpectedly, finds all in his favor. With or without reason, he is the idol of his class. On such occasions, in all things he is an oracle, and his will is law. This condition he seizes gladly with delight, and, if experienced, is not slow to turn its advantages to account. If the master loses out his self-possession, if he is quick to discover expedients, he will, by some felicitous hit, not unfrequently re-establish a working temper in his class. Or it may happen that a judicious introduction or happy bit, by some friendly teacher, in a restorative speech, may put all things to rights, open the gates to

thing but stable, and the temper, steady, and even to its legitimate work and place. Every face is a study, and every student a look—to be early read by a good master, and although in matters generally he is to treat all alike, there is an under-special treatment for a majority, and this side work must be not publicly but quietly, rapidly and secretly done. There is the individualism of each, a structure—spiritual and mental as well as physical—to be studied up; and if we consider that the work of the class takes the whole man, instead of a part, of course the whole are to be manipulated more or less. Indeed, there can be no greater error than to teach a class as a unit. One pupil has a strong will; another has none. One has hope; his neighbor, not any. One has a nerve; the next has none. One, the mechanical eye; the next does not know C from A, etc. To take into your hands one hundred of these fellows for an hour, and to steadily by aids put and in character to lift one out, but all, steadily up. This is the business of a good master, and generally as much as he would wish to do. If we con-

on, ultimately, to success. To thus successfully handle our hundred pupils, this man must be no laggard. He must quietly place an obstinate pupil in position; he must, with a simple whisper and touch, around some sleepy clown to action and willing work; and so on, reaching quickly, even instantly, the necessities of every sort of condition and ease. In short, he must be a silent but determined warrior—everywhere, at once; all eyes, all ears, all touch. But if he carry out this spirit with him to the end—I am right, and I will have my own way, and I shall succeed—he will, we feel, the beginning, with a dead class.

Considering the immense labor piled on the shoulders of good teachers of penmanship, and the variety of qualification essential to bring along these huge classes, I have been surprised that Boards of Education should often stick on half-pay, and that teachers in attendance should strive to thrust an extra load, in the way of government, on the shoulders of these men. I have a hundred times seen this thing done, where the improvement was doubtfully renegeative, and the treasury loaded with the weight of surplus funds. Masters such as I

I have seen are too free for too much men of ambition and public spirit to temper labor to pay, and so give a consideration for which not even a thank is returned. The pupils, scores in number, come into the hands of a master—a stranger—with all of their faults, incapacities and weaknesses. The art to be learned is the most sensitive of all arts; tools and materials are out of place, and unfit; there are all degrees of qualification; the spirit of the room is intolerant; the time is circumscribed, and the hall badly desked and encumbered with books. The scribe, orator, teacher, artist, disciplinarian, must work almost with the rapidity of lightning and the slight-of-hand of a wizard, or he cannot possibly compass his work. If he does reach desired results, and make troops of writers where others have left scarcely the impress of one good mark, he closes not seldom with a silent hall and a thankless Board.

Still, if it happens, as it sometimes does, that in a hall, filled by that previous preparation which only good teaching furnishes, users him to the presence of a right spirit; his part, calls forth a ready response, and all labor is crowned with hearty appreciation and abundant fruit; where faint, courage, hope and goodwill lighten and brighten every task; then, in the glad fruition of these better days, all old sacrifices are made up, and with himself and the people the master is content to be at peace—or even more, on terms of jolly good-fellowship.

Now is the time to subscribe for the JOURNAL, and begin with the year and new volume.

### Send \$1 Bills.

We wish our patrons to bear in mind that it is payment for subscriptions we do not desire postage-stamps, and that they should be sent only for fractional parts of a dollar. A dollar bill is much more convenient and safe to remit than the same amount in 1, 2 or 3 cent stamps. The actual risk of remitting money is slight—if properly directed, not one miscarriage will occur in one thousand. Inclose the bills, and where letters containing money are sealed in presence of the postmaster we will assume all the risk.

25th ANNIVERSARY

AND Graduating Exercises OF

Parkards' Business College

ACADEMY OF MUSIC.

TUESDAY EVENING, MARCH 6, 1883.

You are cordially invited to be present.

S. S. Parkard.

The above cut was photo-engraved from pen-and-ink copy, prepared at the office of the "Journal," and is given as a specimen of pen-work practically applied to business purpose.

uncommon progress and success. The teacher will, furthermore, find the spirit of his class changing from lesson to lesson, and from day to day, and often in the same lesson. He will often see it unexpectedly seriously modified in the same lesson. Sometimes it waxes, obedience; and sometimes, insubordination; sometimes, trifling; at others, careful work—and, very likely, unexpected and remarkable progress. On one day all conditions will be favorable; the next, every moment requires artifice to keep the room to work. New perplexities will now multiply, and, on some occasions, as abrupt adjournment is the best thing the occasion will suggest. The writer has, now and then, on such occasions, suddenly ordered pens and paper laid aside, and finished the sitting with a pointed and heating speech.

There are times when all difficulties are thrust upon teacher and class by some stealthy and hidden hand. Quietly and handsomely to dispose of this class-room nuisance, is a good and handsome thing. Still, other matters are here properly considered. Each pupil has a temper and spirit of his own, as well as his own budget of discouragements and perplexities to contend with. With a majority, the spirit is any-

consider the above perplexities and difficulties with which teachers of writing have to contend, we shall not be slow to understand that a professional teacher is better than a Tyro in this business; we shall further be able to understand that a little experience may prove of great value to him who has charge of this department. Boards of Education who have of these matters the superintendency, and teachers in no way remarkable for sagacity and heavily burdened with other labors and cares, may not be exactly the persons to make writers anywhere, or manage writing-classes. In public schools, where the day is oppressed by both teacher and pupils with many labors, and the teacher of penmanship walks in; the desks are cleared, and the host is at once handed over to his charge and his manipulation. He is at once (for time is precious) to get used to hold attention, arouse the old enthusiasm for the pen; see to it that every convenience is in its place, and call for a response to work. His authority is limited; and for the rules of his class teachers or pupils care but very little. How shall he succeed? He must bring a spirit strong enough and determined enough to take the class—teachers and all—and carry them stoutly through the labors of his hour, then

where all good and skilled labor is his part, calls forth a ready response, and all labor is crowned with hearty appreciation and abundant fruit; where faint, courage, hope and goodwill lighten and brighten every task; then, in the glad fruition of these better days, all old sacrifices are made up, and with himself and the people the master is content to be at peace—or even more, on terms of jolly good-fellowship.

Penmanship in Public Schools.

The question, "How shall I teach penmanship?" is no doubt asked by every teacher. It is certainly one of great importance. Teachers who like the romantic...

Selected Wit and Wisdom.

Make yourself necessary, and success is certain. A bad sign—to sign another man's name to a note. Nothing is denied well-directed labor, and nothing is to be attained without it.

A theory about the dead languages—that they were killed by being studied too hard. "Well, wife, you can't say I ever contracted bad habits."

A minister once took for his morning text, "Ye are of your father, the devil," and in the afternoon, "Children, obey your parents."

A witness in court was asked if a party to the suit was a truthful man. "No," he answered, "he'd rather lie at sixty days than tell the truth for each day."

Young lady (addressing a spaniel): "I do love a nice dog." Dandy (near by): "Ah! would I were a dog!" Young lady (sharply): "Never mind, you'll grow."

Always add a line or two on the margin of a letter to a lady. You can't imagine the satisfaction he will obtain in turning it upside down to read the postscript.

Life is like a harness. There are traces of care, lines of trouble, bits of good fortune, breeches of good manners, bridled tongues, and everybody has a tug to pull through.

Parson, to boys playing on Sunday: "Boys, do you know what day this is?" "Leighe, Billy, here's a liar. Here's a cove as has been out all night, and don't know what day this is!"

"Goods at half price," said the sign. "How much is that trespot?" asked an old lady. "Fifty cents, mam," was the response. "Guess I'll take it," she said, throwing down a quarter. The sign was taken in.

A lawyer once asked the late Judge Pickens, of Alabama, to charge the jury that "it is better that ninety and nine guilty men should escape than that one innocent man should be punished."

"Yes," said the witty judge, "I will give that charge; but in the opinion of the court the ninety and nine guilty men have already escaped in this country."

Tom Marshall was using quite abusive language in a Kentucky court at one time, and the judge, after one or two reprimands, fished him two dollars for contempt. Marshall looked with a smile at the judge and asked where he was to get the money, as he had not a red cent. "Borrow it of a friend," said the court. "Well, sir," answered Mr. Marshall, "you are the best friend I have; will you lend me the money?" "Mr. Clerk," said the judge, "you may return the fine. The State is better able to lose than I am."

For \$2 the JOURNAL will be mailed one year; also, a copy each of the "Standard Practical Penmanship" and the "Hand-book of Artistic Penmanship" (in paper covers; 25 cents extra in cloth). Price each, separate, \$1.

One of Brother Gardner's Lectures.

"An Brudder Stepp Johnson in de hall dis evnint'" asked the President as he arose and looked up and down the aisles.

"Yes, sah."

"Den he will please step to de front!"

Brother Johnson appeared to labor under the impression that a medal was about to be presented him for having the longest heels of any man in America, and his face wore a broad grin as he took at the desk.

"Stepp Johnson!" said Brother Gardner in his most solemn tones, "I was in de back room of a grocery on Beauthien Street de older night to bargain for tobacco boxes of 'aters, an' I heard your voice you come in to order f'or pounds of hick-

well flour, and to remark dat your ole woman was ravin' crazy wid de tooface."

"Yes, sah, dat was true."

"De ole man Climax som dropped in, an' it wasn't five minutes befo' you had de hot dispute 'bout de aige of de airth."

"He don' know nuffin, sah."

"You called him a fool."

"An' he called me a liar."

"You said he was a bigot."

"An' he said I was a humbug."

I heard it all, Brudder Johnson, and now I want to talk to you a little. In the first place, what do you know 'bout de aige of de world?"

"I—I—well, sah, what does de ole man Climax know 'bout it, sah?"

"Dat's it—what do neither one of you know 'bout it? Nuffin—'duffer 'till de airt. Dat's what de trouble cums in. Two men will dispute harder ober what they don't know dan ober de airt facts. De worst enemy yer had was a man who got mad at me be-cause I wouldn't be lieve in ghosts. What me don't know we often try to make up in argyment. What we lack in argyment we try to make up for in blab. It an easier to call a man a fool dan to produce facts and figures to convince him dat de an in de wrong."

"What you believe in wid all yer heat may, arter all, be wrong."

"De man who drops argyment for hick-

hew has to ease.

"It an my de fairest-minded men who abnut their ignorance of what dey don't know."

"Abuse may silent a man, but it won't convince him."

"It an my ole bigot who prides himself on his cast-iron opynions."

"It an my ole fool who believes asserts an true becase he asserts 'em."

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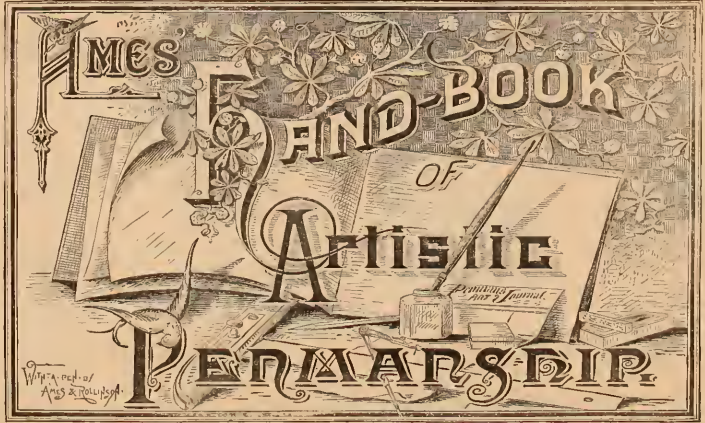


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Lessons Omitted.

Owing to the large amount of other matter we desired to present in this number, and the fact that both Prof. Spencer and ourselves have so occupied with affairs pertaining to the Business Educators' Convention, and the effort for a short vacation, as to interfere with the preparation of copy and illustrations, both the Writing Lessons and the article on Correspondence have been deferred. One or both will appear in the August issue.

Report of the Fifth Annual Convention of the Business Educators and Penmen of America.

In view of the fact that a verbatim report, in pamphlet form, of the proceedings of the Convention is to be immediately published, we shall attempt little more than an outline of the proceedings, giving prominence to that portion which relates more especially to penmanship.

The Convention convened on July 10th, in the hall of the Spencerian Business College (Lurens Hall), Washington, D. C., and was called to order by Hon. A. D. Witt, of Dayton, Ohio, President.

The following members and attendants were present:

- Hon. A. D. WITT, Dayton, Ohio.
C. E. CADY, New York city.
S. S. PACKARD, New York city.
Miss LOUISE B. HILL, New York city.
D. T. AMES, New York city.
Mrs. D. T. AMES, New York city.
Hon. H. A. SPENCER, New York city.
H. C. SPENCER, Washington, D. C.
Mrs. H. C. SPENCER, Washington, D. C.
LYMAN F. SPENCER, Washington, D. C.
LEONARD SPENCER, Washington, D. C.
Miss MARGIE SPENCER, Washington, D. C.
Geo. E. LITTLE, Washington, D. C.
E. C. TOWNSEND, Washington, D. C.
Geo. R. D. MESSY, Washington, D. C.
W. J. SWANK, Washington, D. C.
J. O. T. MCCARTHY, Washington, D. C.
D. A. BROWN, Washington, D. C.
M. D. CASKY, of the U. S. Treasury, Washington, D. C.
R. C. SPENCER, Milwaukee, Wis.
H. C. PIERCE, Keokuk, Iowa.
W. H. BROWN, Baltimore, Md.
Hon. JES. MAYHEW, Detroit, Mich.
URAH MCKER, Oberlin, Ohio.
G. W. MICHAEL, Oberlin, Ohio.
A. H. HINMAN, Worcester, Mass.
Mrs. A. H. HINMAN, Worcester, Mass.
W. H. BROWN, Baltimore, Md.
Mrs. W. H. SADBLER, Baltimore, Md.
W. H. PATRICK, Baltimore, Md.
F. E. ROGERS, Rochester, N. Y.
A. S. OSBORN, Rochester, N. Y.
C. P. MEADE, Syracuse, N. Y.
W. N. YORKE, London, Canada.
Hon. A. J. RIDGE, Trenton, N. J.
J. M. FRASHER, Wheeling, W. Va.
Mrs. J. M. FRASHER, Wheeling, W. Va.
Miss FRASHER, Wheeling, W. Va.
Miss FRASHER, Wheeling, W. Va.
Miss FRASHER, Wheeling, W. Va.
C. N. CRANDER, Busholt, Ill.
Miss C. N. CRANDER, Busholt, Ill.
Mrs. C. N. CRANDER, Busholt, Ill.
G. M. SMITH, Greenboro, N. C.

Prof. C. E. Cady was appointed to report

the proceedings of the meeting and superintended their publication.

A letter was read from Mahlon J. Woodruff, Manager of the Russell Erwin Manufacturing Co., New York, favoring the establishment of the Platt R. Spencer Memorial Library at Geneva, O. The letter contained an eloquent tribute to Mr. Spencer's devotion to the cause of business education. Communications on the same subject were received from Jay P. Treat, Esq., and Mr. P. W. Tuttle, of Geneva, O.

Messrs. Packard, Sadler, and Mayhew were appointed a committee to draft suitable resolutions relating to the establishment of the Platt R. Spencer Memorial Library and Library Association at Geneva, O.

Mr. Packard, of New York, spoke for an hour on the subject of the management of business schools. He first gave a rapid sketch of the history of business education during the past thirty five years, most of which he has seen and much of which he has helped to make, and then took up the subject of building up and conducting business colleges. He believed in vigorous but appropriate advertising. Business education is in itself a wholesome idea, and what is wholesome cannot be too strongly or persistently placed before the public. He drew the contrast between the schools of thirty five years ago, when the proprietors of competing institutions were implacable enemies, and the educators of to-day, who were in the best sense co-workers, and who meet year after year in convention and exchange views on all the vital questions which enter into the domain of teaching. Then there were but in all the country over 500 students in the business schools. Now there are more than 40,000, and the Commissioner of Education is forced to give them a large amount of space in his annual reports.

The business colleges had, in fact, come to be regarded as in an important sense representing American education. He entered at length upon the liberal method of educating the young men and women by fully recognizing the best there was in them, and holding them to account only as men and women should be held to account; and he laid great stress upon the beneficent effect of educating the sexes together. He had had grave doubts at first as to the feasibility of this plan; but all doubts had long since vanished into thin air, and he could see no reason why a large school should not be substantially a large family. Men and women have to meet in all the relations of life, and the more they learn to measure each others' intellectual worth the better for both and for all. He extolled the teacher's profession, and claimed that there was not a nobler or more dignified title in all the world than that of schoolmaster; that the man who showed himself to be a born teacher was just as divinely called to his work as any minister—in fact more so in many of them. He drew attention to the fact that among the representatives present fifteen per cent at least had followed the profession for twenty-five years on an average, and their robust health and excellent appearance must be accepted as prima facie evidence that they were finding in

their work not only recompense in a material way, but a satisfaction quite beyond that which rests on the accumulation of money.

He alluded to the eminent men throughout the land who had shown great zeal in the work before them, and especially of ex-Pres. Garfield, whose glowing eulogium delivered before the graduating classes of the Spencerian College in Washington, in 1867, had become classical.

In conclusion, he besought the members of the Convention to be true to their good work, and not to forget that, as no man can live to himself alone, it is a noble thing to live for others in the way of building them up in all good things. The teacher's pay, however ample, is not his best nor his chief reward. His reward is in the happy consciousness of implanting sentiments in the hearts of his pupils which will dominate their lives, and which will bear fruit long after he has gone to his rest.

When the Association assembled at the afternoon session President A. D. Witt, of the Dayton (Ohio) Business College, delivered an able and interesting Address, in which he reviewed the rise and progress of business colleges, dwelling at length on the benefits to be derived from a thorough training in the theory and practice of business.

A. S. Osborne, of Rochester (N. Y.) Business University, led in a discussion of the Method of Marking, as employed in his writing classes. Discussion followed, in which Messrs. R. C. Spencer, Michael, Peirce, Hinman, Rogers, Goodman, Meads, Brown, and Mrs. H. C. Spencer, of Washington, participated.

The exercise and discussion relating to the effect of various methods of marking for advancing pupils in writing. The prevailing sentiment seemed favorable to some method of marking which all writers exactly so, and to induce greater care and excellence than otherwise. The following we give substantially in the words of The Washington Daily Post:

Upon the conclusion of this discussion, Professor D. T. Ames, Editor of the PENMAN'S ART JOURNAL, and a well-known expert, proceeded to give a general talk upon the principle employed by him and his profession in detecting forgeries. He began by referring to the general employment of experts in trials. "Sometimes," he said, in answer to a question, "it is easy to distinguish forgeries; sometimes, almost impossible. No two persons write exactly the same way, and no one writes his own name twice exactly alike."

Though differing, the differences are in the slight variations of the same forms and personalities; as between two kernels of the same kind of grain, which may vary widely in form and size, and yet leave no room to doubt their identity; while kernels of different kinds of grain may closely resemble each other in form and size, yet will each lack the characteristic features of the other—as, for instance, two kernels of corn may differ widely in form and size, yet neither could be mistaken for a pea or other grain however close might be its resemblance in size and outline. There are multitudinous habits in writing formed and practiced unconsciously, and, being so, no writer can entirely divest himself of them

and at the same time adhere to any written style for his letters; this is a great difficulty that confronts the forger of a person seeking to disguise his writing.

Of a vast proportion of a writer's peculiarities he is himself unconscious, such as initial and terminal lines, forms of letters, their relative proportions, connectives, turns, angles, spacing, slope, shading (in place and degree), crosses, dots, orthography, punctuation, etc. These peculiarities being habitual, and mainly unknown, cannot be successfully avoided through any extended piece of writing. No writer can avoid that of which he is not conscious, nor can any copyist take cognizance of and successfully reproduce these multitudinous habitual peculiarities, and at the same time avoid his own habit. A writer may with the utmost ease entirely change the general appearance of his writing; this may be done by a change of slope, size, or by using a widely different pen; yet in spite of all effort his unconscious writing habit will remain and be perceptible in all the details of his writing. Such an effort to disguise one's writing could be scarcely more successful than would be a disguise of a person to avoid recognition.

"Forgeries," he continued, "are generally confined to autographs. The methods employed to forge them are various. One way is by tracing the autograph on this paper and then re-tracing it. Another method is, by practicing upon the exact copy that is forged until a more or less exact copy can be written off on the ordinary movement. In the first case, on examining the forgery there is generally noticed a hesitancy in the line—a drawing movement—and it is not practicable to impart the customary shade of the genuine, while first carefully tracing the line; these must be shaded, or, as it often called, painted-in; subsequently, these secondary lines, however skillfully done, are plainly visible when examined under a microscope. Signatures made this way are well calculated to deceive those who judge from ordinary appearance and do not study them closely. The other method—that of practice and free-hand—is usually detected by the presence of some personal characteristic of the forger and the absence of the true habitual characteristics of the genuine autograph, and quite frequently by this method the forger will deem it necessary to touch shades, in order to bring the forgery to a sufficiently close resemblance to the genuine, which is always fatal to a forgery when skillfully examined. There will or less, in this kind of forgery, be more or less hesitancy in the writing noticeable under the glass—an indication of thought. No one can write as freely when he is thinking how he is forming his letters as he can otherwise. Let any one of you write your own signature, and then try to copy it, and you will find that the second signature has not the freedom of the first."

The prof. says here illustrated forcibly upon the subject of the genuineness of the audience to write his own autograph, naturally, twice upon the board, when he called upon one of the skillful writers present to copy one of the autographs as nearly

as possible. The professor then gave, a very interesting and skillful analysis, showing the very different character between the natural variations of habit as between the genuine autographs and the difference as between the genuine and copied signature.

Many forgeries are executed with consummate skill, and some well nigh defy detection. In some cases in which I have been consulted I have declined to express an opinion, owing to lack of positive indications, or the limited composition called in question. The most difficult cases for an expert are when only a few words, containing, perhaps, not more than a dozen different letters were at hand. From these few letters, and the handwriting of, perhaps, a dozen persons, the guilty party had to be discovered.

At the conclusion of his talk a general discussion of an interesting character followed, in which much information concerning forgeries, peculiarities of penmanship and difficulties of expert-work were evolved.

In the evening, the members and invited guests—among whom were many of the prominent citizens and officials of Washington—assembled in the commodious parlors of the Spencian Business College, where they were most hospitably received and entertained by Professor and Mrs. H. C. Spencer, by whom brief and fitting remarks of welcome were made, which were responded to, on behalf of the guests, by the President, A. D. Will. Most charming vocal music was rendered by Miss Scott, of the Tabernacle Choir, and Mr. E. J. Whipple, while E. C. Townsend, Professor of Education in the Spencian Business College, rendered several highly entertaining recitations. The entire evening was passed in a most social and pleasant manner. Toward the close of the evening the whole party sat down to an elegant supper.

The exercises of Wednesday commenced at 8 A. M. by the Penman's Section, which was led for twenty-five minutes in a discussion on methods of teaching writing by C. H. Peirce. He advocated the practice of figures as a basis for quick and accurate movements in the use of the pen. Pupils who could make figures rapid and well could write correspondingly well. His order of drill was to develop—

1. Form.
2. Arrangement.
3. Speed, singly.
4. Speed, progressively.
5. Endurance.
6. Habit established.
7. Combinations.
8. Style.
9. Individuality.

He would never practice so rapidly as to sacrifice form. His plan was favorably received. As a result of this drill, pupils acquired the power to make good figures with surprising rapidity. He showed his own range speed to be 100 figures to the minute, 112 figures, 140 lines, 140 (eight), 30 lines, 89 lines, 108 lines, 90 lines, and 80 lines. He also illustrated the ability of the trained mind to write down figures accurately while thinking or talking on another subject.

Prof. S. S. Packard had adapted and recommended the plan, and said that his own experience had never known a person to make good figures who was not a good writer.

An interesting discussion followed, participated in by Cady, H. A. Spencer, Gaudin, Michael, Hays, P. Fisher, and Will. Messrs. Mayhew and Homan had tried Mr. Peirce's plan and secured good results.

G. W. Brown led in a talk on business writing. He said he had almost come to believe that good writing was not necessary for good teaching; he did not believe in the superlative theories of the writing-master. These statements led to a sharp discussion, participated in by Messrs. Osborne, Ewers, Homan, and others—the prevailing sentiment seeming averse to Mr. Brown's plan.

The regular session of the day was

opened at 10 A. M. by Robert C. Spencer, with a very able and valuable Paper upon "Property and Progress." His Paper elicited more than ordinary interest.

W. H. Sadler delivered an interesting lecture on arithmetic, evolving some new ideas concerning the science and ready use of numbers.

An important feature of the day's proceedings was the reading by Mr. H. C. Spencer of a Paper, entitled, "The Fundamental Theory of Accounts," by Charles E. Sprague, Secretary of the Union Dime Savings Institution, New York, and co-editor of *American Counting room*. Mr. Sprague's article was a clear and comprehensive discussion of the terms "debit" and "credit"; their true significance and use in business; also, an explanation of the uses and forms of the balance-sheet. At the close of the reading a unanimous vote of thanks was tendered to Mr. Sprague for his very able and instructive communication. On the opening of the afternoon session Mr. William S. Auchincloss, of Philadelphia, produced his noted "Averaging Machine," and explained it to the Convention. The machine was designed to lessen the labor of calculation. The necessities of modern science have so increased the mathematician's work that it is no longer possible for a busy man to spend the time required for performing the long series of similar calculations which frequently become necessary. The machine is designed to perform all the arithmetical problems without mental labor, and the illustration of the methods by which it is operated was greeted with enthusiasm by the Convention. A committee appointed to test it thoroughly subsequently reported that the averaging machine accomplishes all that is claimed for it.

Mr. Sara A. Spencer delivered a practical lesson on the use of words and the formation of phrases, clauses, and sentences, with blackboard illustrations, which elicited the praise and commendation of the Association. A fitting vote of thanks was tendered the lady.

Mr. E. C. Townsend, Professor of Education in the Spencian College, delivered an address on the practical uses of education in the business affairs of the world.

Prof. Packard did not favor election as a branch for business colleges to make a specialty of. He taught reading and elocution through daily reading of news and market reports aloud by his students. What was necessary was, first, ideas; then the ability to talk on one's feet.

H. C. Spencer objected to Prof. Packard's method of treating the subject under consideration. His college had been in the habit of employing a teacher of elocution for many years, and had found it a good thing. Prof. Packard had also employed in his institution elocutionists who had been trained in other schools. Elocution is the development of the voice in order that it may properly express the emotions of the soul. Prof. Townsend, during his services in the college, had taught a work whose value would not be fairly due. Young men should be educated for citizenship, and in this country the art of public speaking might be correctly classed among the duties of a citizen. Instead of deprecating the art of elocution we should commend it for all it is worth. The effort of Prof. Spencer elicited applause.

Mr. Brown, of Adams Express Company, and instructor in photography in the Washington Spencian College, spoke on photography and its remarkable growth in the last few years. The time had come when it should be introduced into the system of general education. The proof of this is the great demand for short-hand writers and for shorthand periodicals and books. In all large cities thousands of photographers are employed, and the number is constantly increasing. Photography should at once be incorporated in the curriculum of business colleges. The speaker explained by a blackboard diagram a

short-hand machine, recently put on the market by a St. Louis firm, for taking down public speeches and dictations.

G. W. Michael, of Oberlin, Ohio, led a discussion on teaching writing. He did not claim to have originated any styles of letters, but said he had developed a new plan for teaching pupils to write rapidly from the beginning. Mr. Michael's plan did not depend to any extent on the use of other teachers, as the prevailing opinion and practice was to adopt a more deliberate movement at the outset, and, after forms are made with reasonable accuracy, work for speed. Mr. Michael has the courage of his convictions, and abounds with enthusiasm in his work, which seems to have produced commendable results.

Mrs. Bailey, of Virginia, exhibited and explained specimens of Rice's chart of instruction in penmanship. By means of small covers, being on hinges, or different portions of letters were concealed or exposed to view, so as to show the various relations the several groups of letters entailed to each other. As an example, the capital letter R is completed upon the chart, and by means of covers is changed to a B, and then to a P. This method is ingenious, and is commendable as a means of illustrating the relative construction of letters. This same method was developed some years since by H. W. Edwards, of New York.

Mr. H. C. Spencer delivered an interesting Address on the art of instruction in penmanship that was listened to with profound attention. He illustrated the plan of spacing and joining letters, and discussed abbreviated forms.

The night proceedings were opened by Hon. Ira Mayhew, in a comprehensive and interesting discussion of the nominal system. Judge Lawrence, First Comptroller of the U. S. Treasury, delivered an admirable Address upon the "Mission of Business Colleges," which testified to the great utility of business colleges, and of the goal that had been accomplished by them in giving the present generation a practical training. The Judge was given a unanimous vote of thanks.

The evening programme was closed by Prof. Packard, in an elaborate and practical illustration of the classification of accounts, which elicited warm commendation.

On Thursday, at 8:30, Penman's Section, C. H. Peirce discussed method and training exercises as an aid to speed and accuracy in writing; his examples were placed upon the board with great accuracy. Discussion followed by Messrs. R. C. H. C. and H. A. Spence, Michael and Jones. At 10 A. M., the Convention adjourned for an excursion, tendered to the Association by the Executive Committee, on the steamer *Coreran*, to Mount Vernon—the home and tomb of Washington. Its sight is upon the Virginia shore of the Potomac, about fifteen miles below the city. Throughout the entire distance the scenery was beautiful, the day was pleasant, and all things conspired to render the trip a most delightful one.

Mount Vernon is in itself picturesque and grand, which, united with its historical associations as the home and last resting-place of the Father of his country, renders it a hallowed and interesting place to every American. The old mansion of Washington has been carefully preserved, as nearly as possible, in the same condition as it was when occupied by him. In the rooms reserved the same quaint old furniture which he used, presenting to the visitor a striking and fitting contrast between the meager and trifling accoutrements of a home over a century ago. Arriving at the mansion the party were most courteously received and escorted through the buildings and grounds by the genial and urbane Superintendent, Col. J. McHenry Hollingsworth, whose many anecdotes and reminiscences of the place and its former occupants, were alike interesting and instructive. In a large hall erected and furnished with

tables, chairs and other conveniences for the accommodation of excursion parties, was spread a sumptuous repast for the entire party, provided by Mr. and Mrs. H. C. Spencer, of the Spencian Business College. The party returned to the city at 4 o'clock, and all were enthusiastic in their expressions of satisfaction and delight with the trip.

At 6:30 P. M., A. H. Homan presented to the Penman's Section his method of teaching writing. He advocates the omission of initial and terminal flours; also the shortening of capital letters and loops, as tending to make writing more legible by giving more open spacing and clearer margins. Discussion followed by Messrs. Peirce, H. C. H. A., and R. C. Spencer, Michael, Meads, Brown, Packard and Jones. After which D. T. Ames addressed the Association upon the application of artistic penmanship to commercial purposes, in which he explained the method of making drawings for reproduction by photo-engraving and photolithography. He said that through the aid of these processes the penman's art had assumed a new importance in the commercial world, and opened to the real pen artist a broad and fruitful field. By the aid of these processes the skilled penman became practically an engraver; all drawings made with clear, black lines, however fine, could be perfectly reproduced upon relief plates and printed upon a common press the same as wood engravings, and so transferred to stone and printed as lithographs. India ink, freshly ground in water in a sloping tray until it is entirely black, should be used. Drawings should be made upon fine Bristol-board, and twice the size of the desired reproduction.

Gen. R. D. Mussey, of the Washington bar, delivered an interesting Address on "Business Law." The speaker advocated the adding of a law department to the business colleges, and illustrated the importance of business men becoming familiar with the principles and tenets of the laws of the country. The gentleman was listened to with profound attention, and was thanked by the Convention.

Prof. F. E. Rogers, Secretary of the Rochester Business University, delivered a lengthy technical Address on "Actual Business Practice for Business Colleges," illustrating his system by drawings on the blackboard. The Address was received with marked manifestations of approval by the Convention.

Messrs. Packard, Sadler, and Mayhew, of the Committee appointed to draft suitable resolutions relating to the establishment of the Platt R. Spencer Memorial Hall and Library Association at Geneva, Ohio, reported in favor of the early founding of such an institution as follows:

The Committee to whom was referred the matter of the Spencian Memorial Hall and Library reported the following, which was adopted:

1. That we deem it every way appropriate and fitting that the Association should ally itself to the scheme of perpetuating the memory of the late George C. Spencer, the work of the author of *Spencerian*; and that this is the occasion which should be held upon for carrying that purpose into effect.

2. That the steps which have already been taken by the Platt R. Spencer Memorial Hall and Library Association, in erecting a building for the Village of Geneva, Ohio, for a public hall and library, appears to us to be in our sense of what is the best thing to be done at this time, and that we should be able to aid directly in the work.

3. That we propose that this association shall cause to be prepared, or shall cause to be prepared, a draft specification of what may be prepared, a beautiful engraved document, which shall serve as a receipt for contributions to the fund for this purpose. It is deemed to our best interest that P. R. Spencer, and he in all respects a beautiful and acceptable souvenir.

That through the co-öperation rendered in this Association the contributions collected in all parts of the country, and efforts be made to popularize this subscription and to extend the amount to such a degree as to secure the best results; Therefore be it resolved, That the representatives of business colleges in the different cities of

the United States and Canada an undertaking to secure funds to found the Platt R. Spencer Memorial Hall and Library of Geneva, Ohio, and to cooperate with the parent association under their charter, to that end.

L. T. Williams, President of the Business Association of Rochester, N. Y., was elected treasurer and honorary agent for the Platt R. Spencer Memorial Fund.

A letter was received from the Executive Mission inviting the members of the body to call upon President Arthur.

A resolution was adopted tendering the thanks of the Convention to the press of the city of Washington and to the committee for the liberal and accurate report of its proceedings.

The following resolutions of thanks to Mr. and Mrs. H. C. Spencer, offered by Mrs. S. Packard, were unanimously adopted, and were graciously responded to by both Mr. and Mrs. Spencer:

*Resolved*, That the thanks of this Convention be tendered to Mr. and Mrs. H. C. Spencer for their very great appreciation of the Convention, individually and collectively, and for their more than courteous attention to these needs.

*Resolved*, That as words have limitations, and in so far as the expression that our English vocabulary contains sufficient to express the greatest depths and the finest shades of meaning, we feel the paucity of language to give voice to our deep sense of gratification for all that we have received at their hands.

*Resolved*, That in view of these limitations, and in so far as the words that our mother tongue has at her command, we tender thanks we feel for all that we have received, and express our hopes that our hosts may live forever and receive in this life and the next all that they desire.

Rochester, N. Y., was selected as the place for holding the next National Convention.

The election of officers for the ensuing year was next proceeded with. Prof. Sailer nominated Mr. H. C. Spencer for President, a suggestion that was received with approval.

Mr. Spencer declined, and nominated Mr. Charles E. Coyle, of New York; Mr. Coyle was elected. The following additional officers were elected: Vice-presidents—W. H. Sailer, Baltimore, Md.; C. H. Pearce, Keokuk, Iowa; W. N. Yercy, London, Ont.; Frank Goodman, Nashville, Tenn. Secretary and Treasurer—A. J. Rider, Trenton, N. J. Executive Committee—L. L. Williams, Rochester, N. Y.; G. W. Brown, Jacksonville, Ill.; A. H. Hinnage, Worcester, Mass. Executive Committee. *Pennsylvania Section*—Daniel T. Ames, New York city; A. S. Osborne, Rochester, N. Y.; C. H. Pearce, Keokuk, Iowa.

At 10 A. M. members took carriages to visit points of interest in the city. After viewing the Capitol, Treasury, and other departments, the members were driven to the Executive Mission at 1 P. M. to pay their respects to the President. The ladies and gentlemen, about forty in number, were introduced to the President by Prof. H. C. Spencer, principal of the Washington Business College, with remarks as follows:

"MR. PRESIDENT: The ladies and gentlemen present are members of the Business Educators' Association of America, and have been holding a Convention in this city. They are representatives of the business colleges established in the cities of our country. Having completed the business of their Convention, they desire before leaving the national capital, to pay their respects to the Chief Magistrate of their country."

"Your honored predecessor, James A. Garfield, was a lifelong friend of business education and a warm personal friend of many of these ladies and gentlemen present. As the representative of the business college of Washington, it is my pleasant duty to introduce them to you Eccelegy."

"The members were then each introduced to the President, who received them with much cordiality, after which he addressed them in the following words:

"LADIES AND GENTLEMEN: The President is pleased to see you here. He is always glad to meet the teachers of the

country. The great interests of the country are represented by its business and the intelligence of the people. It is very fitting that these should be combined; you represent them both. The President should befitfully to these interests, and is therefore glad to meet you, and wishes for you the greatest possible success.

An informal meeting was held at the business college at 3 P. M. to listen to a lecture and to witness an exhibition of chalk and charcoal drawing by Prof. George E. Little, who rapidly executed, in the presence of the delighted audience, pictures of fruits, animals, and distinguished persons, making striking and lifelike portraits in the amazingly short time of thirty seconds to two minutes for each.

At the close of the exhibition, D. T. Ames moved that a vote of thanks be tendered to Prof. Little for his most successful and remarkable exhibition of skill in free-hand drawing," and said: "It exceeds anything that I have ever seen by my pleasure and good fortune to witness." The motion was enthusiastically carried.

Mr. S. S. Packard read the following, which was unanimously adopted as the sense of the meeting:

Inasmuch as Mr. D. T. Ames, of New York, editor and publisher of the PENNSYLVANIA JOURNAL, has from his inception, since the founding of the purposes of the Business Educators' Association—having, in fact, in an important sense been its originator—been so much as his hand and heart are always in the work of our specialty, always ready to do good work for education and morality, we, the members of the Association, in our convention assembled at Washington, feel it to be our best duty that a pleasure to commend Mr. Ames and his JOURNAL to public favor.

It is especially our duty to commend the favorable regard of the business educators of the country, and to the young men and women who are entering upon a business education or a business life. THE PENNSYLVANIA JOURNAL is an organ of no uncertain sound. Its utterances are bold, decided, and in the direction of good action. It is especially upon it as the most valuable of all the agencies for promoting sound ideas of the great work in which we are engaged, and we hereby pledge to it our hearty co-operation and support.

Resolutions of thanks to all the retiring officers were passed, when the Convention adjourned to meet at Rochester, N. Y., at such time as the Executive Committee shall name.

It was the universal expression of all who attended the Convention that this was the most interesting, profitable, and enthusiastic Convention ever held by the Association. Attention was especially owing to the kind and cordial attention shown by the citizens of Washington, and the liberal and hospitable attention bestowed upon them by Mr. and Mrs. Spencer, who spared neither labor nor expense in their well chosen efforts for the social entertainment of their guests, when they seemed to consider all the attendants to be. We are fully conscious that our share in such hospitality cannot be suitably repaid in that way, and therefore, only hope that our hosts will, in some future time place us in a position to return a more substantial reciprocation.

The Road to Success.

By PAUL PASTOR.

No one saw him, as he sat with bowed head in the little dry attic room, which was at the same time his study, bedroom and kitchen. It was a boyish head that was bowed so pathetically, the long curling locks falling down over the slight hands folded on the table, and the white, blue-veined forehead peeping out between, fresh and fair as any girl's. His arms were crossed at the wrists, and under them lay an open book; while the shortening candle, so long unsmelted, burned dimly, filling the room with an unpleasant smell.

"Oh, well," he sighed, "I shall have to give it up. It is a hazardous struggle than I thought. The tern is only half over, and

my last cent is gone. I will stay the winter out, live as I may, and then if nothing turns up to give me a life, eh, lack I must go to the old humdrum, hopeless life on the farm—dig and delve, dig and delve, never growing any wiser, never growing any happier, and in the end, perhaps, having just enough to lay out decently away in the ground."

The boyish face was raised from the table, and laid frankly above the book again. It was a handsome, open, winning face, but alas! so earnest, so preternaturally wasted and sad. It showed traces of early, close work—of sleepless nights and early morning vigils—of disappointment, loss, and a weary longing for something better, higher, yet still far out of reach.

Henry Deering was a young law student. By dint of hard scripping, hard work, and an occasional small loan from some less hardily circumstanced friend he had resolutely worked his way through college, and was now in the city, with a view to complete the last year's course of legal study necessary to prepare him for admission to the bar. He had chosen a famous law school in New York City, not so much because of its superior advantages as because in the great metropolis he was more likely to pick up odd-jobs here and there, upon the scanty returns of which he was resolved to pay his way. But it was, indeed, a hard struggle. Employment was to be had but occasionally, and that of the most menial and poorly paid sort; rent—even of his little attic room—was high; it cost something to buy food, though the student's young fellow actually lived on almost nothing; and, lastly, to meet the term bills took about all he could scrape together, to do his best. So it is no wonder that he was discouraged that April night, as he sat next to the roof of the old tenement building and heard the dray rattle pattering on the shingles. It was true that his last cent was gone. A cheap transient meal at a neighboring restaurant—the only one he had had that day—took up what was left of the princely sum of five dollars, earned by two day's hard work at the docks. "I will stay the week out," he repeated to himself, as he flung himself down on his bare mattress that night, "and then, if nothing turns up, I must go home."

The week passed. Henry lived from hand to mouth, often having to slush himself from lectures to earn enough to pay for his frugal meal at night and keep his landlady from turning him out of his dry room. On Saturday morning he strolled idly and despairingly out upon the crowded streets. It was the busy day of the week in the great metropolis, and throngs of well-to-do people were doing in a stately stream past each other on the broad pavements. "I must get some steady employment somewhere," thought Henry Deering, "and pursue my law studies whenever opportunity offers. I cannot live like a dog any longer." This resolution gave him new hope, and he strolled sturdily along, now and then stopping into some particularly inviting-looking store, to ask if there didn't read a thing like his job, and taking every opportunity with a cheer. "A right sir," that made the proprietor half-way he hadn't engaged him, even at the necessity of making a place for the handsome young fellow.

But when noon came, and nothing had been gained, hungry, tired, thoroughly disappointed and half angry with himself for his headstrong ambition, Henry Deering was almost ready to give the whole matter up. He had been helping a drayman fill a piano-box; and with it he slipped into a dry little restaurant and purchased a cup of muddy coffee and a biscuit. Poor as this fare was, it served to take away the sharp edge of his ravenous appetite, and gave him a sense of strength and warmth from within which was almost refreshing. He determined to go back to his lodgings and study for an hour or two, and then return upon his quest again in the latter part of the afternoon.

He did, however, but he failed upon the sticky stairs and tumbled himself at his table to stolid, when in marched his landlady, and demanded rent for that week and for the ensuing week in advance. "I don't trust ye no longer," she said, isoblenly. "My motto is, pay and stay, or quit and go. Ye have laid my money down, ye could amount with the rent this week, and I know that some folk is the matter of ye. You may not work, and keep the room, or else pack up your duds and git."

In vain did poor Henry remonstrate; the vices was obsolete. The money she would have, or the room. Finally she consented to let him remain until over Sunday, and then if the rent was not forthcoming he must find lodgings elsewhere.

The young man again sallied out upon the street with feelings which cannot easily be imagined, and which he never been in before. He was somewhat of a philosopher. To say that he was despondent and will-nigh hopeless would be hardly strong enough. He was clean discouraged, and in the despair of the moment—terrible as it may seem—thoughts even of self-destruction floated through the young man's mind.

In this frame, he was pursuing his way down one of the principal thoroughfares, when, suddenly looking up, he saw a well-dressed gentleman with one coat-sleeve—his right—tucked into his pocket, standing at the open door of one of the stores, and coming anxiously up and down the street. He had a sharp, horizontal, and finally stepped forward with his hand to his cap and asked if he could be of any service. The gentleman looked earnestly down upon the sympathetic, frank face of the young man before him, and suddenly asked— "Can you write?" Henry was somewhat surprised at such a demand from one who seemed to be rather looking for some messenger to run an errand of life and death; but he answered, promptly and respectfully, "Yes, sir."

"I saw this way," said the gentleman, "really leading Henry down the long saloon of the store to the cozy little parlour. "Here, take this pen, and show me what you can do. Write your name, and some sentence following." Henry sat down and wrote in smooth running business hand, "Henry D. Deering. Perseverance is the road to success."

"Good!" said the old-fashioned gentleman, as he picked up the slip and scanned the fair handwriting. "My secretary has failed me. I have a regular habit, as usual—namely, I have a regular habit, as usual—correspondence to dictate. Therefore, if you are willing, I propose to use you as 'Secretary pro tem' for the rest of the day, at a liberal salary." Henry's eyes shone with gratitude; but he simply said, I will do my best, sir, and thank you." Oh, how many times he thanked his fortune stars, as he sat there writing smoothly and rapidly, and he had made a study of penmanship in his college days, and secured the aid of a regular teacher of his own class in the study of the art.

"I have a regular habit, as usual—namely, I have a regular habit, as usual—correspondence to dictate. Therefore, if you are willing, I propose to use you as 'Secretary pro tem' for the rest of the day, at a liberal salary." Henry's eyes shone with gratitude; but he simply said, I will do my best, sir, and thank you." Oh, how many times he thanked his fortune stars, as he sat there writing smoothly and rapidly, and he had made a study of penmanship in his college days, and secured the aid of a regular teacher of his own class in the study of the art.

His newly acquired vices were both his. He was steadily employed, and his work was of a liberal nature. He was steadily employed, and his work was of a liberal nature. He was steadily employed, and his work was of a liberal nature.

and said:—"Young man, I believe you have learned the best lesson of life, and practiced it too. Perseverance is the road to success, and you have traveled it nobly. Now, if you are willing to take a helping hand, I am only too glad to lend it. I have discharged my secretary. He came into this office, this morning, drunk and insolent, and I told him his services were no longer needed. The position is not an onerous one, and you will have all the morning for your studies—will you accept it?"

"That night Henry wrote home, "I am all right now. Perseverance is the road to success."

### Agnosticism in China.

Every true Confucian, says the *North China Herald*, is an agnostic. He believes only in the seen; the unseen he regards as unknown and unknowable. When asked how we should serve the spirits, Confucius replied, "Unable to serve men, how can we serve spirits?" Confucius your thoughts to human duty. To serve men well is the best way to serve the gods. To the question which immediately followed regarding death, his answer was, "Not knowing life, how can we know death?" Attend to the present; try trouble yourself with insoluble riddles about the future? Life and death are one. Live well and you will die well. Confucius was a thorough-going agnostic. He did not deny the existence of gods and spirits, nor the possibility of a future life. He simply regarded such subjects as beyond human knowledge, and refused to discuss them. He was sure of his five senses, and declined to move a step further. As an agnostic the Confucianist is tolerant of other creeds. He goes even further, and will admit that for the ignorant multitude, and especially for women, an apparatus of gods and demons is necessary. He does not care, therefore, to proclaim his skepticism, still less to actively propagate it. His creed is only for the wise; the masses are better as they are. He will subscribe to the temples and take part in idolatrous ceremonies. To the common people, Confucian agnosticism has never been very satisfactory. But the agnostic philosophy has not been without its influence on the masses. There is but little religious fervor, and scarcely any deep faith. The people will ridicule their own gods, laugh at their own worship, and freely criticize all the creeds. Speak to any Chinese—no matter what his rank—about the future life, and his reply is almost certain to be: "Who knows anything about it?" and is likely enough to add, "Eating and drinking are realities," implying that all else is doubtful. K-fer to the subject of future rewards and punishments, and his sarcastic remark will probably be, "I have seen the living suffer, but never seen the dead in anguish." The present is certain; the future is all unknown. He therefore keeps a sharp eye to the present chance. It must be now or never; there may be no tomorrow. Intense worldliness and general materialism are the natural results. The conclusion of the whole matter shows how far superior morally the original and orthodox systems of Buddhism and Taoism are to the agnostic attitude.

### Not Responsible.

It should be distinctly understood that the editors of the JOURNAL are not to be held as indorsing anything outside of its editorial columns; all communications not publishable in their character, nor devoid of interest or merit, are received and published; if any person differs, the columns are equally open to him to say so and tell why.

Whenever a new and startling fact is brought to light in science, people first say, "It is not true"; then they say it is contrary to religion"; and, lastly, "that everybody knew it before."

### Henry William Ellsworth.

The subject of this sketch, author of the "Ellsworth System of Penmanship and Book-keeping" was born in 1836 on one of the highest hills of Chautauqua County, State of New York, overlooking the United States and Canada, and in full view of the white caps of Lake Erie, which gave primary writing lessons to the ancient P. R. The early life of Henry William Ellsworth was spent on a farm and in attendance at the district school until the age of sixteen, when he went to the Prebrian Academy to "complete" his education. While in attendance there, one Corydon L. Gray (now head book-keeper for Messrs. A. A. Low & Son, of New York) organized classes in penmanship, and young Ellsworth began a course of lessons under him, but Mr. Gray having left before Ellsworth had obtained more than an inkling of the art, the academy was without a writing teacher. Soon after, a traveling professor of the period came into town and advertised to teach "in twelve easy lessons of one hour each," but his writing was so inferior to the standard set up by Mr. Gray that it only excited ridicule among the students. At this juncture, young Ellsworth feeling that, if the performance of the "professor"

stole, whither he next went as teacher. From Buffalo Ellsworth was sent to the Detroit College, and assisted J. H. Goldsmith till 1860, when he was "moved on" by Stratton to New York city to fill a position in the public schools, and assist Lusk and Packard (then preparing the B. and S. book-keeping series) at the N. Y. College, located in Cooper Institute. During all this period Ellsworth was unconsciously acquiring the knowledge and experience which, in 1861, convinced him that there was still great room for improvement in both BUSINESS penmanship as adapted to the masses, and the method to be pursued in teaching it in the public schools wherein the masses are to be educated; and he at once catered upon his life work of founding a system of BUSINESS PENMANSHIP and PRACTICAL METHOD of teaching it by teachers of every grade.

In 1861 his first series of copy-books was published, mainly for his own classes, which then numbered some 2,000 pupils per week in the public schools alone. The chief improvements in this series were a reduction in the number of books from twelve to six, and the height of loops and capitals to a scale of thirds instead of fourths, and also the introduction of

period the "Ellsworth Book-keeping and Business Manual" was prepared and published by him in 1869, and his "Steps of Book-keeping" in 1870—seven years later—with the hope of bringing this important subject into more intelligent shape for the average pupil and teacher in the public school, where its study is so universally neglected. But the publication of his *Teaching Books*, in 1867, opened the way for a competing series by every author, upon the subject, and solves the problem of elementary effort in penmanship by using the hand to convey the writing idea to the head, as well as, *vice versa*. In 1871 the copy-books of 1861 were revised to incorporate his newly-discovered scale of slant and proportion based on the Triangle 3:4:5, which at once placed the Ellsworth System upon a scientific footing by regulating the absolutely the width of letters and spaces, and securing perfect uniformity in all these respects, not only in the copies, but the ruling of the page in both directions to regulate the writing. In his crowning work, the "Reversible Series of Writing-books," 1877 (patented 1879), another and new departure was made, in which not only an entirely new set of copies of faultless style and grading, but a NEW FORM OF BOOK was introduced, constructed to overcome the well-known objections to the old copy-book wherein the sheets are unworkable at the back, producing a curved and springy surface, which will not lie flat, and the leaves of which cannot be removed without destroying the book. Moreover, *triple* the surface is exposed, and twice the desk-room is required that is actually needed. The Reversible Writing book overcomes all these obstacles and more, and opens the way to greater freedom in practice, and, by means of blank practice sheets interleaved, overcomes the arbitrariness of the old book by supplying the means of overcoming the inequality of practice essential to perfect the work of the copies, thus affording the combined advantages of loose paper and a book.

This brief sketch shows how Ellsworth has improved his time for the past twenty years or more, and, whatever posterity may say about it, he will doubtless be credited with an honest and independent effort to make his mark in the writing profession.



HENRY WILLIAM ELLSWORTH.

enabled him to that exigence, he might himself assume to teach plain writing, and timidly ventured to make the suggestion to the principal of the academy, then Daniel J. Pratt, A. M. (now the efficient secretary of the Board of Regents at Albany). The aspiration was promptly encouraged, and young Ellsworth was at once installed as teacher of penmanship in the academy, although the "professor" still held forth with all his attractions at both day and evening performances.

Once in the breach, it was "sink or swim" with Ellsworth, and his determination to swim, aided by the stimulating course of the worthy principal, soon developed the ambition to excel in the art, and, like the ancient cobbler,

"Stick to the work he best could do,  
And let all other nations go."

He continued his studies, and taught penmanship and book-keeping in the academy till 1857, when he graduated and entered the offices of the Erie Railway at Dunkirk. But his ambition as a teacher soon caused him to accept a position in the Lockport Union School, in 1858, where he trod in the footsteps of the illustrious Packard, to whom he was then forging the Bryant and Stratton chain of colleges. At Lockport one of his most enthusiastic pupils was young W. H. Sadler (now President of the Baltimore Business College) whom he encouraged to enter the Buffalo College as a

abridged capitals, not heretofore recognized in copy-books. Perceiving the necessity of some standard compilation of the commonly received rules and principles of penmanship in text-book form, for the guidance of teachers, he, in 1862, published his "Text-book on Penmanship and Letter-writing"—the first modern work of the kind, and forerunner of the various hand-books by other authors, who saw at once the advantage of such a work in extending their systems. In this text book were first introduced black cuts with white letters, to illustrate blackboard writing. This was followed by a series of (2) charts on the same principle, in 1863, and suggested a new departure in the chart business, which was at once followed by the "leading" (1) authors.

From 18-66 to 1872 Ellsworth published *The Writing Teacher*, the pioneer paper devoted to penmanship. This, too, was appreciated, and found innumerable competitors in the shape of "Bulletins," "Teachers of Penmanship," etc., and paved the way for the great and permanent success of the PENMAN'S ART JOURNAL.

From 1863 to 1871 Ellsworth managed the Ellsworth Business College, of Broadway, New York, as an auxiliary to his teaching, publishing, and authorship work, associating with him Prof. D. T. Ames, during the last year or two prior to its transfer to other parties. During this

### Use The Pen.

Use the pen, then's magic in it,  
Never let it lag behind;  
Write thy thoughts, let pen run with it  
From the class of the mind.

Many a gem is lost forever  
By the careless penman's hand,  
Write thy thoughts, let pen run with it  
From the mental pathway.

Use the pen, but let it never  
Smolder; Truth is its death-black ink,  
But the pen, if used by the teacher,  
To save time is his good sense think.

So that words are a thought's meaning  
Honest penman from Lettering's tongue  
May in time be as enduring  
As the stones that Homer sang.

—Short-hand World.

### Back Numbers of the "Journal."

#### PLEASE NOTE.

Every mail brings inquiries respecting back numbers. The following we can send, and no others: All numbers of 1878; all for 1879, except May and November; for 1880, copies for months of January, February, April, May, June, August and December only remain; all numbers for 1881, and all for 1882, except June. It will be noted that with Spencer's writing lessons began with May, the second lesson was in the July number, so that the series of lessons is unbroken by the absence of the June number. Only a few copies of several of the numbers mentioned above remain, so that persons desiring all or any part of them should order quickly. All the 51 numbers, back of 1863, will be mailed for \$4.00, or any of the numbers at 10 cents each.

## Educational Notes.

[Communications for this Department may be addressed to R. F. KELLEY, 205 Broadway, New York. Brief educational items solicited.]

The Yale Alumni Association of New York has a membership of over 400.

Jay Gould has contributed \$5,000 to the Rutgers College endowment fund.—*Ex.*

The bell used at Witlesey College, Mass., is from an ancient Buddhist temple in Japan.—*Ex.*

Brown University has just received \$100,000 for the endowment of a chair in Natural Science.—*Argonaut.*

College theatricals are not allowed at English universities, being forbidden by the Faculty.—*Notre Dame Scholastic.*

The Faculty of Amherst College, Mass., has forbidden its students to take part hereafter in intercollegiate athletic contests.

The total gifts and bequests of the late John G. Green to Princeton College total up nearly a million and a half.—*School Journal.*

Princeton has received upward of \$2,500,000 since Dr. Mc-Cosh took charge. Dr. Musgrave recently gave \$50,000.—*Concordians.*

There are in the United States over 3,200,000 colored persons, over 2,300,000 active white, and over 7,000,000 foreign born whites who cannot write.

In Portugal, according to official statistics, 825 out of every 1,000 can neither read nor write. In Switzerland but one in a thousand lacks these acquirements.

Four thousand dollars has been collected for the extension of the workshops of the Indian Training School at Carlisle, Penna. The school is doing better work in civilizing the Indians than the army on the frontier.—*The Age.*

The following is the list of the oldest colleges in this country: Harvard, founded in 1639; Yale in 1701; the College of New Jersey (Princeton), 1746; University of Pennsylvania, 1749; Brown, 1746; and Dartmouth, 1769; Rutgers, 1783.—*Zargon.*

PHILLIPS EXETER ACADEMY.—Prof. Alpheus S. Packard, of Bowdoin College, was a classmate and roommate of George Bancroft while a student here. Three great historians of America studied at this school, boarded in the same house, and paid their board out of the same charitable fund.

The Michigan Legislature, by an almost unanimous vote, has passed a bill requiring, among its other provisions, instruction with special reference to the effects of alcoholic beverages, stimulants, and narcotics generally upon the human system. After September 1st, 1884, no certificate will be granted to any teacher who does not pass a satisfactory examination in reference to these subjects.

A St. Louis judge has decided that a teacher stands in loco parentis, and has therefore the right to flog an unruly scholar. As to when he should whip and when he should not, the teacher is the judge. "Whipping," the court says, "hurts bad boys only a short while. The sentence against it is productive of positive injury. Four years' experience in administering criminal law convinces me that the boys who become criminals are boys who do not get whipped."—*Miss. Jour. of Ed.*

A teacher in London, on being asked what moral education or training he gave to his scholars—what he did, for instance, when he detected a child in a lie—answered as follows: "I consider all moral education to be a bumbling. Nature teaches children to lie. If one of my boys lies, I set him to write some such copy as this: 'Lying is a base and infamous offence. I make him write a quire of paper over with this copy, and he knows very well that if he does not bring it to me in good

condition he will get a flogging.'—*Popular Science.*

## EDUCATIONAL FANCIES.

[In every instance where the source of any item used in this department is known, the proper credit is given. A like courtesy from others will be appreciated.]

It does rather stir up the bile of a college president to speak of him as running a duds factory.—*Fremont's Herald.*

A Kentucky schoolmaster got a verdict of seventeen dollars the other day in a suit brought against the trustees for damages from a cold caught running after them to get his pay.

LOGICAL SEQUENCE.—A comfortable reflection for the indolent. A lazy boy is better than nothing. Nothing is better than a studious boy. Therefore a lazy boy is better than a studious boy.

A lady complains that she is not getting educational value for her money. To show that she was mistaken her husband asked her little boy on his last return from school six questions. To five he replied correctly. The answer was, "I don't know."

"You write a beautiful hand. I wish that I had such a hand," said Mr. Plasher to a lady clerk at the hotel. "An I to consider this as a proposal?" asked the lady. "Well,—yes—if my wife is willing to let me off," replied the accomplished Plasher.—*Detroit Post.*

"What Will the Harvest Be?" was the subject of an essay at the Commencement exercises of a Boston female seminary, last week. As there were nine in the graduating class it is probable that the harvest will be four divorce suits, one elopement, and four women's suffrage advocates.—*Fremont's Herald.*

Here is an authentic instance of true and faithful love: A Pittsfield, Mass., school-girl, in order to convince a jealous boy that she liked him better than some other arching, exclaimed: "Of course I like you better than I do Bill, for don't I miss yours in my spelling lesson on purpose so as to be down at the foot of the class where you are?"

Enthusiastic Professor of Physics, discussing the organic and inorganic kingdoms: "Now, if I should shut my eyes—and and drop my head—so—and should not move, you would say I was a clod! But I move, I leap, I run; then what do you call me?" Voice from the rear: "A clod-bopper." Class in dissent.—*Yassar Miscellany.*

Teacher: "What is a kingdom?"  
Pupil: "A country governed by a King."  
T.: "What is an Empire?"  
P.: "A country governed by an Emperor."  
T.: "Very good. Now, coming to our country, what is a Republic?"  
P. (confidently): "A country governed by a republican!"

Said a teacher to one of his highest pupils: "If your father gave you a basket of peaches to divide between yourself and your little brother, and there were forty peaches in the basket, after you had taken your share, what would be left?" "My little brother would be left, for I'd take all the peaches. That's the kind of a Congressman Yon going to be when I grow up."—*Ex.*

ASTRONOMICAL.—"Agathe," said he, pointing with the half-evaporated end of his taffy stick toward the bespangled occident, "What state is that blazing out over yonder?" "That, Miltius," said she, scratching her high ear on the capstone of his shoulder-pad, "that is Mercury, my christened one." "You don't say!" was his answer. "You don't say?" Well, I said when it got up to ninety-three this afternoon that I believed it would skip out the top of the flue, and I did, sure enough, it has."

M. Lefebvre de Flury was examining a student in physics one day after a time, and the young man, being nervous, failed utterly on the first question put to him—a very simple one. "Bring this gentleman a bundle of hay for his breakfast," remarked the disgusted examiner to one of the attendants. "Bring two—the professor and I will breakfast together!" added the student, who thus suddenly regained and asserted his self-possession.

A teacher in a suburban school was giving her class an object-lesson a few days ago, and drew a cat upon the blackboard for its inspection. She then asked what there was on the cat, and the unanimous reply was, "Hairs." "What else?" she queried. There was a long pause of consideration, but finally the hand of a bright-eyed little five-year-old shot up, and almost simultaneously came her triumphant answer: "Fleas!"—*Boston Post.*

"Gertie," said an ancient maiden lady employed in teaching the "young misses how to shoo," "you should not make faces that way, for it will make you awfully ugly looking when you grow up."

Gertie looked one moment at the "schoolma'am," who had never, even in her "sweet sixteen" days, been accused of being pretty, and hoped to trace effect back to cause by asking her: "What did you use to make faces for when you were little?"

"When My Ship Comes In."  
BY MARY E. MARTIN.

"Who can tell what passenger our ship is bringing to us as she sailing across the sea?" There were the words that floated out to Fred Devoal, from a room adjoining the one in which he had been doing some carpenter's work. Whether it was because he had been so lousy that he had only heard these words, he could not tell; but just as he laid down his hammer the words floated to him. The person who was reading had stopped so suddenly that it almost appeared to Fred as if it had been spoken in answer to his thoughts.

In after years Fred found out that Dickens well knew so well the feelings of the poorer classes, wrote those words; but if Dickens wrote them, as Fred remembered having heard them that day, he never could tell. Stuck in his memory they would, just as he had first heard them. Life had seemed harder to bear than ever that day, and the thought had just come into his mind, will my ship ever come in? when through the open door there floated out to him, in a soft sweet voice, "Who can tell what passenger our ship is bringing to us as she sailing across the sea?" He raised up at a moment and saw, and went back to the shop with a lighter heart, for it seemed almost a promise that a better day would sometime come to him.

"Old Savage has just been filling his saw," called out some of the men to Fred as he opened the door of the shop. "Oh, you needn't look as if you were frightened to death, but you'll catch it yet! You'd the thirtieth part of a second over your time," and Old Savage fled away. Fred was an apprentice to Savage, and he knew well what the man meant. Old Savage, as the men called him, had a fastidious and avaricious get into one of his frequent fages the man said he could pipe his wife shiller than a file drawn across an old saw. It was the delight of some of the men, when their mates were the victims, to stand behind Savage's back, and with a nail, go through the pantomime. With every elevation of Savage's voice this man would dumbly run a nail higher and higher up the saw—much to the amusement of every one in the shop. Upon poor Fred's head fell these scoldings more than upon any one else. They had long been the terror of his life. Fred was a creole, but what were the exact circumstances that had drifted him into Savage's hands Fred himself did not quite know. Evidently he was of good parent-

age, as his finely-formed features and pure accent clearly showed. When Old Savage was closely pressed for an answer, he would say that he got him from one of the yellow fever nurses. This nurse had been sent down to New Orleans during an epidemic, and had brought the boy back. The nurse had said that he had seen all the boy's friends die, one by one; and he couldn't have the heart to leave him there alone. The nurse had afterwards died, and poor Fred had fallen into Old Savage's clutches. Fred remembered nothing of any other life than this one he was leading with Savage. As he stood now, looking so frightened at the words of the workman, you could see that he was not very tall at his eighteen years. He was remarkably slender and girlish in his figure. His hands were of exquisite mold—the fingers tapering; his hair black; complexion dark, but clear; his eyes large and brown, and usually gave you a pleasing glance. Now they carried him a hunted, startled look, for almost before he remembered the finished speaking Savage came in. He began to Fred in such quick torrents of abuse that one of the workmen blew the words to another from behind his hand: "It's an '8a." Fr'd, after the first shock to his sensitive nerves, bore it better, and quietly went on to his work; for back to him came the promise that some day his ship would come in. As it would take the men from the shop, and Fred, being handy with his tools, was often sent, as he had been to-day, to some little job; so one time it would be a door that needed a weather strip; at another, a shelf to put up. In this way Fred saw that there was a different way of living from that in Savage's house—that there were different people in the world from the rough, but kind-hearted, men in the shop.

One day Savage sent him up-town to do some work on some shelves in a store. Fred knew the owner of the store, as many others did, as Barney. Mr. Bernard was his correct name, but few thought to call him so. The name he kept was called Barney. It was a second-hand book store, but it was a perfect museum of old things in that line. Everything could be found there, from a well-thumbed school geography to the rare old volumes, so dear to a book-lover's heart, but impossible to be found in any other place but Barney's store. While Fred was at work, he couldn't keep his eyes from occasionally wandering from one shelf of books to another. Never had he been in a more inviting place. The store had nothing of the dingy, dusty look, that its name would suggest. It was a large, light, airy room; with a homey look about it that was not lessened by the very sitting-room beyond that Mr. Bernard had partitioned off for Madame Bernard. It was as quaint and as pretty as the madame herself. Here she sat, or, as some customer would come in, she would briskly step out and help in the sale, or the hunt for some desired book. As Fred went on with his work, Barney approached him and said: "I want to get a young man in my store so that madame does not have to jump up so every time you like you to work so well that you cannot come and live with us?" Barney knew as well as others the kind of a life Fred had to live.

"Like it, I reckon I would change it for almost anything if I could; you would not take it, would you, Barney?"

"Yes," said Mr. Bernard, in his broken English (Fred never found out what his nationality was), come right away, I will pay you a small salary each week, and you can live with me and madame."

Fred was delighted; he felt several inches taller when he went back and told Savage he was going to leave. Savage said that he did so good. Fred took his place in the shop, and soon was the favorite of the two old people. It was only a few weeks after coming upon his new duties that Fred, while piling some books on a shelf, stopped short in his work. He had

come across one that deeply interested him — to develop that he stood motionless, one foot resting on the counter, the other upon a lower shelf. Deeper and deeper did the interest grow, until he jumped down and seated himself on a stool. His work was all forgotten; and it was well for him that he was not still at work for Savage. As an hour passed he could hardly tear himself away. This was a book on writing — a guide to business-writing and ornamental penmanship. Nothing new to many, but the first that Fred had ever seen, or even heard about. Finally, Fred put the book away in a secure place and finished his work. When Mr. Bernard looked in, Fred asked him to sell him the book. "You may have it for nothing, my boy," said Mr. Bernard. "I bought it with a lot of books." From that day Fred determined to make of himself just as true a penman as the author of that book. During all the time he was knocking about he had picked up a very good foundation for an education, but he wrote in a cramped, angular hand. Now he went to work in earnest. Day after day he copied during every moment that he had to spare. For the first time in his life he had an object in view, and an end to achieve. In fact, he had always worked at the bidding of others. He did not make the progress that he wished to make in writing, yet he determined not to give up. One day, when Mr. Bernard was out, Madame very busy within, and the store entirely free from customers, Fred went to work on his writing. He worked with a will entirely forgetful of the store and all his surroundings. He did not use a tall and very scholarly looking gentleman when he came in. He stood up close to Fred's stool and watched him for a long time. Finally, the feeling that some one was near him caused Fred to look up. "You will never accomplish it is that way," said the gentleman, quietly and with a smile, as Fred's eyes met his.

"What made you try to write all this in such a short time! It won't do; but the improvement you made from the first is astonishing."

Fred did not realize for the moment that he had never seen this man before, but listened attentively. The gentleman went on to say:

"Don't let your eagerness to improve in writing make you lose all of your judgment in striving."

"But I did not know, sir," said Fred, "that I was trying so hard until you spoke."

"That is just what I mean. You abandon yourself to your desire to learn to write, and, consequently, do not make the progress that you would if you were careful. You have, in all probability, said to yourself: 'I will never cease striving until I can write copies in this book.' It will be just as like as not that you are slacking at something that is impossible. The result will be that you will show, in every letter you form, that over-headed blood is galloping through your veins. Care is his best spirit; aim not quite so high at first; have full command of yourself; then with a thorough knowledge of the rules for writing, you can lead your will lead your hand in the desired way."

"Why, sir," said Fred, "I thought it was right to strive and walk in learning to write."

"It is, if you do it as I have told you. Now follow out my directions, and see if you do not accomplish it."

Just then Mr. Bernard came in; the gentleman secured the book he was seeking. As the gentleman passed out of sight, Mr. Bernard said: "That is the great scholar, Mr. Paulson; he is a public school teacher."

Fred pursued his writing after that, under the instructions Mr. Paulson had given him. He was astonished to see the progress he made. A little was accomplished each day, until he loved the art to such a degree that he lost all consciousness

of self in his practice. Before he realized it he had reached such perfection in writing that if he had not quite come up to the author, at which he aimed, he had very nearly reached that point. One morning the knowledge of what he had attained came to him all at once. His impulsive nature gave the shout, loud and long: "My ship's come in!" Madame rushed from the inner room, wringing her hands, and exclaiming: "How Dies! What you cry out so far! No ship could come into this store!"

Fred laughed at her and at his own impulsive nature. Yet well he knew that for the first time in his poor life his ship had made a trip across the sea, well laden with material that would give him every success in life. Mr. Bernard was a ripe scholar, and Fred could not have fallen into better hands. Now that he saw what wonderful

aid to the sides rose up like great ramparts. The front open and clear down to the river, from where the cool sea-breeze was wafted and stirred the trees to live music above your head. To lie there beneath these trees, with open air, open sky and open sea, — with the harvests, the dainty ferns, and many bright flowers springing up from the green moss at your feet, this of itself was enough to make one happy, and to be grateful for existence. It was here that Fred Devoil used to come, away from the smoke and the dust of the city, and lie down beneath the trees. It was here he dreamed his first dream of greatness. Here he first knew that the poetic genius was within him. Fred Devoil kept the secret of this first poem a long time — fearing he had overestimated his own power. One day Mr. Bernard found his poems, and was inquisitive until one was in Mr. Paulson's

slender on the fair sea. You may take to writing large city and go through its suburbs, and there will you find one boy who writes well you will find five girls who write better. It is so in families. It is only when men are compelled to use writing in business, or make it a specialty, that it is different. Fred Devoil did not attempt to enter into a discussion on this topic. What interested him more was that he had to reply to this letter. It was an opportunity he had eagerly longed for. This letter was from Mary Doane, a contributor to the magazine, and Fred Devoil had long been interested in her. Although a universal favorite with ladies, he had never had a passing fancy for any one. This one woman, speaking through her contributions, had stirred Fred Devoil's whole nature as no other woman had been able to do. He was glad now to come this much nearer to her, although he might never see her face to face. Fred answered this letter, and a constant exchange of business letters drew them nearer. Fred thought in her every article she poured out her heart to him and to no one else. He knew that in everything that he wrote he had long since ceased to speak to any one but her.

After he had been on the magazine about a year Fred Devoil resolutely set up his mind to ask Mary Devoil to marry him, and, if she consented, to go over the long distance and marry at once. You deuce whispered to him: "It might be a case of 'Majorie Daw'"; Fred whispered: "You are the man who never picked up a paper in which there was a case of two persons marrying on first sight but you threw the paper down and said: 'Can there be two such idiots in the world?'" Fred Devoil listened to neither; the strong heart-yearning that he felt for Mary Doane, and he believed she felt for him, conquered.

When Mary Doane received his letter she was seated in her own pretty cottage that was nestled in among the trees. After reading it she neither felt shocked, indignant, nor surprised. She had all along felt this heart-yearning for Fred Devoil, but did not dream that he felt it. His picture she had seen in the magazine, and his writings had found an answering chord in her own heart. Why should she not marry him? This was the way she reasoned: Why should a person be compelled to see each other face to face when they had so long read each the secret thought of the other? Why should she not trust him?

She wrote him that she would marry him, and over the long distance he went. He reached the pretty cottage among the trees and entered. It was no case of "Majorie Daw," for, lo! his ship is sailing in, and from her deck has stepped the passenger she is bringing; it is sweet and lovely Mary Doane. A woman not tall, yet of grand and noble mien. Beautiful she is with her fair English face and her blue eyes that look a steadily into yours. She is near Fred Devoil's own age. The beauty of her face, you can see comes not from features alone, but from the soul within. Does this heart-yearning for each other cease when they meet in the flesh, face to face? No! they know that they were made for each other as surely as while Adam slept his ship sailed to him from over the sea, and left to him Eve, the one fair passenger.

And now my dear reader, I am thinking of thee. The day may be old, but the hearts talking and ringing To do our share, and to be true to each other.

Who can tell what passenger she may be bringing To make life seem an ever to you and to me!

The "Hand-book" as a Premium.

We have decided to continue to mail, until further notice, the "Hand-book" (in paper form) to every person remitting \$1 for a subscription or renewal to the JOURNAL for one year, or for \$1.25, the book handsomely bound in cloth. Price of the book, by mail, in cloth, \$1; in paper, 75 cents. Liberal discount to teachers and agents.



The above cut was photographed from an original pen-drawing created by Mr. Griffith, a student of Massillon's Gem City Business College, Quincy, Ill.

success Fred had made in writing, and that he wished to improve in every way, he helped him. No one knew more people who could help Fred's writing, bringing him in a pecuniary benefit, and soon he had no need to accept the salary that was due him in the store.

One of Fred's greatest pleasures, when he first went to Mr. Bernard, was that he could go into the open air when he wished, without the fear of a scolding. As the years went on, it still continued his great pleasure. Many a day he would start for a walk to Happy Hollow. The way to it was across a covered bridge, then a turn to the side led into a road that lay side by side and wound its way with the river you had just crossed. This road went winding its way by river and hill-side until it brought you to Happy Hollow. It was well named Happy. It was a hollow made by a small hills standing together fronting the river. I don't think you could find a more lovely spot than Happy Hollow, on a bright May day. The hills to the back

hands, so great was his appreciation of what Fred had done.

The poem was submitted to Mr. Paulson for publication, written in Fred Devoil's hand that was far more beautiful than the one that made Poe's first poem acceptable. It was accepted and published in Mr. Paulson's magazine, where Fred Devoil placed many more.

Fred Devoil succeeded so well in all that he undertook that, when thirty first years of age, Mr. Paulson offered him the editorship of his magazine. Fred Devoil was not only willing to take it but abundantly able to manage the magazine.

It was only a few months after he had begun his duties as editor that Mr. Paulson, holding a letter out to him, said: "That is a beautiful hand-writing; I never see a lady's letter written as beautifully as that but I think of an item I saw in a penman's paper." The editor commended a lady writing-teacher in these words: "She writes with great uniformity for a woman." Now Fred, my dear boy, that was a



**Itinerant Professors.**

**ARTICLE II.**

By CHANDLER H. PERCIE, Keokuk, Iowa.

Yes, we all plead guilty to having been once a traveling teacher of penmanship, and we are proud of it. This is the first step, and we should not shrink must not ignore the assistance gained in this field of usefulness. We have no regrets; but, on the contrary, are proud of having done much good and gained a class of knowledge that is invaluable for the superstructure of a successful career. We look back with pleasure over a conquered field, and believe that the momentum gained is our constant support in these days when others are halting between two opinions. The itinerant professor is a necessity, and is sure to thrive if he possess ability and the requisites of method, with force and energy enough to create an electric current.

We must not demand too much at first, however, as we have admitted that the beginning is here, and we cannot, consistently, be too critical.

Young man, launch your tiny bark upon the sea of strife and world of waters, trusting to fortune and a strong arm for a safe arrival in the golden harbor. Be just, be true to your own interests, and you will never want for encouragement.

**REMARKS:**

Nothing great is highly won,  
Nothing soon is lost,  
Every good deed taddy done,  
Will repay the cost.  
Place in Heaven your utmost trust  
All you will to do,  
And if you succeed  
You must puzzle your own ranoos.  
Why do you lie-late?  
I don't know just what to do,  
But you must know if you ever hope to succeed.

I have no confidence in my ability.  
Are you positive you know your business?

How can I know it without having taught,  
and how can I teach until I know how?  
What a prod calamity!

What ability have you? Do you know anything more than how to write and draw a few initials and heads of prey?

What do you mean by "How to write?"  
I mean, can you execute smoothly, even writing, with that degree of skill that will demand recognition by those with whom you come in contact.

Yes, I am not wanting in that.  
Can you introduce a little speed in your copy-hand, and produce what is always of the greatest interest to a business community, viz., Business-writing?

No, I scarcely think so. Can I didn't think that was essential.

In your profession everything is essential that will help you to help others to help themselves. If by your power you can lead others to acquire what you possess, your services must be in demand, and will, of necessity, command liberal returns. To say the least, you should make this an object and improve yourself as soon as possible. It surely will benefit you in many ways.

I have made a good start in drawing and can show fine head results.

What is the object of drawing?  
It serves an excellent purpose to show executive ability. The drill gained in reaching any degree of proficiency in drawing gives superior increased power in the field of writing. It lends a certain ennoblement to writing, and assists one to accomplish the result with greater ease. The ornamental bears the same relation to the practical that algebra does to arithmetic.

Do you deem ornamental penmanship a necessity? Diamond cut crystal diamond. Yankees sneer once question by asking no other. There are many things deemed a necessity that were once considered a luxury. If we consider how little will serve our purpose, we surely must conclude that both ornamental penmanship and algebra must fall to the ground.

A knowledge of algebra will benefit anyone, not so much in dollars and cents, but in the satisfaction of knowing something beyond ordinary. Ornamental Penmanship is well enough in its way, and like algebra, serves a purpose that must not, and cannot, be ignored. An ignorant cry of a majority against it does not prove anything. If algebra assists one materially to understand arithmetic, and ornamental assists in the practical, I surely am safe in concluding that each should be taken in its time in order to get a more than ordinary development. A thorough understanding in the lower must be gained through the higher.

In this conclusion satisfactory?  
So far I am safe. I can write fairly well. I think I understand the development of a business handwriting, and I will try and profit by what you say as to drawing, that though it may reach what others have done in writing.

But if you expect to be a teacher you have only half begun.

Yes, I told you I didn't know what to do, and that I have no confidence in my ability. What ability did you refer to? I have but the one.

But you must know that if you would teach well, you must possess teaching-power or teaching-ability, in addition to executive ability. Confidence comes from the possession of both, and you cannot

is not what he should be, then he should seek to solve this ONE: "PROBLEM OF THE TIMES."

**A Train for Dudes.**

There is talk of putting on a regular English train between Boston and New York. Everything in the way of luxury, comfort, speed and safety has already been perfected. There are no such cars and engines in the world as the Consolidated road runs, yet, wishing always to supply an unsatisfied public, the experiment of running a train of English coaches has been agitated. English engines, with no cabs and one pair of 11-foot drivers, will be imported; also, first-class compartment coaches, seating eight persons in each party, or twenty-four persons in each car. The high rate of speed accomplished in England is attained by running small trains, so here but four of these cars will be used on each train. One train will leave New York and one Boston simultaneously each day, and make the run in about five hours. The train may possibly carry the mail, paying five dollars a minute to the Government for each and every minute's delay—just as they do in England. The "guard" will pass along on the outside of the train and collect the tickets through the windows. There will be no ventilation, and

**A Hard Witness.**  
"Do you know the prisoner well?" asked the attorney.  
"Never knew him sick," replied the lawyer.  
"No levity," said the lawyer, sternly.  
"Now, sir, did you ever see the prisoner at the bar?"  
"Took many a drink with him at the bar."  
"Answer my question, sir," yelled the lawyer. "How long have you known the prisoner?"  
"From two feet up to five feet ten inches."  
"Will the court make him—"  
"I have, Judge," said the witness, anticipating the lawyer: "I have answered the question. I knowed the prisoner when he was a boy two feet long and a man five feet ten."

"Your Honor—"  
"It's feet, Judge, I'm under oath," persisted the witness.  
The lawyer arose, placed both hands on the table in front of him, spread his legs apart, leaned his body over the table and said:  
"Will you tell the Court what you know about this case?"  
"That ain't his name," replied the witness.

"What ain't his name?"  
"Case."  
"Who said it was?"  
"You did. You wanted to know what I know about this case. His name's Smith."

"Your Honor," howled the attorney, plucking his beard out by the roots, "will you make this man answer?"  
"Witness," said the Judge, "you must answer the questions put to you."  
"Lard o' Goshen, Judge, hain't I been didd' it? Let the blamed cuss fire away. I'm all ready."

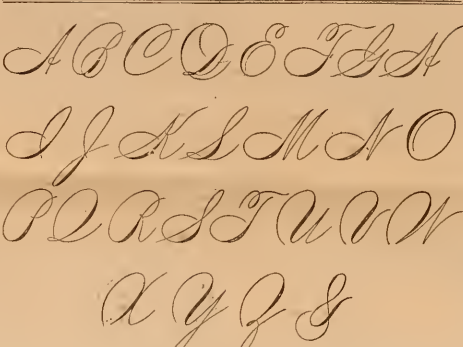
"Then," said the lawyer, "don't heat about the bush any more. You and the prisoner have been friends?"  
"Never," promptly responded the witness.

"What! Wasn't you summoned here as a friend?"  
"No sir; I was summoned here as a Presbyterian. Narry one of us was ever Friends. He's an old-line Baptist, without a drop of Quaker in him."

"Stand down," yelled the lawyer in disgust.  
"Hey!"  
"Stand down."  
"Can't do it. I'll sit down or stand up—"

"Sherrif, remove the man from the box!"  
"Witness retires, muttering: "Well, if he ain't the thickest head-bust one I ever laid eyes on!"—*Utica Observer.*

"I has been brax'd several times o' late," remarked Alexander Guther as he opened the meeting in his usual blunt manner, "if we wa' to have any new motives or powwers or insaine fur de summer sezun. De Committee on Sayin's has hand in de folerin' bill o' fare fur hot weather: 'Ho who sleeps by day will hunger by night! Industry am do neg on which Plenty hangs her hat.' 'Argument makes three enemies to one friend.' 'Men who go to law must expect to eat der 'baters wild salt.' 'De biggest balloun kin be packed in a barf when de gas am out.' De rattle of de empty wagon kin be he-ard farther dese de rumble of de loaded one.'"—*Danvers Free Press.*



We present the above alphabet of plain capitals for uniform or combined movement practice, photo-engraved from pen-and-ink copy executed at the office of the "Journal."

know your business and be successful in it without a knowledge of both.

If this be true, I am only half a man and must look to my laurels. All the demands of any business are known, I must meet those demands if I meet success. If I shut my eyes against truth, or in ignorance grope in the dark, it will avail me nothing to cry aloud when lost.

You must prepare for the contest. To say that I will try is not enough. You must demand that preparation of yourself that belongs to this day and generation. When you were a child, childish things were becoming to you; but now that you pretend to act for yourself, it becomes you to act the man and prove your set by all knowledge essential to a full and complete exposition of your claims. But how am I to gain a knowledge of teaching? How do medical students get practice in their profession? Are they not required to pursue a certain course of study, lectures, etc., etc., prior to going out to practice? Cannot you do the same? Have you done this? I thought any one who could write and draw a little could teach. Young man, you were never more mistaken in your life. If the itinerant professors from early times down to the present have not been received with open arms, it is easily accounted for by reflex action. Other callings are suffering from indirections, but this does not remedy this case. If the itinerant professor

not much comfort to speak of, but then "it will be English." There will be no water, no toilet-room, and the passengers will be locked in and mobbed only at their destination—all so English! The fare will be about \$20 or "four pun, me lad," and the portmanteaus will be "pasted" and not checked. The full fares and postal service will net something over \$2,000 each trip. There are so many that get everything English that it is expected that coaching-cabs, English pug-dog owners, polo players, fox-hunters, and dudes will patronize and roll up the receipts of the new train. It will not be necessary to use any of the new \$5,000,000 loan, as it is a known fact that anything brought over here that is English always pays and pays well. One of the trains should be called the "Flying Wilde," and the other "Lightning Langtry."

**When to Subscribe.**

For several reasons it is desirable, that, so far as is practicable, subscriptions should begin with the year, yet it is entirely optional with the subscriber as to when his subscription shall commence. Those who may be specially interested in the very practical and valuable course of lessons commenced by Prof. H. C. Spencer may have their subscriptions begin with the May number, in which is the first lesson of the course.

**The Common-sense Binder.**

This convenient receptacle for holding and preserving the JOURNAL should be in possession of every subscriber. It is to all intents and purposes a complete binder, and will contain all the numbers for four years Mailed for \$1.50.



**Striking Resemblance.**

Many of our readers are undoubtedly aware that H. C. and H. A. Spencer are twin brothers, and so closely resembling each other as to often be mistaken one for the other by even their intimate acquaintances. Of them the *Washington Republican* published, in connection with its report of the Convention, the following anecdote:

The striking resemblance of two members of the Convention has been the occasion of hilarious confusion more than once during the present meeting. The two gentlemen are Mr. H. C. Spencer, president of the Specerian Business college in this city, and Mr. H. A. Spencer of New York. They are twin brothers of exactly the same stature and build, the same hair, complexion, eyes, and expression. When one gets up to speak the Convention has to be informed which it is. The voices are also the same. A delegate suggested that a blue ribbon should be tied around the arm of one to distinguish him from the other. The morning H. A. Spencer arrived here from New York he went to the Holly Tree restaurant to take breakfast. The colored waiter looked on in blank wonderment, and while Mr. Spencer was paying his bill was overboard to say to a brother waiter, "Dat man's got de most raxious appetite I ever see in my life. Why, look here, he was in here at 9 o'clock 'zactly, and had beefsteak, ham and eggs, fried potatoes, and coffee. Now it's a quarter to ten 'zactly, and he's jus' had mutton chops, ham

**A New College Building.**

Cards of invitation are issued to the ceremony of laying a corner-stone of a new building for the Eastman Business College at Poughkeepsie, N. Y.

From the comments on the *personnel* of the Convention by the *Washington Republican* we abstract the following:

Among the delegates attending the meeting of the Association there are a number of noted business educators. Prof. S. S. Packard, of Packard's New York City Business college, is a famed teacher. His institution trains over 1,000 students per annum. He is 57 years of age, but looks younger, as he is slender and erect, and his face clearly shaven. He has been in the business thirty years. He is the author of the well known Bryant and Stratton's Book-keeping. He has also had a varied literary and newspaper experience. He first published the famous article of Oliver Dyer on John Allen—"The Wickiest Man in New York." He edited *Bright and Stratton's Magazine* from 1877 to '90; subsequently he was editor of *Packard's Monthly*, a creditable literary venture. A prominent figure in the Association is the Hon. Ira Mahew, of Detroit. He was formerly state superintendent of instruction in the state of Michigan, and while holding this position saw the necessity of a more practical business education than that afforded by the

**Obituary.**

We are deeply pained to learn of the very sudden death from hemorrhage, of C. W. Rice, which occurred on the 4th inst., at Estes Park, Colorado, where he had just gone to pass his vacation, and apparently in the full enjoyment of health. Mr. R. was a young penman of rare skill and promise, having taught in several of the leading business colleges of the West, and was engaged as teacher of writing in the Denver (Col.) Business College at the time of his decease. He was highly esteemed by all who knew him, alike for his fine social qualities and professional attainments: At a meeting of the Faculty and students of the Denver Business College, the following resolutions of respect to his worth and memory were unanimously adopted:

WHEREAS, the Divine Ruler of the universe has removed from our midst our dear friend and teacher, Professor Charles W. Rice; therefore, recognizing his worth and the loss sustained by his many friends throughout the United States and Canada, and bowing with humble submission to the will of the Almighty,

Resolved, That in his life and character, as exemplified by his every word and act, we recognize a young gentleman of excellent moral character and many talents.

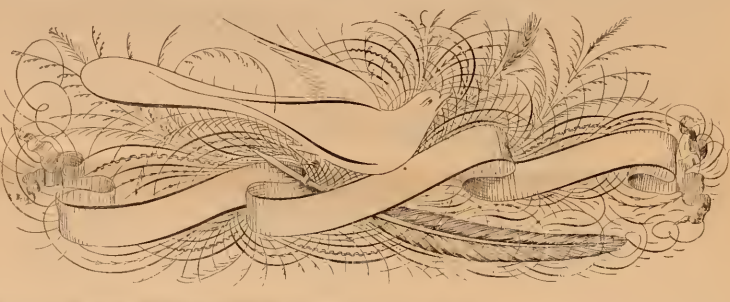
Resolved, By the death of the deceased the community sustains the loss of a good



**Answered.**

J. B. D. Morning Sun, Iowa.—Please answer the following questions through the *JOURNAL*. 1st. Is professional penmanship injurious to one with weak lungs? 2d. Can I learn to teach penmanship (by reading) without going to school? 3d. Why are there so many failures in teaching penmanship? 4th. Why do so many abandon, early, the profession? 5th. What does the Day Shading T. Square cost? 6th. How do I write for a boy who never took a lesson in penmanship? 7th. 1st. Not necessarily, if one while sitting and leaning forward to write will have a cure to be had from the hips and not bend the body so as to tramp the chest and interfere with respiration; also be sure to exercise much in the open air, and frequent y distend the lungs by long and full inhalations. 2d. No. We say No, because no one should attempt to teach who has not informed himself in methods of instructions which have been approved and vindicated by their successful application in the class-room; this can best be done by re-civing the in-

**EXERCISE FOR FLOURISHING.**



and eggs, stewed potatoes and tea. Dat spot is used a fortune in say restaurant." It happened that H. C. Spencer had breakfasted at the same restaurant just before his brother got in from New York. The brothers are 44 years old, but have lived together only a small part of their lifetime. H. C. Spencer has several children, and his brother is now a visitor at the house. The little fellows were at first astonished to see their father's double walking around, and could not tell the two apart until they discovered a bald spot the size of a quarter on top of the uncle's head. The other day a man stopped H. A. Spencer on the street and paid a debt due H. C. Spencer. Last spring H. A. Spencer came here on a visit and went to his brother's college. The brother came into the reception-room to meet him. He sent him into the next room, where fifty boys were assembled, to finish the explanation of an examination that had been drawn on the blackboard. Not a boy discovered the change, though one was heard to say, "Why I didn't notice that Mr. Spencer's hair was out."

public schools. Mahew's book-keepings are among the most widely used.

The Hon. A. D. Witt, of Ohio, is principal of the Miami Commercial college at Dayton, Ohio, and also postmaster of that city. He is about 45 years of age, sharp featured, tall, and alert in expression. He is a member of the board of education at Dayton, and for many years has exhibited a deep and lively interest in the cause of education.

Prof. Daniel T. Ames is the editor of the *PENMAN'S ART JOURNAL*, a publication that has a large circulation among business colleges, teachers of penmanship, and others interested in the art. For many years he has at the head of a prosperous college in Syracuse, N. Y. He is one of the most famous expert judges of handwriting in the country. The celebrated Morse letter was submitted to him, as were the letters forged by the colored cadet, Whitaker.

Prof. Robert C. Spencer is the oldest of the renowned Spencer brothers, being now 54 years of age. He is president of an old and successful commercial college in Milwaukee. It will be remembered that about a year ago a great sensation was caused by the disappearance of one of his children, whose body was subsequently found in Lake Michigan. He is one of the ablest men in the Association.

citizen, an educated and talented penman, and superior instructor.

Resolved, By his sorrowing pupils and friends and President and Faculty of the Denver Business college, that we personally mourn the loss of a true friend and teacher.

Resolved, That a copy of these resolutions be sent to the brother and friends of the deceased.

W. C. COLLINS,  
J. W. ANDERSON,  
F. W. IRELAND,  
Committee.

**Notice.**

Subscribers requesting a change of address should give the *old* address as well as the new, to enable us to find their name upon our subscription-books, where subscribers are arranged by towns, and not by name.

Rev. Dr. Robert Collyer argues, in *The Critic* of June 10th, in favor of a closer sympathy between Church and Stage than has existed for several centuries. "The mutual goodwill we would fain see established between Church and Stage, when you find your way to the heart of it," he writes, "is just goodwill between the mother and the daughter, and the desire on your part and mine, that after this long estrangement they should kiss and be friends."

Remember, you can get the *JOURNAL* one year, and a 75-cent book free, for \$1; or a \$1 book and the *JOURNAL* for \$1.25. Do your friends a favor by telling them.

Sample copies of the *JOURNAL* sent on receipt of price, 10 cents.

**Extra Copies of the "Journal"**

Will be sent free to teachers and others who desire to make an effort to secure a club of subscribers.

A little fellow of five, going along the street with a dinner-pail, is stopped by a kind-hearted old gentleman, who says: "Where are you going, my little man?" "To school." "And what do you do at school?" "Do you learn to read?" "No." "To write?" "No." "To count?" "No." "To what do you do?" "I wait for school to let out."

E. H. L., Lake Hill, N. Y.—I am on the second year as a subscriber to your paper, and well edited and much pleased with its contents, from month to month, and believe it to be doing a good and lasting work in the interest of practical as well as ornamental penmanship. I have been trying for

several years to so improve my writing that I might be able to put it to such uses as would benefit me, such as teaching writing school, etc., but somehow I have not been able so far to master the pen. Sometimes I almost seem to have earned the victory, but very soon I find my hand and fingers get stiff, and sort of jerk on the down stroke, so that the movement becomes irregular, which discourages me very much, and yet I feel bound to not give it up. Each succeeding number of your paper inspires me to renewed effort. I cannot bear to think of giving it up, because I am an ardent admirer of fine penmanship. I would take lessons of a first-class penman, but I am sure it is not for nothing that I have asked you a few questions through the JOURNAL. I am a forty-eight year old age—does that, as a rule, disqualify one from becoming expert in the use of the pen? 2d. Does my writing indicate that my efforts will be successful, or not? 3d. How far from the point of the pen should the end of the finger be? 4th. Should the penholder cross the second finger at the lower corner, or at the upper corner of the nail where it enters the flesh? G. I use a Spencerian hand pen—do you think another make would be better to learn with? I please answer as many of these questions as you may judge proper. We answer the above questions for two reasons. First, they are proper. Second, they are such as are often asked by persons of middle age. Ans. 1st. Your age does not disqualify you from becoming a good writer. It does, however, impose two difficulties, viz., your present writing style, confined by many years of practice, and the fact that you will be over sixty, while at your present age it is much more difficult to ignore your customary occupation and give yourself up to the necessary study and practice to thoroughly master penmanship; but these are not difficulties that cannot be overcome by a determined effort. 2d. The indications of your present writing are favorable. Your chief lack is freedom of movement, which is also the cause of "the stiff, jerky, irregular movement" which you say sometimes troubles you. For this reason you must take at least a few lessons of some good teacher in movements. Your writing is now confined too much to the fingers, while it should be more on the forearm. 3d. About one inch, or sufficiently distant to not tug the fingers. 4th. If you write with the finger unhooked, the holder should cross at the lower corner of the second nail, as it gives a free motion to the fingers; but where the forearm or combined movement is used, the holder should cross at, or about, the upper edge of the second nail, since that is the easier motion of holding the pen, while it does not interfere with the movement. 5th. While writing, the body should be in such a position as to relieve the right arm from any support of the body, and whether or not it is necessary to lean to the left will depend much upon the height of the table at which you write. 6th. The pen you mention will do well, but we would rather commend a pen of the fine all-Steel Spencerian No. 1, or our Penman's Favorite, No. 1.

M. H. R., Chesley, Ont.—Can one become a good writer while doing heavy work? Ans.—Yes; if it is not so heavy as to overstrain his muscles. A considerable degree of heavy work will not interfere materially with the acquisition of a good handwriting; of course, for delicate professional penwork, it is necessary for one to devote so much time to practice as to preclude another regular business, and in its practice much heavy work would also injure the hand for a delicate manipulation of the pen.

M. H., Shorpsburg, Ill.—1st. It is necessary to lay down flourishing that the hand rest on the little finger-nail or may it rest at the second joint? 2d. If the whole arm is used in card-writing, why not in other writing? 3d. Can anyone become a good

teacher of writing without understanding grammar? Ans. 1st. While it may not be fatal to good flourishing, it is the hand at the second joint of the finger, it rests the hand in a firm position, and it presents a much smoother and letter gliding surface to the paper, and will render flourishing more easy and graceful than otherwise. 2d. The difference between using the whole arm for cards and other writing is, that upon cards a greater license as to forms of letters and in the use of flourished lines is permissible than in practical writing. Card-writing is really artistic rather than practical writing, and since the whole arm is a sort of a long lever movement which gives grace at the expense of accuracy, it is by permitted in card and professional writing and not in practical writing. 3d. While the use of the hand grammar may not be fatal to good teaching of writing, it is very likely to diminish the dignity of a teacher before his class, and impair their respect for him, even as a teacher of writing, were he to betray ignorance of grammar or other common branches of education. A teacher, to command a high position as an instructor in writing, must have good qualifications, and resources that extend beyond simply a knowledge of writing. It is due to a numerous class of pretentious writing-masters, weak and ignorant in all departments of education except writing, and often so in that, that he has greatly lowered the dignity of the profession.

Geo. H. B., Caron, Nev., requests that we will through the JOURNAL send specimens of good plain, practical, legible and engaging. We entertain the suggestion tentatively, and that means that it will be done.



S. S. Packard is practicing at South Orange, N. J.

Prof. H. W. Flickinger is passing his vacation at Newport, Pa.

J. E. Soule is one of a company who are spending the summer in the Adirondic Mountains.

E. G. Polom, of the Albany (N. Y.) Business College, is passing his vacation at Penang, Malacca.

Wm. Allen Miller, of Packard's New York Business College, and his wife, are spending their vacation in Europe.

Frank Goodman, of the Knoxville and Nashville (Tenn.) Business College, has lately been appointed a member of the Board of Regents for the State of Tennessee.

J. W. Harkins, who has been teaching writing during the past year at Little Rock (Ark.) Business College, engages with A. H. Hinshaw's College-Worcester, Mass., on September 1st. Mr. H. is one of our most promising young writers.

J. R. Long, late a pupil at the Spencerian Business College, Cleveland, O., has been engaged to teach penmanship the ensuing year at the Normal School, Danville, Ind. Mr. Long is a good writer, and will, undoubtedly, do good work in his new position.

A. S. Scarborough, of Knoxville, Tenn., has commenced work as a teacher in Gaskin's Business College. Mr. S. is a skilled writer, and has been at Goodman's Business College, Knoxville, and on leaving was presented with a handsome case by the students.

A. H. Steadman, whose card appears in another column under the head of "Business Colleges," is a skillful penman, and is highly commended as a teacher by the Hon. Ira Mayhew's (Tenn.) Business College. Mr. G. is in whose employ Mr. S. has been for some time past.

R. S. Collins, who for some time past has been teaching writing at Kings Mountain High School, N. C., has been engaged to take charge of the penmanship Department in Goodman's Nashville (Tenn.) Business College. Mr. C. is a skillful penman, and will, undoubtedly, win favor in his new position.

S. C. Williams, special teacher of writing in the public schools of Lockport, N. Y., is not only universally popular as a teacher, but quite skilled as a pen-writer. A diploma, lately designed by him for the several grades of the schools under his supervision, is spoken of by the *Lockport Daily Journal* as "a miracle of beauty and art."

D. P. Linsley, editor and publisher of the *Sheffield-Water*, has removed from his former publication office in New York to Plainfield, N. J., where he also conducts a school of tigraphy—a system of shorthand of which he is the author and publisher. All persons interested in shorthand will find his publication interesting.



Letters and other specimens of penmanship of a commendable degree of excellence have been received as follows:

W. A. Frasier, Mansfield, O., a letter.

A. H. Steadman, Freeport, O., a letter.

D. A. Griffith, Waxahatchie, Tex., a letter.

A. E. Deiler, penman, Ada, O., a flourished bird.

W. K. Foster, Troy Grove, Ill., a letter and cards.

W. H. Starks, Barry, Ill., a letter and flourished bird.

O. J. Pease, Albion, O., a letter and flourished bird.

L. A. Barron, Rockland (Me.) Business College, a letter.

E. D. Westbrock, Mansfield (Pa.) Business College, a letter.

E. G. Evans, Kinderhook, N. Y., a letter and flourished bird.

D. H. Sinke, South Bend, Ind., a skillfully-flourished bird and scroll.

J. G. Harmon, Carthage, Mo., a letter and bird design, quite creditable.

W. A. Wright, Baltimore, Md., several specimens of good practical writing.

L. B. Lawson, Hayward, Cal., a letter and a club of ten subscribers to the JOURNAL.

S. M. McCrom, Thorp Springs (Tex.) Commercial College, a letter and flourished quill and scroll.

H. S. Shaver, Cave Spring, Va., a letter and several well-executed specimens of plain and flourished cards.

G. W. Ware, Boham, Tex., a letter, a set of well-executed whole-arm capitals, and a page of practical writing.

Enrico Petrosino, Caffè della Ross, Salerno, a well-written letter, including the cash for a club of subscribers to the JOURNAL.

D. C. Tabbs, Business College, Erie, Pa., a letter, and a very creditable specimen by one of his pupils, Master John Henon, ten years of age.

E. L. Burnett, of the Elmira (N. Y.) Business College, a photograph of a spread eagle and bounding stamp letting—all very skillfully executed.

F. H. Cleary, teacher of writing at Linden, Mich., a letter, cards, a flourished bird, and his photograph. The specimens are of more than ordinary degree of merit.

G. W. Brown, president of the Jackson (Ill.) Business College, several superior specimens of practical writing written both by teacher and pupils of his institution.

L. W. Hallett, Millerton, Pa., a letter and several finely-written cards. He says: "I have my success in writing to a careful study of the JOURNAL. No teacher or penman should be without it."

H. A. Stoddard, of the Rockford (Ill.) Business College, a letter, and photographs of several very finely-executed specimens of penmanship. Mr. S. is highly commended by his pupils and the press of Rockford as a successful teacher of writing.

A. R. Dutton, Camden, Me., a splendidly-written letter, with a cordial invitation to send our review with him, and a promise to send a pound per day if our "criticisms" during our stay; should we try it—and ha

fall of the fulfillment of his promise, anyone acquainted with his hospitality would certainly lay the fault at his door. For an kind no invitation has another teacher been so liberally treated with a hope that we may be so fortunate in future to enjoy a pilgrimage to Camden, which has come to be a sort of Mecca for penmen "down East."

D. W. Huff, Marshalltown, Iowa, a finely-written letter. He complains that we have skipped, without mention, his specimens heretofore sent us and we are, again, the immense number of our duties, but we would like it to be not by the JOURNAL, upon a just charge of favoritism. Some of our warmest personal friends—and the best friends of the JOURNAL—have made similar complaints. The simple fact is, that some letters and packages sent us are so numerous, that it is impossible for us to do more than to send you a few of the best; with others, we unfortunately differ in respect to the merit of their claims.

"American Counting-room."

We are pleased to welcome among our valued exchanges the first number of *American Counting-room*—a neat, sixty-four page monthly magazine, published in New York city. Judging from its contents, many of our readers will be glad to have it added to their list of business and commercial literature. The illustrated article on the New York Produce Exchange, with which the magazine opens, is especially interesting and descriptive in character, and adds an interesting chapter to the commercial life of the country. Of the various reports which are regularly reported or prepared at which are legal and otherwise of our major "Prevention of Fraud in Payment of Companies," "Books of Original Entry," "Accountants and their Clients," "Our Business Transactions," "A Criticism on Averaging Accounts," "The Tariff Question," "Passing from Silks," and "The History of Exchange," are especially noteworthy. The department devoted to "Counting-room Class" contains interesting questions are illustrated by correspondence that we should judge are not well known abroad if they speak "Our Business Transactions" is an appropriate short story, and holds in its grasp a good humor that we may venture the assertion that Mark Cheekup is a "true boy in the office." A department of the magazine is devoted to very comprehensive reports of the market and exchange in which appear the quotations of stocks, foreign exchange, bonds, and commodities, including coffee, sugar, lard, etc., and a list of the monthly of June, and there are, also, tables which furnish complete information upon the departure of foreign mail, during the month of July from the various ports, and under the head of "Business Reviews" appear the reports, classified under the various departments of business, of the principal factories and manufacturing concerns for the month of June. Yarious subscriptions, single numbers, 20 cents. The magazine may be procured at the following places: at the publishers, 29 Warren Street (Downtown address, Box 2105), New York.

The factory at Casletton, N. Y., produces and packs about 1,250,000 postal cards each working day. The total production last year was 350,000,000, and as the cards are all made at this one factory, the product measures the number of cards used in the country. If the demand at the factory averages 1,250,000 per day, it follows that only an average of one card and a quarter is used daily by every fifty people in the country.

How to Remit Money.

The best and safest way is by Post-office Order, or a bank draft, on New York; next, by registered letter. For fractional parts of a dollar, send postage-stamps. Do not use personal checks, especially for small sums, for Canadian postage-stamps.

"Beg pardon, sir, but—could you tell me which is the opposite side of the street?" Why, that side, sir? (pointing across). "Nish obish. I was over there just now, and asked 'oother gem'in which was opp'se side, an' he said this was."—*Exchange.*

Persons desiring a single copy of the JOURNAL must remit ten cents. No attention will be given to postal-card requests for same.

How Every City of Upwards of 10,000 Inhabitants can Have a Special Teacher of Penmanship Without Additional Cost.

ARTICLE I.

By CHANDLER H. PRITCH, of Keokuk, Iowa. The public school system, which is the pride of our nation, is improving every year under the efficient management of men and women devoted to the cause of education.

indeed, very slowly to the Jack of all trades, and that the present state of affairs could not have existed had not the specialist appeared and established a claim which has been readily accepted by every intelligent and well meaning citizen.

For many years in the large cities the subjects of music, German and penmanship, have been treated successfully by specialists.

In later years, cities of smaller growth have shared the enterprises, and equally

consent to think of anything better when what we have is good enough.

To carry into effect and improve any new plan simply means additional money, and to this end many a scheme is discouraged because in the outset there cannot be seen returns prior to any expenses being incurred. We do not propose discussing the question of finance, but we are always ready for intelligent advancement, even where money is one of the controlling powers.

army of beggars and paupers, and inmates of prisons; the monopolists and cornerers, and gamblers of every kind and grade.

Consider how much brains and energy and capital are devoted, not to the production of wealth, but to the grabbing of wealth.

Consider how intemperance and mischief follow poverty. Consider how the ignorant breed of poverty lessens production, and how the vice bred of poverty causes distraction, and you can better answer the question, Is everyone doing his very best?

**DANIEL J. JAMES**  
**Artist Penman**  
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 EXECUTES EVERY STYLE  
**ARTISTIC PEN WORK**  
 THE ENROSSING OF RESOLUTIONS,  
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 A SPECIALTY.  
 Drawings made for  
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 An extensive variety of specimens on hand for examination.  
 COMMITTEES AND PARTIES DESIRING WORK IN THIS LINE  
 WILL BE WAITED UPON WITH SPECIMENS  
 ON REQUEST.

The above cut was photo-engraved from pen-and-ink copy executed at the office of the "Journal," and is given as a specimen of lettering. Size of original, 17 x 21 inches.

We are proud of each department of learning, and can account for the rapid strides taken in no better way than that each has been treated as a specialty. This is true, indeed, that much has been done, but it is no undeniable fact that the most efficient teaching is where specialists have held full sway. From the high schools along up to the acknowledged superior institutions of learning, we find every statement verified, and every argument conclusive evidence of the fact that progress and advancement come,

satisfactory results have been gained. With smaller cities, the question of fitness to meet these seemingly metropolitan movements is first, and its importance usually weighs so in the balance that the old plan continues. This is not strange with men who have been educated under the very same regime. I sometimes wonder how, and why, the old beaten track is discarded. Why the new style is substituted for the old. Why we ever gave up the very things that were once our pride and joy. Why we should

As a nation, we have made wonderful progress; but with all, could there not have been even greater? Is everyone doing his best? Consider the enormous powers of production now going to waste; consider the great number of unproductive consumers unsatisfied at the expense of the producers—the rich men and the dopes; the worse than useless Government officials; the pick-pockets, burglars and confidence men; the highly respectable thieves who carry on their operations inside the law; the great

Every enterprise must have a leader who will advocate its cause and demand its recognition. The day is about to dawn when every city of 10,000 inhabitants can have a special teacher of penmanship without additional cost. I not only state a plausible truth, but can produce evidence in figures and facts that is unimpeachable proof. This, surely, is reform in its purity, because the rule says, more money for every sound enterprise; here we have the exception. More money is not demanded, more money is not desired. It is simply a different

application of the present motive power. By the many it is conceded that the general plan of learning how to write should be from printed copies at the top of books, or sliding copies or in slip form—a particular copy to be practised by the entire class at the same time.

The different forms of light have en- gressed the time of master minds through- out ages. Its history has been written, but we know an Edison electric Eureka, Eureka, and we dream of the wonderful power found in the electric light. The falling slip, the candle, the coal-oil lamp, the gas, each has served its purpose and proved to be of inestimable worth. But must we still cling to them after something better has been discovered?

The copy-book system, with class in- struction, has not materially changed since its inception.

That a better plan has been discovered is proving itself whenever tried. While it may be some time before the electric light will reach everywhere, it gradually must displace all others. So with the copy-book system, as it is and has been; it will gradually give way to something better, which is to be expected by a progressive people.

The copy-book system is not to be derided; it has served its purpose long and well. It is possible, also, that nothing else could have been so satisfactory, and pre- pared the world for advancement as well as our present leading system. We do not discount any hour due the noble army of who are, and have been, engaged in a glorious struggle. We are simply contending that a change of base in imparting instruction is necessary to make a radical improvement in the next era.

The present condition of the Spencerian System, which, in execution, surpasses all others the world has ever known, will remain unchanged for many years to come. Improvement cannot come to its fountains of letters; but I am positive it has begun in the methods of practicing the best results to the greatest number. In the past fifteen years there has been a very decided change in the methods of teaching languages. The results have not materially changed, but the methods that lead to those results are all the absorbing topic.

It is an easy matter to go to New York from a distant point. The practical question to be solved is, Which is the cheapest and best route?

There are many ways to learn to write, there are many ways in teaching arithmetic. But the way that will lead the majority, the easiest, cheapest, quickest, is the one desired.

I began the study of grammar with Pi- nette, but do not think now that I would do so again. If you have been teaching ac- cording to a system that does not entirely satisfy every demand, if you would be suc- cessful, if you would rise in your profes- sion you must seek for better methods, for a better plan of imparting that which you know.

There is no reason why improvement should not be the watchword here as in everything else, unless I pardon me for the statement) that thinking, living penmen are, and the few are not alive to their own interests. Some one must, some one will, advance in every cause; some one must, some one will, be the leader in every enterprise.

Specialists must teach the pupils how to write in our public schools, if it is at all well done. How to secure them is met upon every head with the same objection—no funds. Did it ever occur to you that the difference between the wholesale and retail price of material need not pay a special teacher \$100 per month, with an attendance of 2,500 pupils?

Copy-books of the best material that will serve every possible purpose can be furnished at five cents each, retail. Ink, pens, holders, pencils, etc., can be, and are, furnished by the Boards of Education at so small an outlay that to do otherwise is simply an imposition upon an intelligent community. Are not

the text-books furnished to the schools in some States? The regular teachers do not, and have not, taught penmanship only in isolated cases with any degree of satisfac- tion.

Is it not high time that something should be done to relieve this farcical monopoly?

**A New Card-House.**

We recently dropped into the new store of the New England Card Co., 1. M. Os- born, proprietor, 73 and 77 Nassau Street, New York. This company has been established since 1872, and is acknowledged as headquarters for all style of cards. In general arrangement, convenience and adaptability to the business, we doubt if there is another card-house quite like it in the country. And the proprietor sets forth a strong array of arguments in the shape of cards in every style, variety and use known to the trade, to prove the truth of his assertion, that no card-house in the United States has an equally complete line of goods.

The first impression of the visitor who enters the store is, that he has stepped inside a picture-gallery instead of a place of business. The walls on every side, ten feet or more in height, seem hung with picture-cards, bright in color and attractive in design. The walls are in reality shelves two feet in depth filled with cards. Cards to the right, cards to the left, cards in front—in fact, cards everywhere but on the floor beneath your feet; for overhead wires are stretched, from which are sus- pended some of the most elegant and ex- pensive goods. Besides cards all around and above, we almost forgot to speak of the exquisite gems of art in plush, and hand- painted, which are protected by the hand- some show-cases which flank the room on three sides. Our readers will thus see that the house has a good claim to its name of being a first-class card-house. The original and primary object of the New England Card Co. has been to furnish cards for advertising purposes, and for the wants of penmen and printers. This branch of the enterprise has attained a wonderful growth and development, and is still the leading feature of the business.

During the year 1883 this house has entered more largely into shape goods, and has now one of the largest and most select lines in the market. Their lines of new and artistic novelties are admired by all persons of taste and culture. When we have said that the house carries pretty much every thing known to the card world, it would be only a waste of time to enumerate in detail their more than 2,000 styles and varieties. Here are to be found the latest novelties in shaped cards, plaques, palettes, etc., etc., also a very fine line of their own importations of lithographic goods. And right here we would say that they are the owners of many special editions of popular designs, and publishers of some of the best selling goods of the day. This house also carries a full line of fine cards, like bevel and gilt paper, and their assortment is acknowledged to be the most complete in the city. The New England Card Co. extend a cordial invitation to their friends out of town, and all interested in cards, to call upon them at their new store in New York.

Woman, who has been looking over blanks in a Main Street store. "Well, I didn't mean to buy. Am just looking for a friend." Clerk, politely: "Don't think you'd find your friend among the blanks. We've looked 'em all through."

Subscribers who may desire to have their subscription begin with Prof. Spencer's course of lessons, which began in the May (1882) number, may do so, and receive the JOURNAL from that date until January, 1884, for \$1.50 with one premium.

Caution in the premises—Hadn't I bet- ter pay for rate to-day, deacon? "I said a Bunclington minister, Sunday. "Not to- day, Dominic, I think," was the probat reply, "the woid isn't right."—Dingham- ton Republican.

To those subscribing at club rates, the book will be sent (in paper) for 25 cents; (in cloth), 50 cents extra. Price of book, by mail (in paper covers), 75 cents; cloth, \$1. Liberal discount to teachers and agents.

**BUSINESS COLLEGES**

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**TESTIMONIAL.**

Mr. A. H. Steadman is a skillful penman and one of the most successful in the art ever employed in the Mayhew Business College. He is also, well acquainted with book-keeping and correspond- ence, and has prepared to render efficient and varied ser- vices to all colleges and all who are continuing the business I must be anxious to retain him as teacher."  
—J. H. MATTHEW.



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—J. H. MATTHEW.

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PRICES.  
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Flat Boards (4 inches) 50 cents

One quart evenly covers 30 square feet with three coats, the number usually applied.  
Used and gives Perfect Satisfaction in  
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University of the City of New York . . . " " "  
College of the City of New York . . . " " "  
College of Pharmacy . . . " " "  
College of St. Francis Xavier . . . " " "  
Lafayette College . . . " " "  
Lafayette College . . . " " "  
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tion—as in the arts, for example—in the light of a natural burlesque rather than as a sober reality. Depending upon causes and laws written unmistakably in the constitution of living things. Yet there is no truth further removed from the region of fact or hypothesis than that which asserts that man has no type peculiar to himself, more than a shrimp or butterfly possesses a bodily plan essentially and peculiarly its own. On the contrary, we see in the human frame merely the most specialized and distinct form of a particular type or plan, which agrees in its essential details, as a pair, with that seen in every fish, frog, reptile, bird, and quadruped or mammal. Humanity rears its head erect at the top of the animal tree, but it exists after all only at the end of its own particular branch, which we know scientifically as the vertebrata, or familiarly as the "backbone" type. Every feature which in man is to be regarded as most purely distinctive and human in its nature can be shown to represent simply the extreme development or modification of characters or organs belonging to the class as a whole. From man's liver to his brain, from the bones of his wrist to the structure of his eye, there is nothing to be found that is not foreshadowed in type in the quadruped class, or even in still lower vertebrates. Later on we shall have occasion to show that as Mr. Darwin remarks, man bears in his body undeniable traces of his lowly origin. So that those philosophers who may feel inclined to grumble at the clear evidences which anatomy presents of man's relationship to and alliance in a great common type of animal life, will require, after all, to bear a grudge not against the anatomist, but against Nature herself, and against the constitution of the animal world. It is hardly worth our while to try to feel aggrieved, for example, at the knowledge that the highest apes possess a hand which, bone for bone and muscle for muscle, resembles our own in type, when we discover that man's "third eyelid"—existing in a rudimentary state—is in reality a relic of a complete structure, possessed by animals low down in the vertebrate scale as the fishes.—*Longman's Magazine.*

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B. F. KELLEY, Associate Editor.

NEW YORK, OCTOBER, 1883.

VOL. VII.—No. 10

## LESSONS IN PRACTICAL WRITING.

No. XVI.—By HENRY C. SPENCER.

Copyrighted, October, 1883, by Spencer Brothers.

"Sounds which address the ear are lost and die  
in one short hour; but that which strikes the eye  
lives long upon the mind, the faithful sight  
engraves the knowledge with a beam of light."

Theory in writing is useful only as it is reduced to practice. Theory directs, practice performs, and the result is a useful art. To write well should become the fixed habit of

ing, or disciplinary exercise. Hence each lesson, as we have remarked before, should be commenced with a movement-drill exercise occupying at least ten minutes' time.

The good right arm is the magazine of power. Using it from the shoulder with the elbow slightly raised, the hand gliding on the axis of the third and fourth fingers, large forms may be produced with finish, grace and beauty. Such is the *whole-arm-movement*. This, modified by poising the arm upon its large full muscles on the under side between elbow and wrist, produces with rapid undating strokes the medium or smaller sizes of capitals, small letters and figures, best adapted to business writing. This is called the *forearm or muscular movement*. It is the most useful and practical, and requires most

PLATE 1.

*Dr. Borden, Weston & Co. Cr.*

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PLATE 2.

*Articles of Agreement, made and entered  
into the second day of May, one thousand  
eight hundred and eighty, by and between  
Henry James, party of the first part, and  
Simon J. Samson, party of the second part.*

PLATE 3.

*Business Capitals.*

*A B B C D D E F G H K L J K K L M M*  
*N N O P P Q R R S S T T U U V V W W X X Y*

every one who writes. Habits are formed by the repetition of actions. Bad habits are cured by doing the right thing over and over again.

As a means to securing a good handwriting we have in these lessons sought to secure the proper position and handling of the pen. "Position gives power"; "Movement is the parent of firm."

Throughout our country now, the teaching in regard to holding and handling the pen has been brought to one standard—the same we have sought to inculcate in these few lessons.

To secure genuine skill in the use of the pen, the arm and hand require much train-

ing, persevering discipline in order to make it available.

Attending the forearm-movement, may be allowed a slight subordinate thumb and finger extension and contraction, producing the *compound-movement*, adapted to easy, graceful, correct writing.

The *finger-movement*, purely as such (as has been stated in a previous lesson), scarcely exists in the specimens of the ready writer. It is cramped, slow and labored.

PLATE 1. This ledger account contains three sizes of writing. The heading, consisting of the name, for the sake of prominence, is written on a scale of eighths of an inch; the short letters being one-eighth, the semi-extended two-eighths, and the capitals three

eighths. The Dr. and Cr. are on a scale of tenths. The entries below, are on a scale of twelfths, and the writing space occupied by the height of capitals and extended letters, is three-fourths of ruled space or the space between ruled lines.

Ledger-paper, or paper ruled in columns like the copy, is most suitable for this practice. Be careful to give the figures their proper places in the columns.

PLATE 2. This presents a body of writing for practice. The first three words, for prominence, are written on a scale of eighths and shaded throughout. Care should be taken to shade the down strokes uniformly so to strength. All that follows is written on a scale of tenths, and the capitals and extended small letters occupy three-fourths of the line space above and below.

In a body of writing, regularity of size, slant, spacing, and uniformity of shade, are indispensable.

Write again and again, gradually increasing your speed until you surely attain rapidity combined with legibility and pleasing uniformity.

It is good practice to copy freely from books and newspapers and to write from the dictation of another, taking note of time to ascertain how many words you can write on an average per minute and execute well. The way to reach a high rate of speed in writing is to practice for it.

PLATE 3. Individually of handwriting is in great measure the result of individual modifications of the forms learned while under instruction, the selection of forms of letters from the variety presented for consideration, as well as the physical characteristics of the writer. The small letters afford but a limited variety, but the capitals admit of numerous variations in form, proportions, and shading, which open up quite an extensive field for choice. Had we space at our command for such purpose, we could exhibit many more styles than have yet been given. We commend this plate for your careful study and practice.

At the beginning of this course of lessons you were requested to write each in a specimen showing your penmanship there; this being the last lesson of the series it is for you who have followed the lessons in theory and practice, to write each a final specimen, and, by putting it in comparison with the first, show the improvement which has been made.

All who gain a practical knowledge of the art of writing, find in it through life a source of pleasure, profit and improvement.

**Hero Bob;**

OR, A TRUE TALE OF NAT TURNER'S WAR.  
BY MARY E. MARTIN.

Out on the suburbs of the little town of Jewavale, in Southampton, stood a home noted for its magnificence both within and without. In its parks the deer wandered at will. In the long line of white-washed cabins that greeted the eye, on a morning of the year, the dusky forms of those who lived within could be seen gliding in and out, and uttering in hurried whispers. In one cabin alone there was no confusion. Bob sat on a low flag-bottom chair, just outside of his door. He drew his bow across his forehead and played soft low music. Not so low that it did not reach the ear of his mistress in the mansion beyond. She had been walking up and down one of the long colonnades of her home; her lips firmly closed; her hands tightly clasped. As she walked to and fro she cast her eyes first up to the fiery, foam-like clouds, then to the fields of ripening wheat that bowed and flashed in the sunlight. There hovered over all an calm that seemed to mock the dreary woman's misery. Now and then this calm was rippled by the contented whistle of the partridge that came up from the grassy orchard's depths. Now the balmy morning breeze bore to her ear sweet music from Bob's cabin. She stopped in her walk, and between her closed teeth she murmured, "I will do it." She touched a bell near the door, and a maid soon appeared and waited to silence her orders.

"Tell Bob to come to me at once," her mistress commanded.

In a few moments Bob stood on the upper step of the colonnade; his hat off, and placed carefully beneath his arm. As he stood there one could see that he was a young man yet, and of fine proportions. His skin was so black that his white teeth gleamed like pearls.

"I am sent for you, Bob," his mistress said, "to talk with me." Have you heard that Nat Turner is abroad?"

"Yes, Miss Agatha," he quietly answered.

The woman's lips quivered before she spoke again; then said: "And you know where my daughter Mary is?"

"At a boarding-school not far from the next town, Miss Agatha."

"Naturally woman's breath came quick and short; yet she stood outwardly calm. "I have sent for you, Bob," she said, "to tell you that I wish you to go for her; but it must be of your own free will that you do it,

You know that this school is on the road that Nat Turner will take; bring my daughter to me, Bob, in safety, and ask me in return any favor and it is yours."

Bob raised his head proudly, and a bright light shone in his face that made his mistress wonder just a little what it could mean. He looked his fair mistress in the face, and said: "I will bring her to you, Miss Agatha, or give up my own life."

Bob turned and went to the stables, and had the swiftest horses put to the large room carriage, and drove away—the remaining blacks wondering where he could be going. Some whispered, to join Nat Turner.

The school where Mary Grantham was boarding was beautifully located on elevated grounds, in an oak grove of twenty acres. It was usually well filled with pupils, but late, on this morning of terror, Mary was the only one left. Every one had been removed to places of safety by their fathers or brothers. The teachers were nearly all gone, yet Mary Grantham could not be prevailed upon to leave—no, she would stay. "I have no one else— but I believe Bob will come for me."

"Would you trust yourself with him?" exclaimed one of the teachers.

"Yes," said Mary, "before anyone but my mother."

She was right, for the sun was only at high noon before she saw the carriage stop at the door. In vain the principal pleaded with Mary not to go with the negro. Go she would. But placed everything, even to the father's bed that Bob brought into the carriage, and filled a basket with lunch. Mary insisted upon knowing why he should do this, but as he handed her into the carriage he respectfully told her it might be best. They had only gone an hour's ride from the seminary when Mary heard a sound that made her heart almost stand still. On looking from the carriage window she saw, directly in the road before them, Nat Turner and his men. She grew a little pale, for she felt that death was certain. Was Bob false? Was it an accident that they had met? It was so wondered that she saw Bob jump down and talk with them. What was her horror when the few words she caught of the conversation she heard Bob say that he would join them. He then mounted the box again, and drove the carriage into the woods, while the crowd went on. It was in a gloomy-looking grove that he stopped the carriage, and told Mary to get out. She did so, and at once asked:

"What do you intend to do with me, Bob?"

"They have compelled me to join them, Miss Mary, and you will have to stay here. There is a little cave here, not a soul knows of it but me. You must stay here for a day or so, and if anything happens to me you must try to make your way home."

What Bob did not tell Mary was, that Nat Turner had told him to kill her and supposed he had. Bob placed the featherbed inside the cave, and the basket of lunch by. After Mary had gone in, he pulled the vines carefully over the mouth of the cave, and went back and joined Nat Turner.

Mrs. Grantham waited with anxiety the return of Bob with Mary, yet she did not lose faith in Bob when the time passed and he did not come. It was the second night that Mrs. Grantham, unable to sleep, was sitting at the window of her room, with the blinds closed. She was wondering what could have become of Bob and Mary. Presently there was a slight rustle of the shutter that made her start. Then a low voice called: "Miss Agatha!"

She opened the blinds just a little, and there, crouched beneath the window, was Bob.

"Come out to the farthest corn-crib," he whispered; then he disappeared in the darkness. Only for a moment did she hesitate. There was just that thought flashed through her mind: If Bob had brought Mary, why should she act in such a secret way?

She still trusted him; so, wrapping a dark cloak about her, she stepped from the open window, and made her way to the crib. When she reached it, she found the carriage, and Bob standing at the horses' heads.

"Where is my daughter, Bob?" she at once asked.

He opened the carriage-door without a word, and Mary sprang into her mother's arms, safe and well. Bob then told Mrs. Grantham that he had been compelled to join Nat Turner to save Mary.

"Oh, Bob, my boy, don't think that you can ever atone for it if you have stained your hands with blood!"

"I have not, Miss Agatha! I only staid until I had a chance to slip away. I am going now to hide in the Dismal Swamp until this fuss is over."

Mrs. Grantham pledged with him to let her hide him, but he would not. Then, taking his hand in hers, she said: "You have kept your promise; when you come back, ask me what you will in return and it shall be yours."

The same look of joy sprang into his face that Mrs. Grantham saw as he had stood on the steps of the colonnade. Even in the darkness she noticed it; yet there was a difference in the look: it seemed now as if he had been running a race, and was ready to put his hand upon the prize.

"What would he ask?" she thought.

Mother and daughter went back to the house, and before they slept Mrs. Grantham made Mary tell her the whole story. Mary told of Bob's care of how he risked his life in leaving her, and of his difficulties in finding his way back.

As soon as it was possible Mrs. Grantham had free papers made out for Bob. She felt that this alone could bring that look of joy into his face. One morning, not long after she sat in her sitting on the colonnade, she suddenly looked up there stood Bob on the top step. He asked, in the most nonchalant manner: "What's your orders, Miss Agatha?"

"My orders, Bob? I think you have not yet told me in what way I can repay you for saving Mary."

"Teach me to write!" and his face was filled with happiness, as if of all boons that one could crave that alone was greatest.

"Teach you to write? Bob?" Mrs. Grantham exclaimed. "Is that all you ask in return for what you have done for me?"

"It's more to me, Miss Agatha, than anything you could give me."

"Mary shall begin this very morning to teach you to write. But here, I will give you your freedom papers."

Bob pushed the papers gently aside, saying, "I have no use for them yet—I've never used them. I want to be a free man in knowledge, Miss Agatha. Free my mind first. I don't care for knowledge, Miss Agatha. I have taught me long ago, to read, but I must learn to write. I want to know how."

It was a pretty sight to see Mary Grantham bending over the pine table, in Bob's cabin, teaching him how to write. She began her task that morning, and kept it up for many a day after, until Bob had learned to write as beautifully as she could. After Bob had learned to write he was held in greater awe by his follow-blacks than were even the old fellows.

Bob lies now, side by side with Mary Grantham, in "God's acre," and the blues waves of the Atlantic stop a revision near their graves. Few know how grand and heroic he was. His race will ever produce a greater hero than the man who would risk life that he might ask and obtain the boon of a perfect knowledge of writing. What a source of pleasure—what fields of beauty it caused to be opened out to that darkened mind! We, who have never known what it was to have the understanding darkened, can never conceive.

**The Title of Esquire.**

The legislative prohibition by the United States of titles of nobility could not eradicate the trait of human nature which makes such titles, or any verbal badge of distinction, a dearly craved prize to the mass of people; but in our eagerness for these we have done more to abolish them than any laws, by making them ridiculous. A title given to everybody is a self-contradiction and absurdity, for it distinguishes no one and implies nothing; and, in our democratic society, no one is willing to give others the monopoly of such distinction. In consequence, several titles which were tolerably definite in meaning once have become tags that do not add a hair to the meaning of the name itself. Among these is "Esq.," once a coveted badge of professional distinction, and in early New England times confined rigidly to its narrow use—indeed, even "Mr." was only allowed to respectable householders in good standing. Coming to us from Great Britain, "Esq." marked members of the legal fraternity and kindred occupations. It was at length assumed by or conferred by courtesy upon prominent and wealthy citizens, and at last has come to mean only an adult male citizen—the same as "Mr.," or, in general, the same as the name would imply without addition. It is, therefore, useless, useless, a bore and an offence; for a meaningless title is an affront to any man. It should be flung altogether, and left to be worked up into some of our "fashionables."

Write "John Smith," or "Prof. John Smith," if you please, but let us have no more of "John Smith, Esq.,"—*Traveler's Record.*

John W. Brooks, the railroad manager, once notified a man to remove a barn which he had placed upon the company's land, stating in the notice that he would be prosecuted if the barn was not immediately removed. The recipient being unable to read the notice thought it was a "pass" over the line, and used it as such for two years, no conductor being able to read it.

**When to Subscribe.**

For several reasons it is desirable, that, so far as is practicable, subscriptions should begin with the year, yet it is entirely optional with the subscriber as to when his subscription shall commence. Those who may be specially interested in the very practical and valuable course of lessons just closed by Prof. H. C. Spencer may secure all the numbers of the JOURNAL containing these lessons, except that of January, 1883,—fifteen numbers in all—for \$1.25; single numbers, 10 cents.

The Art of Writing,

AS VIEWED AND TREATED BY THE FATHER OF SPECERIAN PENMANSHIP.

By R. C. SPENCER.

In a secluded spot among the Catskill Mountains, not far from the Hudson, November 7th, 1800, was born a boy with a passion and an insatiation for the art of writing. From infancy, almost, his genius for the pen showed itself. Before the age of six years, without teachers and with only the models of script letters, he had, in the absence of other materials, made the fly-leaves of his mother's bible upon which to instruct himself in penmanship. This, however, betokened no want of reverence for the book that gave him the history of the divine origin of the art to which he devoted his talents. Indeed, the book was to him proof of the inestimable value of writing, without which there could be no books. The precepts of the moral law, written upon tables of stone by the finger of God, impressed his mind with the nobility of writing; to the moral, intellectual and social world, not only as a means of communication among men, but of making known the divine mind to humanity.

These views of the art of writing were uppermost in his mind, and during more than half a century assiduously devoted to its cultivation, teaching, improvement, and diffusion, he steadily held it up to contemplation as among the chief instruments of intelligent progress. By exalting the art in its relations to the best movements of mind and heart, he dignified his work, and drew from it a spirit of grand enthusiasm that found expression often in eloquent speech and poetic form. But these, of course, were the products of his maturer thoughts, that began in the germs of his early passion for writing. They were the outgrowth of a stature most happily consulted for the mission it performed. The force that was working in him were apparent when, as a mere child, he was accustomed to steal away to the kind old cobbler in the neighborhood, who allowed him to write on his strips of leather, producing thereof the forms of letters, which were in part the original creation of his inventive fancy. This same impelling and prophetic passion in the boy showed itself in the use to which he put the first penny of which he became the owner, at the age of six years. That penny, kept with missionary care for the purpose, was sent by a neighbor to the nearest market-town, some twenty miles away, to be invested in a single sheet of writing-paper.

The time consumed in those days in traveling that distance and in returning over the rough mountain roads was really considerable. To the ardent and expectant boy, waiting at home for the coveted sheet of writing-paper, the hours passed slowly. But his mind was busy thinking of the letters he would make on that sheet of paper. Late into the night he waited up for the coming of the agent to whom he had intrusted his penny with authority to invest it in one sheet of writing-paper. At last, overcome by sleep, he dreamed of his paper and what he would write upon it. By his side lay his pen, made by his own hand, with a barlow knife, from a quill plucked from the wing of his mother's geese. Soon after midnight the messenger returned, bringing with him the coveted sheet of writing-paper. The expectant boy awoke from his dreams to try the pen upon the paper. But the hand did not obey the will, and the forms that he produced on the paper were so inferior to the ideals in his mind that he laid down his pen, put away his paper, and with a disappointed and heavy heart he returned to his cot and troubled sleep. Even at that early age he was not only a

close and critical observer of everything that was done with a pen, but had begun to notice the faults and imperfections of what he saw, and to judge in accordance with the original standard of his own. The elements of grace and beauty to which he was keenly alive and impressive he felt to be greatly lacking in, and often entirely absent from, the writing which he saw. In some of the better specimens he observed a degree of regularity, and a firmness and strength that pleased him, and he imitated them. These were the best features of what he found to be the English round-hand style of writing. Although in developing Specerian penmanship he discards the heavy, sombre and laborious features of the English round-hand, he always held them in high estimation for their solidity and distinctness, and to the last year of his life excelled them with wonderful skill and perfection—excelling the most famous masters of England, whose elaborate and artistic works had been engraved and published under royal patronage and at great cost.

While yet a small boy, he who was to create in Specerian penmanship the stud-

improved by using the end of a stick of convenient size and length. The forms of natural objects about him had taught him lessons in art, until he expressed the sentiment that "Nature is the Mother of the Beautiful."

The Master Outdone.

The master of a certain school in a village in Spain bore the reputation of being a very clever calculator; but upon one occasion he almost forfeited his reputation.

The rector of the parish and the alcade, on a certain occasion, paid a visit to the school to inspect the progress of the children. A little rogue, of whom no question had been asked, and who had therefore missed the opportunity for distinguishing himself, which he greatly desired, made up his mind to question since he was not questioned.

"Master," he said, "will you do me the kindness to answer me something?"

"Ask whatever you please," replied the master; "you know I always tell you to ask about anything that you do not know.



The above cut was photo-engraved from copy executed by J. W. Bross, principal of the Business Practice Department of Peirce's Business College, Keokuk, Iowa.

ard American style of writing, by the death of his father was left to the care of his widowed mother and older brothers. Discouraged with the hard struggle for existence among the Catskill Mountains, and hearing glowing accounts of the richness of the then Far West—the Connecticut Western Reserve of Ohio,—the family gathered their few household articles into an ox-cart and turned their faces westward. After long months of weary travel they reached the land of promise, erected a rude cabin of logs, and began life in the wilderness of Northern Ohio, during the hardships and privations of that early day. The boy, who at the age of six years had devoted his first penny to the gratification of his desire to improve in writing, had now become a lad of ten or twelve years. His desire for education was intense, but there were no schools, and few, if any, books within his reach. Not only so, but the forest must be cleared away, a home established, and the soil cultivated, to obtain the barest necessities of life. After the exhausting toils of the day, the evenings were spent in the light of the log-fire, by the wide hearth of the log-cabin, mastering arithmetic and English grammar and in the study of history. The snow of winter falling smooth and soft among the great trees, and the frozen surface of the streams, spread out before the lad invitations to write which

He who asks makes no mistakes." "My father is three times my age. Will the time ever come when he will be double mine?" "That is not a question," said the master, "it is a joke. To bring that about the clock must stop for your father and continue to go for you." "But it is quite possible," continued the child. "Silence, impertinent little fellow!" cried the angry master, who only spared the rod out of respect to the visitors. These gentlemen looked with little approbation upon a lad who tried to puzzle the best calculator in Biscay, and obstinately maintained a proposition which appeared to them as absurd as it did to the master. "I will prove," said the child, "that what I say is true. I am twelve years old, my father is thirty-six. In twelve years I shall be twenty-four and my father forty-eight. Consequently my father, who is now three times my age, will then only be its double." The master became wittier than the walls of his room, and the visitors burst into peals of laughter.—Notre Dame Schoolastic.

Sample copies of the JOURNAL sent only on receipt of price—ten cents.

A Good Handwriting.

By C. G. P.

"Can I acquire a good handwriting? is a question asked by nearly every young person. Professional penmen, when asked the question, always answer, 'Yes, of course, you can.'"

The next question is "How?" Says the professional writing-master—especially if he be in the business of teaching—"By a few weeks' or months' instruction under a good teacher."

If some one whose writing is a miserable scrawl, which none can read without great difficulty, is asked the question, he will most likely answer, "Yes, if you have a natural talent for it, or the 'gift of writing'; and if you haven't, then you may as well not waste your time in trying."

These answers are all grove, taking as a standard of good writing the fine copy-hand of the professional penman.

The next question asked will be, "After I have obtained a good hand can I retain it so as to always write as well as when I finished my course of instruction?" The one will answer, "You cannot lose it"; and the other will say, "It will be of no use to you when you come to write continually, and you will write as poor a scrawl as when you never took lessons in penmanship."

Another question often asked is, "What do you consider a good handwriting to be?" This question calls forth a variety of answers from different persons. One says that no writing is good unless it resembles very closely the engraved writing in the copy-books; another, that good business writing has little or no resemblance to the engraved copy-hand.

Now, our idea as to what good writing is, is that it depends very much upon the purpose for which the writing is done. If done by the teacher, for pupils to copy, it should be done in as artistic a manner as possible—and by artistic we do not mean with any unnecessary flourishes. The person who would write good copies, for pupils to practice from, should have an eye for beauty and the artistic disposition of lines, and his hand should be trained to produce smooth, even and symmetrical characters, with a proper regard for the blending of light and shade.

And, unlike some enthusiastic penmen, I do not believe that everyone can acquire this art of good copy-writing.

But for business purposes, good writing is that which can be easily written and read, and the letters should be formed with as few strokes of the pen as they possibly can and be consistent with legibility.

And we believe this style of writing can be acquired by anyone, though some would require much more study and practice than others. With plenty of study and practice almost anyone can acquire something approximating a fair copy-hand. But by a great many it can only be written very slowly and with great care, and by spending more time with their writing than most people can afford to do in this age of rush and hurry. Where much writing has to be done, each person will develop a style peculiar to himself, no matter what instruction and practice he may have had in "writing by rule."

Then, you may ask, why should the teacher of writing be required to write such a fine hand, so much better than it is possible for his pupils to acquire? Simply because any work will be done better by having perfect models to copy from.

The clearer we can come to a perfect imitation of a good model, the better our writing will appear. And if we all use the same model for a basis, which our mental and temperamental peculiarities will devel-

ope into our own individual style, it will be easier to read and the writing of different individuals than it would be if we had different models to copy from.

### The Pen.

By L. L. TUCKER.

We'll praise the pen—the busy pen.

The guide of commerce, friend of man,  
Without thy aid would perils trade,  
All progress cease were they come away.

In every land the skillful hand  
Finds thee, the true captain's sword,  
Conquering wealth in every place,  
Winning the crown in every race.

At thy command, on sea and land,  
The navies fly, the armies stand,  
Impelled by thee, on every sea,  
The white-winged ships are sailing free.

Oh, gladly, then, we'll praise the pen,  
For power e'er wins the praise of men,  
Thy might we sing, and crown thee king,  
To whose due thou hast ever been.

While sparkling with diamonds' light  
In golden setting, richly bright,  
The colder gem, the politer show,  
Goes to the making of thy beauties show.

We all to thee must submit here,  
And rise or fall at thy decree,  
Yea, like ruler, thee, thou obeyest, too,  
And movest ever man's will to do.

By grace of thine the Law divine,  
Which rules both heaven and earth are signed,  
From Sinai's mount to Calvary's fount,  
God's gifts to man through thee we count.

None is learning a light by thee kept bright,  
Which, else were made, in darkness night,  
And thine's the pen, of all the ages,  
With truth the angel of man engages.

From heart to heart by thy fair art,  
We see the bow of friendship start;  
Thou ever and anon cease to cease,  
The words we 'till speak free to face.

All honor, then, to the potent pen!  
We'll praise with all the freedom of men  
While strive we all with friends of man  
To wield that pen with a master's skill.

"The largest sum expended in this country for each enrolled scholar is to be credited to the Cherokee of Indian Territory. Each pupil in their schools is educated at an annual cost of \$35.76. The smallest sum per capita—eighty-nine cents—is paid by Alabama."

A two years course of instruction in mechanic arts will be opened about Nov. 1 in the College of the City of New York to students of the collegiate classes in good standing. Instruction will be given two hours a day on three days each week. The general processes of wood-working will be taught the first year, and of metal working in the second. Machinery and tools will be furnished by the college.

Each inhabitant of the United States pays \$2.02 for the support of the public schools and \$1.29 for military purposes.

These two items of expenditures in other countries are as follows: Prussia, 51 cents and \$2.29; Austria, 34 cents and \$1.30; France, 29 cents and \$4.95; Italy, 13 cents and \$1.27; England and Wales, 66 cents and \$3.82; Switzerland, 88 cents, and \$1.—*National Journal of Education.*

Overwork in schools is not confined to this country; there are serious complaints of it in England. A gentleman wrote a letter a few weeks ago to the Liverpool *Mercury*, in which he criticized severely the schools of Liverpool for over-teaching. The day's study, he says, begins at 7.45 a. m., and lasts until 8 p. m. Besides this, the evenings are supposed to be devoted to study at home, and there are no holidays on Saturdays.—*Canada School Journal.*

William H. Vanderbilt handed his check for \$3,000 to the proprietor of a hotel in the White Mountains to be distributed among the thirty college boys who are acting as waiters. This is one of the ways adopted by poor young men in New England colleges to make a little money for the following year, at the same time that they are getting the benefit of a vacation. Mr. Vanderbilt's gift was prompted, it is said, by the self-relit spirit and gentlemanly bearing of these young men.

Actions, looks, words, steps, form the alphabet by which you may spell character.—*Lawyer.*

### EDUCATIONAL FANCIES.

[In every instance where the source of any item used in this department is known, the proper credit is given. A like courtesy from others will be appreciated.]

A Yale student swallowed his diamond pip and it is 20 cents out of pocket thereby.

If a student convince you that you are wrong and he is right, acknowledge it cheerfully and—bug him.—*Emerson.*

"Emile," asks the teacher, "which animal attaches himself the most to man?" Emile, after some reflection: "The leech, sir."

The spaniards are a well-meaning people, but you can't expect very much of a people who spell "Hosny" with a "J."—*Burlington Hawkeye.*

What comfort some pedagogues might derive from the thought that wise pupils can learn as much from a fool as from a philosopher.—*Vedder.*

De agricultural colleges must 'be' long ways off, 'cause heep er farmer boys goes off ter 'cut' a nubber gits back ter de farms agin.—*Texas Siftings.*

An impetuous individual remarks that life was the same to him at school as it is now. He was strapped then and he has been strapped ever since.

The Harvard "annex" for women is eminently successful. Two ladies out of a class of five have become engaged to their teachers.—*Chicago Herald.*

"No, my daughter didn't do nothing at the exhibition; she ain't much of a scholar, you know; but everybody says that she was the best-dressed girl in her class."

"Why does a donkey eat thistles?" asked an Amstet teacher of one of the largest boys in the class. "Because he is a donkey, I reckon," was the reply.—*Texas Siftings.*

Father, addressing his little boy, who has brought home a bad mark from school: "Now, Johnny, what shall I do with this stick?" Johnny: "Why go for a walk, papa."

Student (not very clear as to his lesson): "That's what the author says, anyway." Professor: "I don't want the author; I want you!" Student (despairingly): "Well, you've got me."

Every man who has kept a school for ten years ought to be made a major-general; and have a pushon for the rest of his natural days, and a boss and wingard to do his going around in.—*Josh Billings.*

A man winks his eye an average of 30,000 times a day, and a woman's tongue makes 78,000 times a day. At this rate how long will it take the man to catch up!—*Detroit Free Press.*

Professor to the young lady student: "Your mark is very low, and you have only just passed." Young lady: "Oh I am so glad." Professor, surprised: "Why?" Young lady: "Oh, I do so love a tight squeeze!"

The Portland Evening Post has had a tussle with the possessive case, and got licked. It says, "Lady Eastlake emphasizes the presence of one fine trait in the character of the late historian of Greece's wife!"—*Portland Advertiser.*

Seven different mothers interested in the heathen of Africa have twenty-nine children between them. Five of the children swear, three have been in the workhouse, two have run away, and the police are after four others. The only one who is clean, and how much will it cost to wash their faces and mend their clothes!

The Farmer's Tribune tells this chapter of real life: "Your daughter graduates this month, Mr. Thistletop?" "Yes, she'll be home about the 20th, I reckon." "And your son graduates also?" "Oh, yes; he'll come home about the same time." "And what are they going to do?" "Well," said the old man, thoughtfully, "I don't just exactly know what they want to drive at, but Marthy she writes that she wants to continue her art studies on the continent, so I think I'll just send her to the dairy and let her do a little plain meddling in butter, and Sam he's got to go abroad and polish up a little, and as good luck will have it, he'll be home just in time to spread himself in the graduate number." "And your boy?" "The errand bludge against the wheat harvest." And the old man smiled to think that he had thrown money away when he sent his children to school.

A pine floor laid in a gold-worshiper's shop in ten years becomes worth \$150 per foot. A Syracuse jeweler once bought for less than fifty dollars some sweepings that gave \$208 worth of gold. In his cellar a tub into which is blown the dust from a polishing-ladle, accumulates fifty dollars a year. A workman in that shop carried off on the tip of his moistened finger thirty dollars of filings in a few weeks. Workmen sometimes oil their hair and then run their fingers through it, leaving a deposit of gold particles, which they afterward wash out.—*Syracuse Herald.*

### Magical Numbers.

THE NUMBER 142857 AGAIN, AND OTHERS.  
By W. H. GREENLEAF.

In the September number of the JOURNAL appeared some very interesting experiments with the number 142857, which is an inquiry for other numbers having like

properties. The figures 142857 form the repetend obtained by reducing the fraction  $\frac{1}{7}$  to a circulating decimal, and in the process of reduction all the possible remainders are obtained thus:

7)1,000,000,142857			
	30	1	1st remainder
	28	3	2d "
		2	3d "
	20	6	4th "
	14	5	5th "
	11	4	6th "
	60		
	56		
	40		
	35		
		50	
		49	
		1	

We now have 1 of the number with which we first started for 1 of the remainder, and following others and continuing the division would only give a repetition of this set of figures. This is not  $\frac{1}{7}$  as it would have been had the division terminated here, but  $\frac{142857}{999999} = \frac{1}{7}$ , and this fraction multiplied by 7 to make it equal 7, or I would give  $\frac{142857}{999999}$ . Multiplying  $\frac{142857}{999999}$  by any number is the same as multiplying  $\frac{1}{7}$  by that number and reducing to a circulating decimal; for instance,  $\frac{1}{7}$  multiplied by 4 =  $\frac{4}{7}$ , and  $\frac{4}{7}$  in decimal form is  $571428 + \frac{4}{7}$ .

Now any fraction having 7 for its numerator, and a prime number for its denominator which will yield in its reduction to decimal form all possible remainders, which are all the numbers less than the denominator, will give rise to a number having exactly the same properties in relation to its denominator that 142857 has to 7. For example,  $\frac{1}{17}$  reduced to a circulating decimal gives  $.0588235294117647 + \frac{1}{17}$ , and it will be found that this number multiplied by any number which does not contain 17 as a factor will reproduce these figures in the same order but beginning with the denominator. In the case of 17, the product will contain more than sixteen places, and dividing it into periods of sixteen figures, each beginning at the right, and adding periods, will reproduce the original number. Likewise  $\frac{1}{19}$  reduces to  $.052631578947368421 + \frac{1}{19}$ , and  $\frac{1}{13}$  to  $.076923076923076923 + \frac{1}{13}$ , which numbers bear the same relation to 19 and 23 respectively that 142857 bears to 7.

The number in order to be complete must contain one less place than the number indicated by the denominator of the fraction from which it originated. Thus the numbers produced from  $\frac{1}{17}$ ,  $\frac{1}{19}$ , and  $\frac{1}{13}$  have, respectively, 6, 16, 18 and 22 places; but there are many other curious numbers, which do not have so many places as 1 less than the denominator of the fractions from which they are derived. Such numbers are those obtained from  $\frac{1}{17}$  and  $\frac{1}{13}$ , which are  $.076923$  and  $.032258064516129$ . These numbers, instead of containing 12 and 30 places, contain just half that number, 6 and 15. The remainders obtained in reducing  $\frac{1}{17}$  to a decimal are 1, 10, 9, 12, 3 and 4 and  $.076923$  multiplied by any of the remainders found in the reduction of  $\frac{1}{17}$ , or by any multiple of 13 to which is added one of these remainders will, on dividing into periods of six figures each and adding periods, exhibit the same figures in the same order. But if this number  $.076923$  be multiplied by any other number (except an exact multiple of 13, which will always produce a product of 6 figures), a certain other number will always be produced, viz., 153846. The same is true of the number  $.032258064516129$ , which, multiplied by any of the remainders obtained in the reduction of  $\frac{1}{13}$ , which are 1, 10, 7, 8, 18, 25, 2, 30, 14, 16, 5, 19, 4, 9 and 28, or by any multiple of 31 plus one of these remainders, will give again the number  $.032258$  etc, but which on being multiplied by any other numbers except exact multiples of 31 will always produce a certain other number,  $.06674193548387$

### Educational Notes.

[Communications for this Department may be addressed to B. F. KELLEY, 205 Broadway, New York. Brief educational items solicited.]

And when the world shall link your names  
With golden rings and mannae fire,  
The teacher shall stand in the van.

And whisp'ers, "These were direct!" MARTIN.

If your hand always waves yours' pupils' hand,  
His own head will become useless to him.—*ROUSSEAU.*

In the public schools of Ohio 98,691 scholars are taught the alphabet, 642,748 reading, 653,983 spelling, 528,417 arithmetic, 224,055 grammar.

Kansas owns 5,555 schoolhouses, worth \$2,900,000. It has a State university, a State agricultural college, two normal colleges for the education of teachers for the public schools, a college to teach the deaf and dumb to speak and the blind to read.

According to report teachers throughout Prussian dominions are paid about three and a half times as much now as formerly. In 1820 the average salary was \$74.90; in 1878 it was \$271.50 to a teacher. The average salary in Berlin at the present time is \$35.12.

President Bartlett, of Dartmouth College, is reported as saying that the graduation of Daniel Webster at that college was one of the worst things that ever happened to it, because every student of low standing refers to him as one of his kind who afterward attained eminence.

Education is general in Denmark, and is compulsory; nearly every man and woman can read and write. Belgium spends annually over two million of dollars for school purposes, having the free compulsory system. About four-fifths of the people can read and write.

The catalogue of the Michigan University for 1882-83 shows that the total number in attendance is 1,440. There are 524 students in the literary department; 269 in the medical; 333 in the law; eighty-seven in the school of pharmacy; fifty-eight in the homeopathic college, and sixty-nine in the college of dental surgery.

**American Oblique Pens and Oblique Penholders.**

By A. R. LEWIS.

In 1846, Mr. Pickett, a celebrated gold-pen manufacturer of Pittsburgh, Pa., placed in the market oblique gold-pens which, so far as now known, were the first manufactured in this country. They found but little favor until some years later, when the widow of Mr. Pickett transferred the business to Detroit, Mich.

P. R. Spencer visited the factory, and had the pen remodeled to suit his ideas of a correct oblique instrument for smooth, easy writing. From 1854 to 1864 the pen was manufactured as the "Spencerian," and was sold in every part of the country. When the Spencerian steel-pens were placed in the market in 1860, Mr. Spencer recommended them as superior to the average grade of gold-pens, and in time his opinion was justified by their extended sale and general use. John Holland, of Cincinnati, O., and several New York firms, were at different times engaged in making oblique gold-pens under the name "Spencerian"; also, under other names, and for any one who would give an order for \$100 worth at a time. Experiments in making oblique steel-pens have not been very successful. Estelbrook & Co. have produced a fair quality of the oblique steel-points. Perry & Co., of England, have shipped to this country oblique points of about the same grade as those of American manufacture, but there seems to be but little demand for them, either in the schools or counting-rooms.

In 1852, one of the twin brothers, H. A. Spencer, then quite a lad, made a model for an oblique penholder, and submitted it to his father to be tested. After writing with it, the patriarch of the Spencerian said: "My son, the principle of an oblique instrument for writing is correct, but you must embody it in a penholder of comely shape."

H. A. had, it is said, several hundred models made at different times, but secured no patent until 1868. This is briefly the history of the first oblique penholder placed in the American stationery trade.

As far back as 1839 a writing device, consisting of a tube or metal plate cut in the shape of an arc of a circle and attached to a wooden holder, was patented by Wm. Fife, but it is not known to have been manufactured or offered to the trade.

During the past year a patent has been issued to Spencer and Cutting for a double penholder, which can be used to hold the pen oblique or straight, as the writer may prefer. It can be attached to either large or to medium sized woods, or to the ordinary cheap penholders used in the schools. This double penholder, as furnished to the trade by the JOURNAL, I believe, at less cost than the old oblique, is a valuable invention which, if properly introduced and given a fair trial will, no doubt, be appreciated for its superior writing qualities, and come into extended use as an aid to good writing.

The only regular oblique penholder factory in this country, or perhaps in the world, is situated at Providence, R. I., under the proprietorship of R. S. Cutting, who manufactures penholders according to the Spencer and Cutting letters patent.

**Bank of England Notes.**

A recent visitor to the Bank of England thus records some of his impressions and gleanings as to the notes used by the authorities:

It is never of less denomination than £5, and is never issued a second time. Standing in the redemption department of the bank, where a small army of clerks were assorting and cancelling these notes, cutting from them their signatures, I noticed particularly the clean-white, and unworn, unmilliated appearance of a majority of these notes; and as many of them were of big denominations—say £50 and ten thousand pounds sterling each—it did seem almost

heard the story of how these notes were once split in two by an ingenious mechanic. The report that this had been done greatly alarmed the Bank of England.

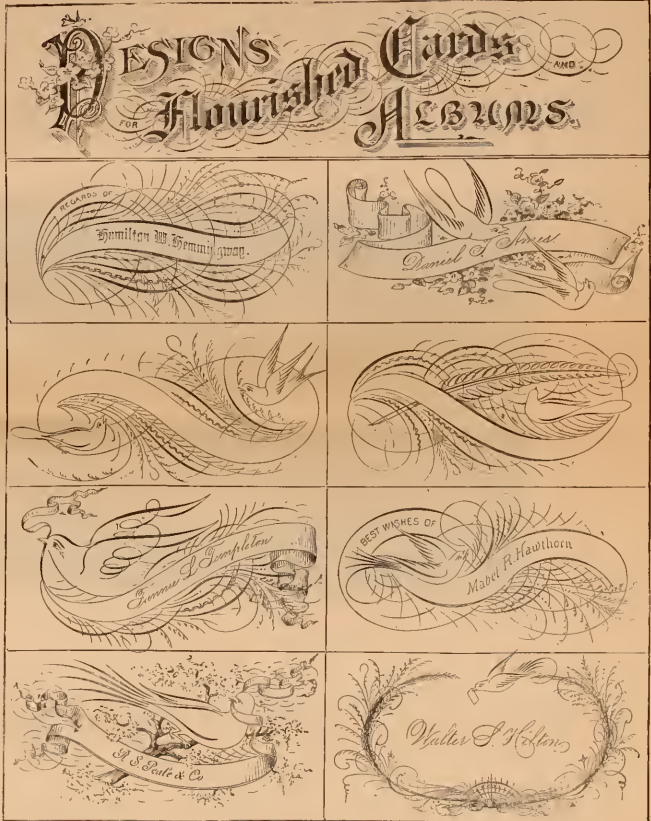
The method was a secret which they long endeavored to get possession of. But their alarm subsided in a measure when it was found that only one of the two halves were calculated to pass as money—one-half preserved a good impression; the other a faint one. Nevertheless the Bank adopted a new ink which entirely thwarted the splitters, and their secret became known. They had pasted cloth upon the back and front of the note, then pulled the sheet apart. Moisture applied to the sections rendered

Sometimes you hear "flood" instead of "if I could"; "wilfress" instead of "I will if I can," and "lowjerknow" for "how do you know?"

And have you never heard "m—m" instead of "yes" and "m—m!" instead of "no"?

Let me give you a short conversation I overheard the other day between two pupils of our High School, and see if you ever heard anything similar to it:

"Jarjergo lastnight!"  
 "Hadder skate."  
 "Jorried th'ose hard'n good!"  
 "Yes; hard'n enough."  
 "Jer gerdione?"



The above cut was photo-engraved from pen-and-ink copy executed at the office of the "Journal," and is one of eighteen plates, together with thirteen pages of instruction in plain and artistic penmanship, prepared for a large quarto-work, about being published by R. S. Peck & Co., St. Louis, Mo., entitled, "Peck's Popular Educator and Cyclopaedia of Reference": Historical, Biographical, and Statistical. It will contain nearly 700 elegantly illustrated pages.

"I really can't understand why you don't pay me my little bill. You have never given me a single cent." "If time wasn't money, I'd explain to you." "Now you are giving me impudence." "Well, you were complaining just now that I hadn't given you anything. You are always grumbling about nothing." "You promised to pay me three months ago, and I relied on you." "That's so. And you lied!" "Pretty so. I lied on you and you relied on me, so we are even. Good-by."—*Texas Sayings.*

Remember, you can get the JOURNAL one year, and a 75-cent book free, for \$1; or a \$1 book and the JOURNAL for \$1.25. Do your friends a favor by telling them.

shocking to me to put out of existence paper which would be such a power on the outside of that railing.

I considered these notes the handsomest paper money afloat. But there is a deal in association; and possibly their good looks are enhanced in my eyes by the recollection of their wondrous power in the land of their birth—a power which opens for me in England many desirable things which would otherwise have been shut in my face. Most people know that these notes are printed with black ink, on paper made and water-marked especially for the bank, and that they are printed in the Bank of England. I was permitted to see the rapid and perfect way in which their fine bank note printing-machines did their work. But a few have

them essay of removal from the cloth—Geyer's Stationer.

**Shorthand Talking.**

Among the common errors in the use of language are these: The mispronouncing of unaccented syllables, as terrible, for terrible; the omission of a letter or short syllable, as goin' for going, and ev'ry for every; and the running of words together without giving to every one a separate and distinct pronunciation.

I know a boy who says, "Don't waster," when he means "I don't want to"; "Whis-jer-ay?" when he means "What did you say?" and "Where do go?" instead of "Where did he go?"

"No; Bill'n Joe wenterlong."  
 "Howls's jorstay?"  
 "Pantate."  
 "Lennu-eknow wuergogogin, wouner? I wanger'tu'wouner howterakate."  
 "H—m, fiondind's skate better'n' I'd sellout'n'quit."  
 "Well, we'll tryster 'n'essyfercan."  
 Here they took different streets, and their conversation ceased. These boys write their compositions grammatically, and might use good language and speak it distinctly if they would try. But they have got into this careless way of speaking and make no effort to get out of it.—*Christian at Work.*

Sample copies of the JOURNAL, 10 cents.

### Destructiveness of Wars.

In a talk with Mezzoff, reported in the *N. Y. Star*, on the cost and destructiveness of war, he says:

"Apart from the revolting carnage and cruelty of war, the sickening and heart-rending sights of the battlefield, the untold misery that follows in its train to those who are bereft of kindred, many of them left destitute and helpless, the expense of war is one of the most interesting economic problems of the day. The array of figures that represent this item of national budgets is startling, and so large that the ordinary mind fails to conceive its full significance. All the miseries produced by war are intensified in a tenfold degree by the double operation of withdrawing large armies of the strongest portion of the human family from useful production, and turning these into hosts of prey to devour and destroy the produce from the hard and patient toil of the peaceable millions, and all to satisfy the lustful ambition and thirst for glory of morbid tyrants. It will thus be seen that the expense of war and the chief features of its most horrible evils, from the moralist's point of view, are intimately connected.

"Destroy honorable war," says Professor Mezzoff, "and you destroy the avaricious motive, or, at least, you suppress it, and render the spring of action which has lusted the murderous propensity to destroy human life and disgrace the annals of our race practically abortive."

"How do you propose to accomplish the abolition of war, seeing that those who have the means of waging it hold fast the monopoly?" asked the Professor when asked.

"By the use of cheap material and making the weapons so destructive that the war fields of the regulation cannon, rifle and bomb, will be practically taught the utter folly of playing at the game. It will be thus seen that this is only a legitimate outcome of their improvement in honorable war and the art of killing, and the popular flogging will be so turned against them that they will soon find it impossible to recruit an army of professional murderers. The dynamite munitions will become popular, as they will relieve the taxpayers and producers of heavy burden."

"Will you be kind enough to furnish the readers of the *Star* with a few of the leading statistics of the actual cost of war?"

"With great pleasure," replied Mezzoff. "Let us take the wars of Christendom first, as they are nearer home. The bare interest on the entire war debt in this plains region alone amounts to \$1,000,000,000. The principal, of course, is something like Dickens's definition of the capital stock of an insurance company, 'A big one with an unlimited number of months after it.' The European war during the periods of their activity cost on an average \$2,000,000,000 a year, and the armies during the years of peace and preparation for war, which, as a general rule, has been contemporary all along, over half this amount. Since the battle of Waterloo the cost of war in Christendom alone would be sufficient to build a railroad that would encircle the earth more than one hundred times."

"The carnage connected with this waste of wealth must be something stupendous?"

"During the past half century nearly 100,000,000 of professing Christians have been butchered by about the same number

number of their fellow Christians. We might find some consolation for this in the Malthusian theory, but Christianity does not countenance this doctrine. Therefore it must shoulder the full weight of the criminality which this wholesale slaughter involves in all its hideous results and details."

"How do the war debts of the world compare with the coin—both in circulation and all that is hoarded?"

"The war debts since Waterloo have usually averaged from five to eight times the amount of the precious metals above the ground. The war expenses of England in peace would be sufficient to exhaust her present resources in about half a century, if her slaves did not go on multiplying and accumulating production."

"If you should take in a panorama of the old wars, what an enormous scene of destruction you would conjure up!"

"Yes," he said; "the mind recoils and the heart sickens at the very idea. I should judge that in the application of arithmetic to a horrible panorama like that the result would show a waste of property alone fifty times larger than the sum total of all the property now upon the globe." Then, attempting for a moment to real-

### Old Manuscript Ink.

While examining a large number of manuscripts of an old scribe some 20 years ago, I was struck with the clearness and legibility of the writing, owing in a great measure to the permanent quality of the ink, which had not faded in the least, although many of the manuscripts were at least 200 years old. It was remarkable, too, that the writer must have been celebrated in his day for the excellence of his calligraphy, for I met with a letter or two from his correspondents in which there was a request for the receipt of the ink he used. I found his receipts, which I copied, and from one of them, dated in 1634, I have during the last fifteen years made all the ink I have used. The receipt is as follows:

Rain water, 1 gallon; galls bruised, 1 pound; green copperas, 3 pound; gum arabic, 10 ounces 5 drams 1 scruple. Not requiring so large a quantity at a time, I reduced the proportions by one-eighth, and the receipt stands thus: Rain-water, 1 pint; galls bruised, 1½ ounces; green copperas, 5 drams; gum arabic, 10 drams. The galls must be coarsely powdered and put into a bottle, and the other ingredients and water added. The bottle securely stoppered, is placed in the light (sun if possible) and its contents are stirred occasionally until the galls and copperas are dissolved, after which it is enough to shake the bottle daily, and in the course of a month or six weeks the ink will be fit for use. I have ventured to add 10 drops of carbolic acid to the contents of the bottle, as it effectually prevents the formation and growth of mold without any detriment to the quality of the ink, so far as I know.

### Back Numbers of the "Journal."

PLEASE NOTE.

Every mail brings inquiries respecting back numbers. The following we can send, and no others: All numbers of 1878; all for 1879, except *May and November*; for 1880, copies for months of January, February, April, May, June, August and December only remain; all numbers for 1881, and all for 1882, except *July*. It will be noted that while Spencer's writing lessons began with May, the second lesson was in the July number, so that the series of lessons is unbroken by the absence of the June number. Only a few copies of several of the numbers mentioned above remain, so that persons desiring all or any part of them should order quickly. All the 51 numbers, back of 1883, will be mailed for \$4.00, or any of the numbers at 10 cents each.

Sample copies of the JOURNAL sent on receipt of price, 10 cents.

George F. Barstow, of San Francisco, who left an estate valued at \$80,000, gave these injunctions in his will: "Having observed that ostentatious and expensive funerals are injurious to the people, after absorbing money which poverty cannot well spare to vanity and pride, therefore, by way of example, for which I beg pardon of the undertakers, let my coffin be a plain redwood box, put together with common nails or screws, without paint or varnish, with plain iron handles, and all else about the funeral to correspond with this plainness. Let there be a cheap shroud and no flowers. What is a dead man but a handful of dust? Instead of a hearse I may just as well be carried to the grave upon some ordinary vehicle in every-day use, since life is but a journey and the day of death the final rest."

### Elder Evans on Collecting Debts.

All laws enforcing collection of debts might safely be rescinded. The money paid out to collect the debts of the American people equals in amount the sums collected. Why, then, not let the debts go and save all the law machinery and personal vexation that attends the legal collection of money loaned? Let each man who lends money see to it that it is repaid or lost. Whose business is it but that of the parties interested? If the loaning is a matter of friendship—a favor conferred—the law should not interfere. If it is a business transaction it may safely be left in the hands of the parties concerned. The lender assumes the contingency that the borrower will be in better financial condition in the near or remote future. If he miscalculates, it is his business, not another's. Hear what Horace Greeley said:

"I hate lawyers; they do more mischief than they are worth. They cause disorder—demoralizing every form of equality, and are the chief obstacle to good government.

If a lets B have his property without paying, I don't see why C D F and all the rest of the alphabet should be called upon as a police force to get it back. No such thing should be attempted by law. It is the most monstrous innovation in moral honor and integrity that was ever forced into the commerce of the world. Let a man trust another at his own risk. Even the gambler pays his debts contracted at the gambling table. He is not obliged to pay, but he considers them debts of honor. Abolish all laws for the collection of debts, and thus abolish the whole credit system; this is the only safe, true basis; that would abolish most lawyers and all of the broker's trade which now controls the commerce of America."

To my mind that is good morality and sound logic.—*N. Y. Tribune*.

A firm faith is the best divinity; a good life the best philosophy; a clear conscience the best law; honesty the best policy; and temperance the best physics.—*Charron*.

### How to Remit Money.

The best and safest way is by Post-office Order, or a bank draft, on New York; next, by registered letter. For fractional parts of a dollar, send postage-stamps. Do not send personal checks, especially for small sums, nor Canadian postage-stamps.



The above cut was photo-engraved from an original flourish by L. Axie, penman at Archibald's Business College, Minneapolis, Minn.

ize the picture, Mezzoff added: "Think of Baobus and Sesostris, with their millions of hosts; Ninus and Semiramis, Cyrus and Cambyse, Alexander and Cesar, with the myriads of their ferocious successors. And the time would fail me to speak of the Saracens and Crusaders, Tamercana and Zengus Khaa, with their millions of marauders, murderers and incendiaries, burning villages and cities, laying waste empires, and ravaging the whole earth with fire and sword. To think of these and all the other abominations and miseries that must have followed in their train, is almost enough to make a man regret that he belongs to the genus homo."

The largest object-glass in use is the 26-inch lens at Washington, with a focal length of 33 feet. Its light-gathering power is 16,000 times that of the unaided eye.

**The Price of a Specimen Copy of the JOURNAL is ten cents, which is not paid with a one, two, three, or five cent stamp, as many applicants seem to suppose. Persons expecting their orders for specimen copies to receive attention should remit ten cents.**

What is the difference between an old tramp and a feather bed? There is a material difference. One is hard up, and the other is soft down.—*Norristown Herald*.



**P**REFACE

In the preparation and revision of this work it has been the purpose of the author to place before the penmen of America a book which should be presented all that is useful in the several departments of their Art. The copies and examples in the work have been reproduced either by photo-engraving or photo-lithography directly from the original pen and ink designs and therefore represent the work of the pen and the skill of the pen artist rather than that of the engraver. It is believed that the consciousness of this fact on the part of the learner and practitioner will more than compensate for any lack of the exactness which the more labored and mechanical methods of the engraver might have imparted. Besides the economy of this method has enabled the author to give a scope, variety and practical utility to the book otherwise impossible. Its designs are such as have been suggested by many years of actual experience of a pen artist in serving the demands of the American Metropolis upon the penman's art, in the wide range of Practical writing, Flourishing, Lettering, Engraving, Drawing, and for all manner of educational, business and social purposes. It is therefore a work of the living present, suited to meet the wants of the times.

To the penmen and artists of America this work is respectfully dedicated by the author

Daniel T. Ames.

The above cut was photo-engraved by C. L. Wright, No. 17 Ann Street, from pen and ink copy executed at the office of the JOURNAL, and represents the preface of "Ames's New Compendium of Practical and Artistic Penmanship," now on the press, and will be ready to mail in a few days. The work will consist of seventy 11 x 14 plates, embracing a complete course of instruction and copies for practical writing, flourishing, designing and lettering. It will certainly be the most comprehensive and practical guide to all depart-

ments of the penman's art ever published, and, unlike most other penmanship publications, it represents only the penman's work and skill, since all the plates have been either photo-engraved or photo-lithographed from the original pen and ink copy, and therefore appear, except as to size, as did the pen-work, unmodified by the skill of the engraver.

The work will mail, post-paid, for \$5, or free, as a premium, to the sender of a club of twelve subscribers to the JOURNAL, at \$1 each.



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THE JOURNAL will be issued as early as possible on the first of each month. Material designed for insertion should be forwarded to the publisher at least ten days before the date of publication.

NEW YORK, OCTOBER, 1883. Prof. Spencer's Lessons. With the present issue of the JOURNAL, we close the course of sixteen admirable writing lessons given through its columns by Prof. H. C. Spencer...

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sent to the office of the JOURNAL, through almost every mail that reaches us.

We feel assured that all the readers of the JOURNAL will most heartily join with us in expressing to Prof. Spencer most hearty thanks for the very great service he has so generously and ably performed.

Back numbers of the JOURNAL containing all of Prof. Spencer's lessons, can be mailed, except that of January, 1882, for \$1.25; any single number, ten cents.

Hints to the Teacher of Writing.

A correspondent asks our advice regarding the best method of securing and instructing classes in writing. It is scarcely possible to lay down any prescribed course which will be suited to all persons desiring to organize and instruct classes in writing.

A course which one teacher might pursue with signal success, another might find quite impracticable; modes must vary according to the tastes and peculiarities of persons. Yet there are some things which it will be at least safe for all to observe.

1. The would-be teacher should be certain that he thoroughly understands the subject himself; that he can not only set the proper examples, but illustrate in a clear, forcible and interesting manner the principles, forms and construction of letters, and the general characteristics of writing, and he equally skillful in pointing out and correcting the faults of his pupils.

He should have an honest desire and firm purpose to spare no efforts to give the fullest satisfaction to all pupils.

In many localities the profession of a travelling writing-teacher is in very bad repute, simply because some poorly qualified or dishonest "low hand" champion penman has organized classes, only to collect tuition in advance, for which, either through want of ability or intention, no satisfactory return has been given.

A thoroughly competent and conscientious teacher of writing will always be respected and welcome wherever he is known, and will seldom fail to find it even difficult to secure good-paying classes.

HOW TO SECURE CLASSES.

First, prepare a variety of the most excellent specimens of your own plain and ornamental writing; a few specimens should be nicely framed and placed in conspicuous places in the neighborhood of where the class is to be organized; also prepare a scrap-book or album containing specimens in convenient form to illustrate quickly and forcibly your skill, system and plan of teaching.

This done, call first upon the school-officers of the place and, if possible, interest them in your behalf, and secure the use of a public school-room in which to instruct the classes; next, call upon the teachers in public and private schools, and, if possible, get permission to give before the pupils an explanation with black-board illustrations of the system and method of teaching; after which, call upon and endeavor to interest some of the recognized leaders in society and business. These things accomplished, the way to success is open and easy.

It will often, and indeed usually, be found to be well to extend an early invitation to all school-teachers to join classes free of charge. When the proper encouragement has been received, the rooms for instruction secured, and the time fixed for organizing, give full information, and containing well authenticated recommendations from former pupils and patrons, should be issued and placed in every house and place of business in the vicinity; and, if especially requested, visit to the teacher's residence, and, if greatly to his advantage to canvass thoroughly the entire neighborhood, exhibiting his best evidences of skill and ability to give satisfactory instruction.

With persons who are fluent speakers

and skillful at black-board illustrations, it is an excellent plan to issue tickets of invitation, free to everybody, to attend a lecture accompanied with black-board exercises illustrating the best system and methods of teaching writing; special preparations and efforts should be made to amuse, interest and instruct the assemblage; after which, proceed to take the names of all who desire to join for a course of instruction. With many skillful speakers and writers this method alone rarely fails to secure large classes.

The number of lessons—from ten to twenty-four—for a course varies with different teachers. We should favor twenty as the number most likely to give satisfaction to the pupils, and bring credit to the teacher.

Two hours, including a short intermission at the middle, should constitute a lesson; lessons should not be less frequent than two, or more than three, times per week. It is well for economy of time in thickly populated districts to have two classes in progress in neighboring places, at the same time, alternating the lessons so as to give three in each place per week.

STATIONERY.

of the best quality should be furnished at a reasonable cost by the teacher; this is essential to secure the necessary good and uniform quality.

To each pupil should be furnished one-half quire of the best cap paper, good black ink, and pens; we prefer movable copypills, either written or engraved, to a book with stationary copies; the slip can be kept in close proximity to the pupil while practicing, which is a very great consideration; each exercise should be short and thoroughly analyzed at the black-board before the class is allowed to practice it. It should be borne in mind by the teacher that the pupil must first think right before he can practice right; great effort should be made to cause the pupil to study the forms and peculiar construction of each letter; as regards the proper positions and movements a teacher can not be too vigilant in securing and maintaining them throughout the entire course of instruction. Regarding them, we have already expressed our opinion in the previous numbers of this JOURNAL, and to which our inquirer is referred.

Our Premiums.

With the first number of the JOURNAL each subscriber who remits \$1 is entitled to receive, free, a choice of the following premiums:

- First. "Ames' Hand-Book of Artistic Penmanship," which is a handsome work of thirty-two pages, giving examples for flourishing and lettering. Second. The Centennial Picture of Progress, 22x28, which is one of the most interesting and artistic pen-pictures ever executed, giving a pictorial representation of changes wrought in our country during the hundred years following the declaration of its independence. Third. The Bound- ing Stag, which is an elegant specimen of flourishing and lettering, 21x32 inches in size, and on fine heavy plate-paper. Fourth. The Spread Eagle—a beautifully finished design, same size as Stag. Fifth. The Garfield Memorial, which is an elaborate and beautiful specimen of artistic pen-work, 19x24. Sixth. The Lord's Prayer, same size as the Memorial, is an elegant and popular pen picture. Seventh and Eighth. A Family Record, or Marriage Certificate, each 18x22. Also, very attractive and valuable publications.

To a club of two subscribers the JOURNAL will be mailed one year for \$1.75, and to each subscriber a choice of the above named premiums. To a club of five subscribers, for \$4.00, with a choice of the eight premiums. To a club of ten subscribers, for \$7.50, with a choice of premiums. To a club of fifteen subscribers, for \$9.75. " twenty-five " 15.00. " fifty " 25.00.

and to each subscriber a choice of the above named premiums.

To a club of five subscribers, for \$4.00, with a choice of the eight premiums. To a club of ten subscribers, for \$7.50, with a choice of premiums. To a club of fifteen subscribers, for \$9.75. " twenty-five " 15.00. " fifty " 25.00.

The above very low rates for clubs are offered chiefly to enable teachers to place the JOURNAL in the hands of their pupils, and for the larger clubs we shall desire to send the premiums in a lot, by express, to the person who gets up the club for distribution to the subscribers.

Directions

FOR PREPARING SPECIMENS, LETTERS, ETC., DESTINED FOR PUBLICATION IN THE "JOURNAL."

We are in the receipt of so many specimens of penmanship—many of great merit, and designed by their authors for publication in the JOURNAL—which, from various causes, we cannot use, but we have thought best to give more explicit directions than we have hitherto done regarding the preparation of such contributions.

Many specimens received being either exact or slightly modified copies from published and familiar works, we are unwilling to be at the expense of engraving, and by printing them give, for such contributions, unmerited credit to the copyist. Specimens, in order to be acceptable, must be either original or so greatly modified as to present more of the skill of the contributors than that of the original author.

SIZE.

We desire as far as practicable to have all illustrations in the JOURNAL occupy a space to width equal to either two or three columns, that is 4 1/2 or 7 inches. In order that it may be photo-engraved to the best advantage, work should be executed twice the length and width of the desired cut; that is, on paper either 41x9, or 71x14, inches in size.

MATERIALS.

Use either a good quality of this Bristol-board, or the best quality of heavy cap paper, and a good quality of India-ink—no chemical or ordinary writing ink can be used—every line, however defined, must be jet black; no light or gray line can be photo-engraved; if perfectly black, no matter how fine a line may be, it can be reproduced.

LETTERS

designed for publication as specimens should be on a letter-sheet 8 1/2 inches in size. The writing should be in a strong, bold hand just twice its usual size.

Contributions not conforming to the above conditions will, of necessity, be rejected.

The King Club

For this month comes again from E. K. Isaacs, principal of the penmanship department of the Northern Indiana Normal School and Business Institute, Valparaiso, Ind., and numbers one hundred and thirteen. This is a club of truly astonishing dimensions for October. Upward of two thousand subscriptions to the JOURNAL have come from this school within a period of about three years. Good writing is evidently appreciated at Valparaiso.

The second club in size numbers thirteen, and is sent by S. H. Strie, Bloomfield, Iowa.

The third club in size comes from J. J. Sullivan, Atlanta, Ga., and numbers twelve. The signs of the times indicate that we are about to receive a hearty clubbing.

Changing Address.

Subscribers wishing to have their address changed, should be careful to give both the old and new address.

### Chirographical.

"The generally cramped, 'flourishy' and illegible style of handwriting is lamentable. Good, readily-readable writing is very rarely met with. Carelessness in forming and connecting the letters of sentences has become so customary that reading a piece of written composition depends largely upon the guess-work power. The silly practice of attempted ornamentation by means of 'flourishes' is a vulgarism to be condemned. Writing, as taught in the schools, is a poor medium for communication of thought. It calls for too severe conjecture. Almost any person can make out to either his own chirography; but the puzzle is to comprehend the ideality of his correspondent. Much of the difficulty is the fault solely of the individual writer, who adopts a hurried, unmeaning, cramped, sloshy, or 'fancy' style, to which he tenaciously adheres. Few 'masters' are competent to teach legible writing, their fancy style being unapproachable by the scholar. Printed plate-copies being either too scrupulously perfect or too elaborately ornamental for the learner to succeed in imitating, he abandons the attempt in disgust and adopts a standard of his own, to which he applies all his force and diligence to render unottelligible. Yet anybody with bands and eyes may become a neat, plain writer. It

advice to learners, and criticising the use of engraved copies, he speaks like one wanting the wisdom of experience and observation, 'masters' in the class-room. 'Few to teach legible writing, their fancy style being unapproachable by the scholar.' This is certainly fancy on the part of the writer, for in the term 'master' is not at all implied fancy writing, but rather, special skill and experience, by which he is enabled to place before his pupil good examples, and make intelligent and helpful criticisms and suggestions for his advancement. And as to the more perfect standard for letters and their combinations, as given by 'masters' and copy-books, belong any more harmful or discouraging to the learner than are those, imperfect, awkward, and variable, or none at all, we fail to believe.

But the climax of absurdity is reached when the writer says, 'Let him (the learner) adopt an alphabet of capitals and 'body letters' corrected from his usual order of writing.' If we correctly understood the meaning sought to be conveyed in the words

### A New Idea for Spice.

A correspondent, through the columns of the *Gazette*, offers us enterprising effort the following advice:

"If you wish to make a spicy sheet, why don't you pitch into the gimcrack style that was inaugurated by Williams in his 'Gems,' and which nearly every pennian since has copied? Williams was aided and abetted by S. S. Packard, and the book has done more damage to good writing than anything else. Also touch up Ames on his artistic flourishes, which he prints as wonderful productions. Take the *knowing* out of these fellows."

Brother Gaskell pitching into the style of Williams and Ames would, indeed, be rather "spicy." We regret that the name of the author of such a specimen of grim humor should not have been given.

### The "Journal" and Practical Writing.

From the first publication of the *JOURNAL*'s primary purpose has been to advocate the cause of plain, practical writing.

### The Versatile Villain Again.

The *JOURNAL*'s exposure of the fraudulent operations of A. Tienier, Jr., and his various aliases, in the September number, evidently made Chicago a very unagreeable as well as unpromising locality for a writer campaign by this "lawyer-eyed, brown-haired, handsome young man." Accordingly, he just took the dust of Chicago off his shoes, and skipped for New Orleans, where he is now operating under the alias of A. Cashman, No. 19 Toulouse Street. And how many other aliases he may have we cannot say. Look out for him!

### The "Journal's" Next Course of Practical Writing-Lessons.

We have perfected arrangements by which Prof. H. C. Hinman, principal of Hinman's Worcester (Mass.) Business College, will commence a course of "Lessons in Practical Writing" in the January number.

Prof. Hinman has long been recognized as one of the most efficient and successful

*is sure Receivable. Bills Payable.*  
*Practical and Artistic Penmanship.*  
*as in Dr. Daniel T. Ames, Ho.*  
*New York Writing School, C.*

### ROUND-HAND OR LEDGER-WRITING.

The above cut is photo-engraved from pen-and-ink copy, executed at the office of the *JOURNAL*, and constitutes a part of a page of Ames's new "Compendium of Practical and Artistic Penmanship." This work is now on the press, and will be ready to mail in a short time. It will be the most comprehensive and practical guide, in the entire range of the penman's art, ever issued. The work will comprise a complete course of instruction in Plain Writing, a full course of Off-hand Flourishing, upward of forty standard and ornate alphabets, and over twenty 11 x 14 plates of commercial designs, engraved resolutions, memorials, certificates, title pages, etc., etc.; in short, it will contain numerous examples of every species of work in the line of a professional pen-artist. The price of the work, post-paid, is \$5; mailed free, as a premium, to the sender of a club of twelve subscribers to the "Journal." We hereby agree that, should anyone, on receipt of the book, be dissatisfied with it, they shall be at liberty to return it, and we will refund to them the full amount paid.

is never too late to learn. One may learn himself. The labor is by no means great. Let the poor writer determine to improve. Let him sit down, select a pen which suits his hand, paper and ink that will answer the purpose. Eschewing all idea of 'flourish,' let him adopt an alphabet of capitals and 'body letters' corrected from his usual order of writing. To this style of letter-making he must strictly adhere. After he has written these alphabets once, he should carefully repeat the operation, straightening, sizing, and joining the letters so as to set them distinct, regularly pitched, and of a uniform height. This accomplished, write out the alphabet, again, again, and again—each time attempting (and succeeding in) an improvement upon the last previous issue. Follow the selected characteristic form of letters, never adopting new shapes, nor introducing a single mark not requisite to shape the letter. Each succeeding trial will show improvement over its forerunner. Persistent practice makes the determined practitioner a legible writer. Speed should never be attempted until proficiency is secured.

The foregoing article comes to us, enclosed in an envelope, with no information respecting its origin. What the writer says about "flourishy" careless writing, the necessity for, and the certainty of, good results to come from persistent and thoughtful practice, we commend; but when he comes to giving

just quoted, it is that when one desires to learn to write he shall take for copies and standards his own letters, and practice them over and over until they shall take the plain, legible, and easily constructed forms requisite for good writing. This plan, of course, apply to beginners in writing, for they would be without "their own usual order of writing" from which to select models. And we can just imagine that now and then a learner, who had started would, on this plan, find before him models not specially adapted to fire his young ambition with the brightest hope for success, or inspire him with an overpowering love for, and enthusiasm in, his efforts to master the "beautiful art." We imagine there would occasionally be a yearning for some of the models of the "master" and the copy-book, and very properly, for to our mind, nothing can be more utterly absurd than the idea that the best way to acquire a correct taste for and perfect conception of the good and true, not alone by writing, but in any department of human thought and action, is by following imperfect and bad examples. Aim at the stars and you will hit higher than by aiming at ground.

The burden of its editorials and its lessons have been in the advocacy of, and instruction in, practical writing, for where one needs to learn or practice professional or fancy penmanship, hundreds, even thousands, need to, and should, acquire and practice a plain hand.

While we have freely admitted to its pages, as illustrations, specimens of professional and amateur pen-work, representing all departments of the penman's art, it has been our steady purpose to improve every opportunity to secure a point for plain writing, and to deal telling blows at the flourishy, scrawly and unsystematic styles of writing now so much in vogue, and which are held in special abhorrence in business circles.

### The "Hand-book" as a Premium.

The "Hand-book" (in paper) is mailed free to every person remitting \$1.00 for a subscription or renewal to the *JOURNAL* for one year, or, for \$1.25, the book had been sent by mail in cloth; in paper, 75 cents. Liberal discount to teachers and agents.

teachers of writing in the country.

He is a live, thinking, working genius, who throws his whole soul into his work, and our readers may safely rely upon a liberal presentation of original and novel thoughts and methods from Prof. Hinman's course, while we shall spare neither labor nor expense to furnish the most perfect illustrations to accompany these lessons.

### The Centennial Picture of Progress.

When we announced, a short time since, the exhaustion of our supply of those pictures, of a size that could be afforded free as a premium, it was not our intention to re-publish the work, but so frequent and earnest has been the demand for copies that we decided to have new plates made (22x28 inches), and shall hereafter mail copies free to all who may desire them as a premium. The new plates are very much superior to the old ones, and hence the new prints will be much more desirable than those formerly mailed. Large print, 28x40, will continue to be mailed for 25 cents extra.

A Mean Background.

The following communication we have just received from Factoryville, Pa., spelling, punctuation and all: Mr. L. Lum Smith--Dear Sir: I want to ask you one question which is the worst. It was evaded by Wm. Hayes or Lum Smith. I have not received the July number yet it does not run out until September.

This is a specimen of the petty, upon postal-card, background we are sometimes treated to by persons who happen to miss a number of the Penman's Herald, or say that they have missed it. Now, here is a creature (far, upon investigation, we have found that such a person really does live and is known at Factoryville) who assumes that we have control of the Post Office Department and its myriad mail carriers; can insure that no paper put in the post office here during the term of his subscription shall go astray, and because he misses one number (that cost him four cents) this mean, pitiful background, educational instead of asking for a duplicate copy, free, in a civil way assumes that we, who send out thousands of copies monthly free, as sample copies, meant to entice him, do not know so much well, doubtless, elucidate us, too, among his neighbors, and we wish to say right here that in all cases where we are assured we shall answer the query through the Herald, and flood his section of the country, to business men there, that his neighbors may know our defense and show the society of such subscribers. We have long since realized that we expect abuse from such uncharitable and suspicious persons as Edmundaites, but we propose, hereafter, to answer all such persons publicly.

The Herald, in its treatment of Edmundaites, is very good, and those who have often been tempted to do with the view of the investment, not to say background, correspondents of the JOURNAL, who, because a paper fails to come, or an answer to a letter, which has misread or to which they neglected to sign their name or address, is not received, assume that they are swindled, and write discourteous or insulting complaints. We however, always suspect that such assumptions are born of very evil natures, and we afterward deal as such with our correspondents.

As a single specimen of our paper's results to which we are treated by the Edmundaitic class of backgrounders we present the following: "Dear Sir: I send you by to-days mail the specimen-copy I ordered of you some time since [by postal-card]. If I had known the price of our paper I never would have had you send it free. It was recommended to me by W. F. Newtome, who said I could get a sample-copy, and gave me your address. I will not be at all little trouble to you hereafter as possible. When you get short of postage, or get so you can't run your business, call on me."

The writer of the above is not only a very mean backgrounder, but he is cowardly, for he omitted to sign his name, or to give his residence, but it was post-marked, "Hampden, Ga.," and, by reference to our books, we find that, on October 5th, we received a postal-card from the same place, signed W. A. Henderson, asking for a sample-copy of the JOURNAL. The card was evidently in the same hand as the insulting note. Compared with wahenderson, Edmundaites is quite a respectable backgrounder, since he does not seek to avoid responsibility in the cowardice of an anonymous letter.

The October number of Dio Lewis's Monthly, like each of the previous numbers, abounds with good sense, and proves that facts may be made as entertaining as fancies, and subsolve a better purpose. Its appearance is attractive, and its contents admirable.

Don't live in hope with your arms folded. Fortune smiles on those who roll up their sleeves and put their shoulder to the wheel that propels them on to wealth and happiness. Cut this out and carry it about with you in your vest pocket, ye who live in burrows or at the corner of the streets--Normal Journal.

Hymenical.

We clip the following from the Red Oak, Iowa, Express, of October 3th:

Prof. H. C. Carver, who has gained many friends in this vicinity, having taught penmanship to and near Red Oak for two years, arrived here on Sunday evening from La Crosse, Wis., where he is now engaged as penman and instructor at La Crosse Business College. On Monday evening, at the residence of the bride's parents in this city, he was joined in marriage to Miss Sylvia Benedict, Rev. J. W. Walsh performing the ceremony. The lady, by possessing the finest specimens of fine portrait painting and floral pieces, establishes her talent and ability as an artist, which, together with her standing in society, her very pleasant and amiable disposition, we believe will make her husband not only an agreeable and loving wife, but also an aid in the work which he is so successfully accomplishing as a teacher and pen-artist. They took the train Thursday morning for La Crosse, Wis., leaving behind many friends, who wish them a safe and pleasant trip, and long, happy and useful lives."

Mr. Carver is a fine penman and a popular teacher, and we join with his many friends in tending him our most hearty good wishes.

Exchanging Autographs.

Henry F. Vogel, of St. Louis, Mo., suggests that all penmen who are willing to exchange autographs upon the plan lately suggested by C. H. Petros, through these columns, should forward their names for publication in the JOURNAL. We think this may be a good suggestion. Should it meet with favor we will, in our next issue, open a column for such names. By such means exchanges may be greatly facilitated.

And School Items.

J. B. Campbell is teaching writing at Greenwich (Conn.) Academy.

R. C. Gembling is about opening a special school for teaching writing at Arlington, Va.

C. J. Brown, late of Burlington, Vt., has become connected with the Clark University, Athol, Ga.

W. H. Bruce is principal of the Business Practical Department of Peirce's Business College, Keokuk, Ia.

S. E. Riley, formerly of Quincy, Ill., has taken charge of the Commercial Department of Edina (Mn.) Seminary.

L. L. Tucker, late with the Providence (R. I.) Business College, is engaged at the New Jersey Business College, Newark, N. J.

W. H. Gibbs is in charge of the department of penmanship at Miss. A. & M. College, Agricultural College, Miss. He is a fine writer.

We regret to learn that Henry Beardsley, of Claridon, O., a teacher of rare excellence, and a fine penman, is very low with consumption.

G. B. Jones, who has during the past year been teaching writing-classes at Bergen, N. Y., is now pursuing a special course of instruction at Pickering's Writing Academy, Philadelphia, Pa.

W. S. Macklin, of St. Louis, Mo., is an accomplished pen-artist. Several specimens of his work, which we have examined, are very creditable. He is highly complimented by the press for his skilful work.

R. W. Cobb and J. McKee have lately opened a business college and normal institute for penmanship, at Champagn, Ill. Specimens of penmanship indited by Mr. Cobb were of a superior order. We wish them success.

P. R. Cleary has lately opened a school of penmanship at Ypsilanti, Mich., in which he has over fifty pupils. Mr. Cleary is a good penman and successful instructor, and will undoubtedly win favor in his new location.

F. K. Bryan, Lima, Ohio, a set of book-binding blank designed for keeping the accounts of a wholesale or retail business, how so far as we are able to judge from examination, are very well adapted to the purpose for which they are designed.

The Announcement of the Thirty-first Anniversary of the Spencerian Business College, Cleveland, O., and Detroit, Mich., presents a fine specimen of Spencerian script; also, the Catalogue issued for 1883, by the Cleveland College, is one of the finest specimens of catalogue work we have ever examined.

The Union City (Pa.) Times, in speaking of N. K. Luce's Business College, of that city, says:

"The record Prof. Luce and his school have made in this city has won the confidence of the people of the town and surrounding country, and we congratulate ourselves on the continued existence among us of so worthy an enterprise. With the school increased success."

Our friend, Prof. Russell, of the Joliet (Ill.) Business College, is not only a versatile writer for the press, but he is highly recommended by the Daily Press, of Joliet, as a speech-maker. Speaking of one lately made at a political meeting in that city it says: "The speeches made by Prof. Russell and Judge Murphy were the finest and most forcible it has been our pleasure to listen to for some time."

H. W. Ellsworth, 22 Bond Street, New York, and the Ellsworth System Copy-books, for use in schools, has lately introduced a combined copy-book and blotter, for which he claims several advantages, among which are, simplicity, cheapness, and convenience. It is not only so constructed as to cover the book outside, but inside, which is much the most important, since it protects the writing surface from the hands while writing. It also avoids proper management of the book—moving it up, instead of drawing the hand back to edge of desk.

We clip the following from a late issue of the Syracuse (N. Y.) Herald:

In the Board of Education parlors, at the high school, the students, on which are specimens of drawing, shading, and penmanship, are hung on the walls. The work is that of scholars of the grammar schools of this city, under the tutorage of Professor C. K. Wells. The sheets on which the work is executed are 22x27 inches, and are ornamented with unique designs, beautiful examples of lettering, and accurate and graceful lines of writing. When it is taken into consideration that the work is that of school children, between the ages of twelve and fourteen, the proficiency displayed is all the more to be admired. The result is attributable to the methods adopted by the instructor. Judged artistically, many of the examples are equal to the best efforts of professional penmen. Execution, instead of imitation, is the secret of Prof. Wells's success. The student is thoroughly drilled in the movements which go to make up the accurate, elegant and graceful penman, instead of being taught to observe form. The result is that the scholar soon becomes master of the correct method of writing, which it would be as difficult to teach in any other way as the art of swimming. Good judges say that Prof. Wells is first to introduce into the public schools this new system of writing taught in the commercial colleges. His success in this city has been very flattering to him, and beneficial to all who come under his charge.



I Persons sending specimens for notice in the columns of this journal, should be retaining the same as postage paid in full at letter rate. A large proportion of these packages are returned, owing to the postage being three cents upward, which, of course, we are obliged to pay. This is scarcely a desirable consideration for a gratuitous notice."

Specimens of penmanship worthy of mention have been received as follows:

- A. E. Dewhurst, Utica, N. Y., cards.
- H. W. Shaylor, Portland, Me., a letter.
- W. F. F. Valparaiso, Ind., a letter.
- I. S. Preston, Brooklyn, N. Y., a letter.
- Alexander Smith, Chester, Pa., a letter.
- L. A. D. Hahn, Little Rock, Ark., a letter.
- L. C. Havener, East Boston, Mass., a letter.
- D. T. Winkelmann, Jr., Lansingburgh, N. Y., a letter.
- A. E. Sloum, Hion, N. Y., a flourished bird and cards.
- A. W. Clark, Lowell, Mass., a beautifully-written letter.
- W. R. Potter, Troy Grove, Ill., a letter and flourished bird.
- H. A. Howard, Rockland, Me., a letter and flourished avian.

A. S. Osborn Business University, Rochester, N. Y., a letter.

J. R. Long, Type-writing Institute, Danville, Ind., a letter.

F. W. H. Wieschahn, St. Louis, Mo., a letter in superb style.

S. W. Daugherty, Columbus, Ind., a letter and flourished bird.

C. N. Wash, Garthage, N. Y., a letter, in a good practical hand.

W. W. Whyland, Berlin, N. Y., a letter and specimens of writing.

James W. Westervelt, Woodstock, Ontario, a letter in elegant style.

Clifton H. Clark, Gen. City Business College, Quincy, Ill., a letter.

H. C. Spencer, Washington, D. C., a letter, in a splendid practical hand.

A. D. Small, penman, Grand Valley, Pa., a letter and a flourished bird.

Rochester (N. Y.) Business University, a most elegantly-written letter.

Willie G. Rash, Burlington, Wis., a letter and set of capitals, very creditable.

H. F. Vogle, penman, 1310 South Broadway, St. Louis, Mo., a letter and fancy cards.

Charles Hills, penman and card-writer, 229 11th Street, Philadelphia, Pa., a letter.

E. K. Isaacs, Penmanship Department of the Northern Indiana Normal School, a letter.

G. W. Dix, Lawrence (Kan.) Business College, a letter and photo. of a pen-writing.

J. J. Sullivan, Atlanta, Ga., a letter and a club of twelve subscribers to the JOURNAL.

J. H. Smith, 106 Chestnut Street, Philadelphia, Pa., a letter in excellent style and taste.

E. L. Burnett Business College, Elmira, N. Y., a letter and photo of lettering and drawing.

J. W. Swank, the penman of the U. S. Treasury, Washington, D. C., a splendidly-written letter.

M. B. Moore, Morgan, Ky., a letter and several skillfully-executed specimens of writing and flourishing.

Gus Haisizer, Toulon, Ill., a letter. He says, "The JOURNAL is invaluable to every penman and youth in the land."

G. M. Smithfield, principal of Smithfield's Practical Business College, Greensboro, N. C., a letter and flourished bird.

J. H. Bryant, penman at the Spencerian Business College, Cleveland, Ohio, a letter and several excellent specimens of card-writing.

C. A. Swayer, teacher of writing in the high school at the city of Belleville, Ontario, also in Albert College, of that city, a splendidly-written letter and a club of subscribers for the JOURNAL.

E. W. Smith, principal of the Commercial College of Kentucky University, Lexington, Ky., a letter. In it he says: "I regard the JOURNAL as of inestimable value, and it should be in the hands of every one interested in education."

Reliable, Standard, and Complete.

On the occasion of delivering an educational address, President Garfield very sply designated the Spencerian System as that system of penmanship which has become the pride of our country and model of our schools."

Its latest complete American edition, prepared for the JOURNAL by the Spencerian Brothers, is a reliable and popular publication for self-instruction. It is not sold to the book-trade, but mailed direct to students, accountants, merchants, bankers, lawyers, and professional men generally, on receipt of \$1.

The work embraces a comprehensive course, in plain style of writing, and gives their direct application in business forms, correspondence, book-keeping, etc., etc.

If not found superior to other styled self-instructors in writing, the purchase price will be refunded.

Notice.

Ance's Compendium, revised, enlarged, and greatly improved, will be ready to mail in a few days. Price, \$6.

## Answered.

[Under this head answers will be given to all questions—the replies to which will be of value or general interest to readers. Questions which are personal, or to which answers would be without general interest, will receive no attention. This will explain to many who propound questions why no answers are given.]

T. B. Fort Custer, M. T.—Would you please inform us, either through the columns of the JOURNAL or by letter, why it is generally taught to place the thumb at or above the lower joint of the first finger instead of placing it as it naturally places itself. Also, why the penholder should cross the root of the nail of the second finger, in preference to the end of same finger, as many good penmen hold the penholder.

My natural position is the thumb touching the penholder opposite half-way between the lower joint and end or tip of first finger, and crosses the second finger at the end or lower part of the root of the nail, bringing the second finger in action more, I think, than in the other or prescribed way, and which seems to give a more secure or firmer hold, and a better control of the pen. Lately, however, I practice the pre-

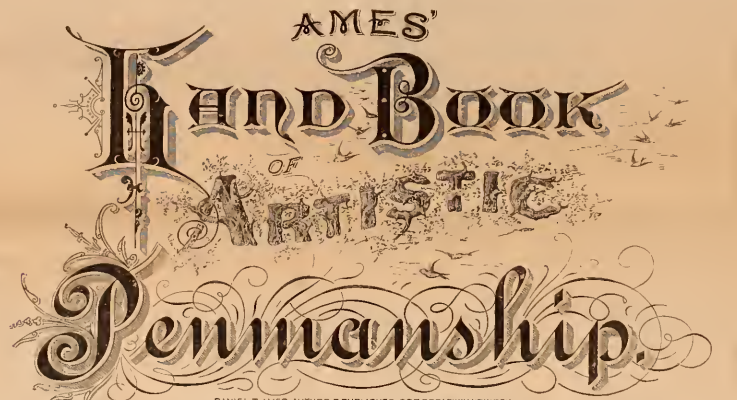
motion of the fingers while writing, and at the same time grasp and maintain the holder in the correct position with the greatest ease is the best. It is also obvious that to carry the pen over the space represented by small *f*, which is the full extended upward and downward movement of the pen, there must be free and full expansion and contraction of the muscles of the fingers, or the forearm, if that movement is used. Now, by placing the end of the thumb at the first joint of the forefinger, it is slightly bent, and the muscles somewhat contracted, so that by straightening the thumb, the motion for making the loop above is given, while by its further contraction the loop below the base-line is made. The natural position of the thumb, as mentioned by our correspondent, is to have its end half way below the first joint of the forefinger in which position the thumb being straight, or nearly so, there remains to expansive force to carry the pen over the extended spaces above the line, and leaves the great difficulty and awkwardness of movement when the thumb is in this position. With writers using exclusively the finger movement, this would be an insuperable barrier

because it is an unnecessary strain upon the muscles to carry the pen rapidly over such long distances. The hand moves over short spaces easier and with greater celerity than long ones. Second, the large writing and loop loops so fill the body of the sheet as to give to the writing, as a whole, a mixed and confused appearance, thus rendering it much more difficult to read than if the writing was smaller, leaving a more open and clear space between the lines. All writers should bear in mind that the short letters should occupy no more than one-fourth, and the looped letters no more than three-fourths, of the space between ruled lines.

J. L., Baltimore, Md.—Please inform me why printers prefer manuscript written on one side only? Ans. Because it is more convenient for both writer and compositor.

A. R. H., Philadelphia, Pa.—I am a book-keeper, forty-two years of age, and write a very plain hand, but am a very slow writer. Please inform me whether I can learn to write rapidly; and if so, what is the best movement for me to use, and what are the best exercises for me to practice on, to become a rapid writer? Ans.

The subject of detecting forgery and convicting forgers through the evidence of experts in handwriting is fast growing in favor and prominence. The question, too, of natural characteristics in handwriting, and especially where the writing is disguised for fraudulent or unscrupulous motives, and by careful and systematic investigations is traced to its author, is one that cannot fail to elicit the attention of business people, as well as lawyers and legal tribunals. Mr. D. T. Ames, a professional expert in handwriting, whose testimony in many important cases has been largely relied upon, has been invited to lecture before the Institute of Accountants and Book-keepers of New York City at their monthly meeting, on November 15th, on some subject which will enable him to explain his plans of detecting forgeries and tracing them to their authors, and of giving much other valuable information concerning disguised and forged writings. From a long personal acquaintance with Mr. Ames and his methods we know him to be one of the most experienced and skilled examiners of question-handwriting in this country, and as we believe he stands at the head of this class of experts in the



DANIEL T. AMES, AUTHOR & PUBLISHER, 205 BROADWAY, NEW YORK.  
Entered according to Act of Congress, in the year 1882, by Daniel T. Ames, in the Office of the Librarian of Congress, at Washington.

The above cut is the title-page of Ames's "Hand-book of Artistic Penmanship," a copy of which, in paper covers, is given, free, as a premium to every subscriber to the "Journal." Substantially bound in cloth covers, for 25 cents extra. The book alone is worth to any person the price of a subscription, while the "Journal" is invaluable to every teacher or pupil of writing.

scribed way, and sometimes think it forms the letters better; and, again, I forget all about it, and my thumb falls back to its old natural position, and the penholder also falls back to its old position.

I am all at sea about this important point, as I am convinced it is an important one. The instructions you sent me with the "Standard Practical Penmanship," say: "Penholding is second to no other part of the writer's position."

I formerly thought any position that was *easy and natural*, and not cramped, was the *best position* for the thumb and fingers; also, that good penmanship was not a very essential accomplishment; but the longer I live the more I am convinced to the contrary in reference to penmanship, and that the position of the fingers has some difference as to the result, and, as you say in your articles on "Bad Writing," "Special Gift," etc., "the belief that good writing is a special gift is fallacious and exceedingly pernicious, tending to discourage bad writers by leading them to believe that not having the gift they are debarred from becoming good ones."

So I will guide myself entirely by your instructions in my future practice, as I am ambitious of becoming not only a good penman, but an excellent and rapid one, and will make every effort to that end.

Ans. It is obvious that that position for the fingers upon the penholder which will best facilitate a free and untrammelled

to good, easy writing. With the forearm-movement, it is not so fatal, since the relaxation of the muscles of the arm will give the extended motion of the pen; but even then the effort is much easier, if aided by the correct motion of the fingers and thumb. As regards the precise position of the ends of the fingers upon the holder, that is not so important as that of the thumb. They should, of course, be slightly bent, for the same reason as should the thumb; in fact, we advocate and use the position for the fingers preferred and described by our correspondent.

S. F. K., Pittsburg, Pa., submits a specimen of his writing, and asks for our criticism of same. This is not, as a rule, the kind of a question to be answered in this column; but since the chief fault of Mr. K's writing is a prevalent one, we will make his case an exception. Mr. K writes an easy, graceful hand, making well-formed letters, but it is very nearly vice as large as it should be, either for ease of execution or good appearance. The body of the writing occupies about one-third of the space between the ruled lines, while the loops and capitals extend to, and many beyond, the line above. This is bad. First,

Your hand is indeed a good practical one, and from long practice your habit of writing has probably become so confirmed as to render any change quite difficult. Yet we believe that a frequent practice upon movement-exercises, such as are given with the "Standard Practical Penmanship," or any of the movement-exercises customary with teachers of the forearm movement, would help you to increase the facility of your writing. You should employ, as nearly as possible, the forearm movement in your writing,—both for the sake of ease and rapidity.

## Williams and Packard's Guide.

We cannot at present fill orders for this work. It is out of stock at the publishers, and we are not informed that there will be another edition printed.

For \$2 the JOURNAL will be mailed one year; also, a copy each of the "Standard Practical Penmanship" and the "Hand-Book of Artistic Penmanship" (in paper covers); 25 cents extra in cloth. Price each, separate, \$1.

various courts in which he has been called to testify, Mr. Ames's proposed "talk" will be listened to with special interest.—*American Counting-room.*

At a populous manufacturing town there was an inhabitant who held a good position as a fishmonger, and, being partial to theatricals, was very kind and gave great assistance to the manager of the Theatre-Royal. Being anxious to make his debt, it was at last arranged that he should play *Polonius* for the manager's benefit, that gentleman himself playing *Hamlet*. The house was crammed, and the play proceeded until it came to the lines, "Do you know me, my lord?" "Excellent well! you are a fishmonger!" when the maternal parent of *Polonius* (being in front and thinking the line was a personal insult to her son), rose and said: "Well, sir, if he is a fishmonger, he has been very kind to you, and you've no right to expose him in public!"—*Gloucester Evening Times.*

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About one year since Messrs. Williams and Rogers, of the Rochester New York Business University, issued a new work on book-keeping, which was at that time noticed in these columns, and since which has been therein advertised.

The work is not only in good style—most of its pages being photo-engraved from beautifully-printed pen-and-ink copy; but the subject matter is arranged and presented in a clear, simple, sad, evidently, taking, manner, for we are informed that over 15,000 copies have been sold during the first year of its publication, and that it is in use by a large proportion of the business colleges throughout the United States and Canada. Few, if any, book-keeping works have met with equal favor and success.

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It should be distinctly understood that the editors of the JOURNAL are not to be held as indorsing anything outside of its editorial columns; all communications not objectionable in their character, nor devoid of interest or merit, are received and published; if any person differs, the columns are equally open to him to say so and to reply.

The Art Amateur is always full of interest and overflowing with illustrations. The October number, which is before us, is a treasure of art. Among its illustrations are three for china painters—primroses for a vase, harebells for a plate, and poppies for a plaque; three for embroidery—a letter case, a photograph frame and a hellow; a charming hawthorn panel for wood-carving, a dozen pleasing figures for sketching on linen, and a multiplicity of monograms and jewelry designs. There are valuable articles on etching, drawing in red, and other art topics, with some good examples of crayon work; the Munich and Boston art exhibitions are reviewed and attractively illustrated; there are some excellent pictures of Boule work, and one of a remarkable Henri Deux cabinet inlaid with ivory, and many practical suggestions for home decoration and furnishing. Price, 35 cents; \$4 a year.

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**CARRIERS WHO AGREE.**—"That's what I call a finished sermon," said a lady to her husband, as they wandered their way from church. "Yes," was the reply, "but do you know I thought it never would be."

THE PENMAN'S ART JOURNAL is one of the most attractive and interesting of our exchanges. It is most ably edited by D. T. Ames and B. F. Kelley—both of whom are persons of great skill and experience, alike as artists and teachers. Their able and skillful conduct of the JOURNAL has certainly placed it a long way in advance of any other paper of its class, and even given to it a very high rank among the class periodicals of our times. Its editors are powerful appeals for good, practical writing, while the practical lessons in writing and correspondence have been of great value to all classes, and specially so to teachers and young ladies and gentlemen who are seeking self-improvement at home or in the office. We know of no paper that is doing a more useful work than the JOURNAL, and it really ought to find a place in every home, school, and counting-room in the land. It consists of sixteen pages elegantly illustrated, and fine typography. Mailed one year, with valuable premium for \$1; single copies, ten cents, from the office of publication, 205 Broadway, New York—American Counting-room.

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Charity at the Lime-kiln Club.

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BRO. GARDNER—Several of your friends desire to know how you stand on the question of charity this winter. Does the club propose to donate anything to local charity this winter?

Respectively, Four Friends.

"As to de fact query," said the President, as he drew himself up, "de answers dat I have herebefore given mus' stand for de answer no more. De Charity of Dutch has bred a race of beggars who will never better us. It has added to de losstrin' an' encouraged de idleness, an' general shiffliness."

It has added to de heads of families: 'Tills de summer avay an' you shall be supported durin' de winter!' 'Go ask de Poo' Superintendent if de same persons doan, return 'ya'er after 'ya'er! Ask him if men an' women have not come to look upon a poo' fund as their right, an' if dey doan' demand deir allowance, instead of asking for 'it? Charity filled de trouny wid tramps. When charity tried to undo its work de tramps began to burn bars an' murder women an' chilfen. Charity has encouraged a drove of 500 beggar chilfen to march up an' down ebery resident street. It has wasted its tears upon brutes of men an' its prayers upon hardened women, an' its money has gone to feed people so vile an' wicked dat State's Prison ached to receive 'em."

"As to de second query, dar am a poo' ole man libin' 'er' dook to Sir Isaac Walpole. Who has paid his rent for months past? Charity 'No, no, no!; charity never b'ars of anybody but a bold-faced legger. Our friend, heeb, Sir Isaac, has not only kept de roof ober de ole man's head, but has furnished him mosy a meal to eat."

"Up on Grove Street, near de cabin of Waydown Hebe, an' poo' ole woman dat has gone blind. Brudder Bebe' an' odder members has shipped in to take car' of her, an' whether she has had de pas' summer or has now shut deir kindness. Town charity hasn't distributed her no pay."

"Up on Scott Street, close to de cabin of Whalesome Howker, dar was a death de odder day 'n two chilfen 'er' left alone in de world. Charity left 'em alone in de house until de landlork turned 'em into de street; den charity walked over an' Brudder Howker took de orphan's home so 'will keep 'em few de winter."

"Up my way dar am a sick man who wants ministrin'—a boy wid a broken leg who wants ministrin'—fool—a woman who has had a long run of fever widout her rent fallin' behind or her chilfen gettin' hungry. Let de cry of distress come to Piddles Smith, Judge Cadaver, Samuel Shin, Rev. Penstock or any odder member who kin spare from his purse or his table, an' it is promptly answered. We know our neighbors an' we am nabrily. We found no hospitals, establishment no beggar's headquarters, an' issue no call for odder cities to send in dir papers to be supported, but our nabry finds us at his sick-bed, an' misfortune feeds our purse upon. He who has charity in his heart need no huntin' for de poo' to relieve an' for reporters to puff dir gifts. Charity dat rides around town on a hot-house waggie will send a workin' man starve an' feed a loafin' who has spent half his summer in de bizness. Let us drap de subjekt an' proceed to de session."—Detroit Free Press.

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"Mr." and "Esq." But now comes another of our anomalies, one which greatly puzzles European continental, and which is not always fully grasped even by our American kinsfolk. This is the status of the Esquire. A class of people are habitually called plain "Mr." in ordinary talk, who would be greatly offended if their letters were so addressed. I am not speaking of those who claim a higher adjective description; I mean those who are spoken of as "Mr. A. B.," but who, in any formal description, from the address of a letter upward, must be described as "A. B., Esq." In itself Esquire, like Knight, is a title, if not of office, of something very like office, and it would not have been wonderful if it had been used to call men "Knight A." and "Esquire B." But "Knight A." seems never to have been in use, and "Esquire," or rather "Squire B." can hardly be said to have ever been in polite use. Men like Hampden, who would have ranked as nobles anywhere out of the British kingdoms, were simply "Mr. Hampden," and the like.

To be sure "Mr." was then more of a distinct title than it is now. I have seen somewhere in the early records of a New-England colony an order, in which, among other pains and penalties decreed against a certain man, it is forbidden to speak of him any longer as "Mr." Possibly, though used to be spoken of as "Mr.," he did not hold the technical rank of "Esquire." For Esquire is a technical rank, as much as Earl or Knight; and one odd thing that is when the word, in a contracted shape, is put before a name, it means something different from that technical rank. Many people put "Esq." after their names, not by mere assumption or conventionally, but of perfect right, to whom no living soul would ever think of tacking on "Squire" before their names. "Squire A." marks a position which, if not strictly official, certainly comes very near to it, a position which is not held by all who are described as esquires even by strict formal right. But the thing that most puzzles the foreigner is the presence of the distinctive title after the name, or rather its absence before the name. He is ready to write "Mr. A. B., Esq.;" it is hard to persuade him to write "A. B., Esq.;" with nothing before the A. B. And no wonder, for it is a description altogether without parallel among conventional designations. We are so used to it that we hardly think of its singularity. It fails to do, at least it seems as if it were going to fail to do, the very thing which titles are invented to do, "Lord," "Sir," "Mr.," stand as guardians before the name, to show that the mere name is not going to be used. But the name of the esquire stands bare, without any protection. We do in fact call him by his mere name, though we stick on his description afterward. "Esquire" has no feminine; otherwise it would be curious to see whether a woman's name could be allowed to stand immediately in the same way. How singular our treatment of the esquire is seen at once if we fancy a like treatment of the rank next above him. We speak of a man as "Mr. A. B.," and we address our letters to him as "A. B., Esq." It would be an exact parallel, if we spoke of a man as "Sir A. B.," and addressed our letters to him as A. B., Knight.—Longman's Magazine.

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D. T. AMES, Editor and Proprietor.  
B. F. KELLEY, Associate Editor.

NEW YORK, NOVEMBER, 1883.

VOL. VII.—No. 11.

## Reprint.

The January, 1883, issue of the JOURNAL having become exhausted, the series of Prof. Spencer's writing lessons, and, also, our own articles upon Letter-writing, were consequently broken, and as we still have nearly 1,000 copies of all the remaining numbers having these articles, we deem it best to reproduce them in this number. Persons wishing the JOURNALs containing the entire series of sixteen lessons in practical writing, by Prof. H. C. Spencer, beginning with May, 1882, and ending with October, 1883, and, also, all the articles upon Letter-writing, can now secure them by remitting \$1.25. To any teacher or pupil of writing these series of lessons are worth ten times the price named.

## Lessons in Practical Writing.

No. VIII.

By HENRY C. SPENCER.

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Front position at desk. Correct position of arms and hands.

COPY 1 is a movement exercise, which may be profitably traced lightly, with the dry pen, and then practiced freely with ink, forming and joining the letters throughout the combination with combined movements and making the compound sweeps left and right with forearm movement. Put size into this exercise, and continue until you can execute it easily and well. Observe that the loops are the same in width as the small *e*'s, and on the same slant.

COPY 2 requires study before practice. Ruled slant lines before the page, and headlines, each an *i*-space above the base line, will assist in securing correct slant and height. Again, study the relation between short and extended letters: See how the first and second strokes of *t* and its dot apply in *j*; how the third, fourth and fifth strokes in *n* form also the part of *y*; how the first four strokes of *a* apply in *g*; how the first and second strokes of *n* apply in *z*, and the *o*, lengthened to  $2\frac{1}{2}$  spaces, forms the lower half of *f*. Also, see in the monogram how all extended letters, both above and below the ruled line, depend upon the loop as their principal stem. Observe that *j* has no shade, that *y*, *g*, *z* and *f* have each slightly slanted on their second strokes. Make all the strokes of the letters with prompt movements, watched by a critical eye

quick to detect faults. A fault most common in writing the lower loop letters is, slanting the loop too much. If, as is often the case, this fault be the result of turning the hand over to the right, or, because the third and fourth fingers are not drawn back under the middle of the hand away from the first and second fingers, to allow them unobstructed play in making descending strokes, the only remedy is to correct the position—to thus remove the cause of the defect.

COPY 3, gives word-practice on the letters just taught. Other words giving such practice may also be written. Such words as the following: *just, justice, yours truly; faith, faithful; amaze, amazing; good, goodness, etc.*

Be careful that you do not make your loops too long below the ruled line—must not exceed two *i* spaces—or they will interfere with the short letters on the line below; which is a serious fault, one that gives writing a confused, tangled appearance.

COPY 4 teaches figures, signs and punctuation marks:

The figures are of even greater importance than the letters, because they are so often employed to show important results. They should always be unmistakable. If a letter is a word is uncertain, its character may be determined by its connection; but it is not so with figures—they are independent characters.

The figure 1, if commenced on the left with a short oblique stroke, as is often seen, is liable to be mistaken for a seven or a nine; and a naught, *o*, made with its right

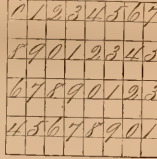
side shortened, is liable to be mistaken for a 6.

The copy shows all the figures, except the 6, to be one and one-half times the *i*-space in height. It shows the 6 to be half a space higher, and the 7 and 9 to be half a space longer below the line.

Analyze the figures, naming their constituent elements—the straight line, right curve, and left curve; also, study forms and proportions, and observe that each has a slight shade.

Learning to make the figures correctly may be greatly facilitated by placing transparent paper or tracing-linen over the copy, and writing upon that, guided by the correct forms beneath. Then the pupil may write the figures upon his transparent paper away from the copy, and correct by placing them over the copy and amending them to conform to it.

COPY 5. THE FIGURES IN SQUARES. Practice in writing the figures in squares has been found excellent for the purpose of



securing proper height, spacing, and vertical columns. Draw a square four medium ruled spaces in height, which is just one and one-half inches. Be careful to have the four

sides equal. Divide the square by vertical and horizontal lines into fourths, then into sixteenths, then into sixty-fourths, according to model. With pen and ink write in the figures like the copy. The height of all, except the 6, should be three-fourths the height of the squares. The 6 should be the full height of a square, and the 7 and 9 extend below base line one-fourth of a square.

COPY 6. LETTERS SIMPLIFIED. "To save time is to lengthen life," some one has truly said. In this copy we show how the labor of writing may be materially diminished and much valuable time saved to the writer. This is done, mainly, by omitting the first upward stroke in upper loop letters, and in other letters that have top angular joinings at the beginning of words, as in *a, b, c, d, f, g, h, i, j, k, l, o, p, t, u, w*; also, by omitting the last curve from lower loop letters occurring at the end of words, and from short letters where their essential character is not affected thereby, as in *f, g, o, s, y, s*, final in copy.

The final *d* is used, *r* in *her, p* in *peep*. In first in copy, as modified in form to secure greater simplicity. In the figures a saving of strokes is made in the 2, 3, 5, 7; and 8 is somewhat simplified by beginning with a shorter left curve, descending and completing with the usual compound curve.

Thus you have, in a nutshell, the method by which time and labor can be readily saved in writing the small letters and figures.

Study and practice will soon put you in possession of the art thus simplified.

In lessons to follow we shall teach the capitals.

## Letter-Writing.

ARTICLE I.

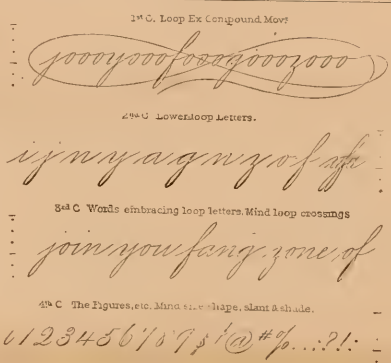
BY D. T. AMES.

"Letters from absent friends extinguish fear,  
Dull divisions, and draw distance near,  
Their magic force each absent stroke conveys,  
And words embodied thought a thousand ways."

To be able to write a letter—elegant and appropriate—in all the numerous departments of correspondence, is a most desirable and useful accomplishment to either lady or gentleman. A letter reflects largely the character and attainments of its author. One slovenly, careless or awkward in his writing is very likely to be so in other things, while the degree and quality of his mind as well as education, refinement, and even amiability of character, are sure to be made manifest in any extended correspondence.

Not only is such an accomplishment a most potent agency for opening avenues to employment and success in a business point of view, but it is a most pleasing and fruitful source of friendly and social enjoyment.

It is now a somewhat prevalent custom in our large cities, with merchants, professional men and others, who desire clerks or



*a an. b bon. c can. d ded. f fief. g gong. h her.*  
*i in. j join. k kin. l lie. o on no. p peep. s is.*  
*t tent. u us. w we. y my. z z. 1234567890 1/2*

assistants, to seek them through advertisements in our daily papers, directing applicants to address in their own handwriting, and by the character of such communications the applicants are judged, and fairly, we dare say, in most instances.

The experienced non of business, the astute lawyer, or other professionals, reads in these communications, almost warringly, the talent, attainments and general character of their authors. Such letters read, first, as a matter of observation, the writer's skill and literary attainments of the writer; second, by inference, his general taste and judgment. The inference is drawn from all the attendant circumstances: from the selection of writing-materials to the superscription and affixing of the postage-stamp.

Perhaps there are one hundred applicants for a position; one is chosen; just why, he will not know; while ninety-nine will be left to wonder why their application was unsuccessful. Some were bad writers, some were bad spellers; one made a fatal revelation of his lack of good taste and judgment by selecting a large-sized letter or foolscap sheet of paper, which he folded many times and awkwardly to go into a very small-sized envelope, upon which the superscription was so located as to leave no place for a postage-stamp upon the upper right-hand corner, where it should be; it was therefore placed at the lower left-hand corner, and read downwards. The post-office clerk, from force of habit, of course strikes with his caucusing-stamp upon the envelope where the postage-stamp should be, thus disgracing the superscription. Another wrote, with red ink, a large sprawling hand; while another covered three pages with awkward, ungrammatical composition, where half a page properly composed would have sufficed. One touched of his writing with a profusion of flourishes and other superfluities; another waited long for a response that could not be given from his omission to name the street and number of his residence. And so to the end of the list, each writer has, through faults of omission and commission, or the excellencies of his communication proved, or disproved, to the satisfaction of a would-be employer, his capability and fitness to render satisfactory service, and has accordingly gained or failed to gain place and favor.

In view of the great importance of this subject, and its very intimate relation to good penmanship, we have deemed it a fitting thing for a series of articles or lessons to be written for a series of articles or lessons to be written for a series of articles or lessons in view of the fact that thousands of this journal's readers are yet pupils in our public or private schools, and are, therefore, favorably circumstanced to profit most fully by such a course. It will be our earnest endeavor to render the articles as interesting and practical as possible. They will be accompanied with numerous illustrations and examples, photo engraved from carefully-prepared penmanship copy, illustrative of every department of correct penmanship.

In our next article we shall present the subject in its general aspect, treating upon those things which are essential to all departments of letter-writing—such as the selection of material, style of composition, and method of arrangement of the several parts of a letter, superscription, etc., with proper illustrations.

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## Society to Encourage Studies at Home.

By MARY E. MARTIN.

To some, the hearing of this society may be an old-told tale; and if any one is ready to cry out "we're piping's news," we do not intend, for we are not writing to you. But when the JOURNAL is whirled away from the great throbbing city—whirled on and on, over hill and valley, until it finds its way to some home where it treads another's path that overflowing, never-ending, basket of needful before her,—as she tears the wrapper from the paper, she may still about it the atmosphere of the printing-room, and it strikes you, desperately, "I will read it, if the needful is never done"—*mon ami*, we are writing to you. Writing, because we cannot come in and tell you that you, who were sought out in marriage because you were so bright and intelligent, and now, cut off by so many cares, feel yourself growing rusty—that this need not be. We write to tell you that there is a society that you may join, and, without leaving your home, or your work, with the most intellectual, the most cultured ladies of our country; have their direction in any branch of study that you may choose to take up; have an interchange of thought that, perhaps, the conventionalities of life might prevent, even if you were in the habit of meeting. To some teacher, anxious above all things for a finished education at Vassar or some other college, we offer to you in this society all and more than any university course could give you.

There is no reason why everything should lose its due value, and, your heart's desire can be obtained. To some young person who has been dream of an education slip away in the hand-to-hand struggle of a "bread winner," make life brighter for yourself by joining this society; you will bless the day you did.

It was the English society of a similar name, in 1873, that gave the idea to the originators of this society; yet our American society has been worked upon a plan much improved. The English society at that time only reached out to the wealthy classes, and the subject PLANNING always held out its hands to all. The object of this society is to induce ladies to form the habit of devoting some part of every day to study of a systematic and thorough kind. It takes up all branches not elementary. A student may take up a course of history, science, art, English, German, or French, literature—either or all, as she may wish. After a student writes for admission to this society, and selects a course, her name is at once sent to the teacher who has charge of that course, and at once enters upon a study that is delightful, and finds a friend and advisor in her instructor. Their plan is to have the student read or study a certain amount each day; on the next morning, before opening the book, write from memory all that has been studied the day before. At first one may be rather chagrined to find out what a sieve their memory will be; but it would be a stupor believe who could go through a winter's study without this plan giving them a well-earned memory. Each student is required to make a list of every book read, and a printed examination list is sent, which, on honor, the student must pass without reference to the book.

This society has just gone beyond its first decade; during all that time Miss A. E. Ticknor, No. 9 Park Street, Boston, Mass., has been the secretary, to whom all applications should be made. This society has a monthly, quarterly, and yearly meeting. To the yearly meeting, at the home of the secretary, students are invited. Covering the ground of thirty-nine States and some territories, the number of attendants cannot be small; but at a meeting on the first Thursday in June, 1882, there were present ninety-eight students, sixty-six ladies of the committee and associate-instructors. In June of the present year, sixty-two students and fifty-four ladies, who carry on the instruction. The society has now a Leading

Library of over 1,400 volumes. It speaks well for the students that, although the mails are constantly circulating these books, only five have been lost through carelessness of students.

As high as nine hundred students have been enrolled for one year; yet in the very nature of the work this number must sometimes vary. Fifteen per cent of this number are college professors and teachers—many of them trained in normal schools. A very gratifying thought is, that a large proportion of the number of students have been married ladies, showing that with advancing years there is no desire to stop the growth of the mind. In the much discussed question of the higher education of women, could there be anything better than this sheltered way of obtaining instruction?

This whole work is a labor of love, being entirely free, except an entrance-fee of three dollars to cover postage, etc. We mention our own connection with the society only because it is a matter more of living than of the mind than a simple statement of facts. The benefit we derive from the society is only the testimony of one; while each mail carries to Miss Ticknor the glad tidings of how much she is doing for all.

It was in the very early years of the existence of this society that we found ourselves the centre of church-work in a small Western town. Circumstances which we could not control had placed us there; and as far as we could see into the future, there we were likely to remain—very likely to remain—shut up in this narrow space—fitting a limited miles from every relative, from all early associations; cut off from all companionship that was congenial. You may say we had our work that should have filled all of our craving nature. That is true; but human nature is so organized that one may have the highest work before them, and carry every duty out with faithful minuteness, and yet long with unutterable longing, as we did, for intellectual society and for daily contact with congenial people. We had come from a home of unusual refinement—we had no recollection of ever having lived miles from any one before this time; yet the people we were now with took such an interest (†) in us that the time was not long before the very sight of an interrogation point would make us wince. So it seemed like reaching an oasis in the desert that one rainy drizzling day, as we stood near a window looking out on the long stretch of wooded sidewalk and at the frantic struggles of the horses to pull through the mud of the road that seemed bottomless, a new magazine was placed in our hands. Almost the first thing that met our eyes was the heading of this society. It was just what we needed. As we waited, taking up the Art course; and the lovely-minded lady whom we had for correspondent little knew how she and her letters were filling up the blank pages of our lives. We took up such works as Kugler, Lubke and Wickleman. What did it matter now if our manifold duties on some days would keep us from opening a book until the night was far advanced? When the time came, no matter ever flew with quicker step or happier heart to meet her lover than we to some room where we could shut ourselves up with our books. Often and often the "we eta hours" would find us just finishing our allotted task, and as we closed our books and looked into the fire before us, in deep reverie, we saw no visions like "In Marvel," but before us would rise up, in grand procession, the paintings of Raphael, Michael Angelo, Leonardo da Vinci, and Titian.

The grand, noble woman, who is the sole representative of this society, has an model of a tribute; she stands as priestess to the many women who, year after year, come before her. She stands as Vesta, the emblem of life-nourishing warmth, whose status was at the entrance of every dwelling. She, like Vesta of old, has kindled, and is maintaining, a fire that will never go

out. If the time comes when "Woman's Suffrage" is a fact, and not a question, she, in this invisible haven that has been at work for ten years in our land, will have done more to fit women intellectually than all the orations from political platform, or inflammable books that could be written.

## Men of Many Millions.

OUR ASTORS AND VANDERBILTS COMPARED WITH ROMAN AGRICULTURISTS.

We occasionally read interesting accounts of the wealth and extravagant expenditures of our railway kings, bonanza kings, and other financial kings. There is a certain fascination in these descriptions of immense possessions and the personal characteristics and traits of those who control them. That Vanderbilt pays a small fortune for a picture; that Mrs. Astor wears diamonds worth \$200,000, and that Mrs. Mackey gives a dinner at a cost of \$25,000, are facts which to the popular mind have a peculiar charm. And undoubtedly there is an impression in some quarters that the amassing of enormous wealth and the attendant extravagances are things of comparatively modern growth. How far this impression is from the truth may be seen by a glance at history, which in this respect is really confounding to our poor souls of the present day. Pythes, or Pylhus, the Lydian lord of Celyna, was worth \$16,000,000. Cyrus returned from the conquest of Asia with \$500,000,000. Darius, during his reign, had an income of \$1,500,000 a year. The votive offerings of Croesus to the Delphian god amounted to \$1,000,000. Alexander's daily meal cost \$170. He paid the debts of his soldiers, amounting to at least \$10,000,000, and made a present of \$2,500,000 to the Thessalians. The obsequies of Hephaestion are said to have cost \$1,500,000. Aristotle's investigations in natural history involved an expense of \$1,000,000. Alexander left behind him a treasure of \$50,000,000. The wealth of his satraps was extraordinary. One of them, Harnaps, accumulated \$5,000,000. A festival of Ptolemy Philadelphus did not cost less than \$2,238,000. The treasure of this king amounted to \$375,000,000. There was immense wealth among the Romans.

The landed estate of Crassus was valued at \$8,200,000, and his house cost \$100,000. Crassus's father lost much, still left \$5,235,000. Demetrius, a freshman of Pompey, was worth \$4,000,000. Lentulus, the augur, possessed no less than \$17,000,000. Clodius paid \$610,000 for his house, and he once swallowed a pearl worth \$40,000. Antony squandered altogether \$735,000, 000. Tibertus left, at his death, \$118,120,000, and Caligula spent all in less than a year. The extravagant Caligula paid \$130,000 for one supper. Speaking of suppers, one meal cost Hellogabbus \$100,000, and the supper of Lucullus at the Apollo cost \$8,330. Crullus, a singer, could afford to spend \$40,000 in five days. Seneca had a fortune of \$17,500,000. Apisius was worth about \$3,000,000, and after he had spent in his kitchen and otherwise squandered sums to the amount of \$4,160,000, he poisoned himself, leaving a few hundred thousands.

Tactus informs us that Nero gave away in presents to his friends, \$97,500,000. The dresses of Lollia Paulina, the rival of Agrippina, were valued at \$1,044,850. This did not include her jewels. She wore at one supper \$1,095,500 worth of jewels, and it was a plain citizen's supper. She was worth altogether \$200,000,000. The luxury of Poppo, beloved by Nero, was at least equal to that of Lollia. Pallus, the lover of Agrippina, left an estate in lands valued at \$15,000,000, and this was only a small part of his immense fortune. The villa was burned by his slaves out of revenge for some injury.

—Cincinnati Star.

Subscribers wishing to have their address changed, should be careful to give both the old and new address.

## Fifty-seven Years in Harness.

A BIOGRAPHICAL SKETCH OF  
PROF. A. R. DUNTON.

By J. P. COWLES, M. D., Camden, Maine.

The task of preparing a sketch of Prof. Dunton's life and labors, as a pen-artist, has been assigned to me, and documents placed at my disposal from which to gather the facts. The most difficult part of this work is to so abbreviate the life-long story of an active pioneer as to bring it within the proper limits of a monthly periodical like the JOURNAL.

Alvin Robbins Dunton was born in Hope Waldo (now Knox) County, Maine, in 1813—consequently he is seventy years of age, well preserved, and as active as ever in the prosecution of his life-work as a penman and pen-artist. His father, Abner Dunton, was a well-to-do farmer, and Alvin was brought up as a tiller of the soil.

At a very early period in life Prof. Dunton exhibited a rare fondness for the use of the pen. In those early days when the goosequill was the pen in use, Alvin would go into the schoolroom with a handful of these quills, which he had previously prepared for use, and, seated at his desk, commence to try them; when one was found which made a mark to suit, he would commence to write, and never seem to tire of this exercise, but continue to write the entire day with the most joyous satisfaction. He had paid so much attention to writing, and had acquired such an excellent style, that at the age of thirteen years he so far surpassed the teachers of his district-school that he was employed to write the copies in the writing-books and make the pens. It should be remembered that at that early day the present style of copy-books were not in use; but teachers wrote at the head of each page a copy, as a guide for the pupil to write from, and consequently, at every change of teacher the style of writing was changed. But Prof. Dunton would never follow anyone's style; therefore never had a teacher in penmanship.

As he became more interested in the art he became dissatisfied with the styles then in use—the most prominent of which were the old English round heavy hand and the sharp angular style. He discarded the first as being impracticable for rapid writing, and the second because in rapid execution it became unintelligible. Being thus left without a guide, he built up a system which was essentially and truly his own—a style which fell between the two extremes of the old, thus producing at that early age practically the same hand he writes to-day, and which appears in all his published works. The writer has had an opportunity to examine some of Dunton's early penmanship, and the only difference observable in his style as it was, compared with what it is to-day, is that a greater degree of elegance is observed in the formation of some of the capital letters—this improvement appearing mostly in the shading and turns of the stems.

As has already been intimated, Professor Dunton commenced his active career as a penman and pen-artist at the age of thirteen years; but it was not until 1835 that he commenced teaching the art as a profession, being then twenty-two years of age. At this time he opened his first school at Hales Mills, Mass. From this beginning he traveled through the New England, some of the Western, Middle, and Southern States, teaching what he considered a very great improvement on the old styles of penmanship, and also upon the manner of teaching it.

In 1841, or thereabouts, he commenced visiting the various schools, in the interest of penmanship, which led to the discovery that the pupils were writing as many different styles as there were teachers, with but few, if any, good writers among them, while the manner of teaching was in no way calculated to improve the pupil with a love for the art. He therefore conceived the idea of uniformity of style as a necessary

to general good penmanship, together with an improved mode of imparting instruction as an accompanying necessity, and took upon himself the task to bring about this very desirable result—to accomplish which everywhere he went he formed classes and writing organizations. In teaching these classes and organizations, he established what he denominated "concert drill," which consisted in every pupil using the same kind of ink, the same kind of pen, paper, and all taking the same position at the desk, pens all held in the same manner; then, in a uniform movement as a military drill, at the word of command the pens were carried to the inkstand; on a second order they took ink, and on a third brought the pens back in position for writing. The first movement he taught was the arm-movement; then, arm and finger combined. In this exercise the whole class were required to make the movements in concert with a regularity similar to beating time for music. This practice was continued until it became familiar, thus giving the

and taught it in a large number of public schools and to private classes, with marked success.

As an illustration of Prof. Dunton's perfect penmanship, the following circumstance is related: In 1840 an Englishman, by the name of Bristol, was teaching penmanship in Boston, Mass., who placed in the Mechanics' Fair specimens of his penmanship. When Professor Dunton saw them, he placed in the Institute some specimens of his own execution. Mr. Bristol, discovering this, went to the judges, and represented that Prof. Dunton was perpetrating a fraud upon them, in that the specimens of writing entered as his own were copper plate; adding, that it was out of the power of man to execute, with the pen, work of such excellence. The judges called upon the professor, and repeated what Mr. Bristol had said. Prof. Dunton's reply was: "I'll show you that it can be done." Thereupon he took pen and paper and executed, in the presence of the judges, four specimens than those he had placed on ex-

Thomas Sherwin, Esq., of Boston, who was headmaster of the Boys' High School in that city for thirty-five years. The portraits of Mr. Sherwin, Dr. Lathrop, who was chairman of the high school for twenty odd years, and John D. Philbrick, Esq., who was superintendent many years, are worked in the cap-piece with the pen. Among the specimens still in his own possession is a picture of himself, worked entirely with a pen, which is scarcely inferior, in any particular, to a photograph. Heads, faces, flowers, wreaths, fruits, and all kinds of ornamented work has been, and am still, executed by him, which work is equal, in every particular, to the finest and most delicate steel-engraving.

As a teacher of plain, fancy, and ornamental penmanship, Prof. Dunton has been a success from first to last. He has not only formed classes of his own in nearly all of the New England States, most of the Middle and Southern, and many of the Western States; but in nearly all of these he has been employed in the institutes and colleges as a professor of penmanship, to teach this beautiful art. When conducting a private class or a public school his manner is such and he throws so much enthusiasm into his work that it is a very dull head, indeed, that does not improve. It has been the writer's privilege and pleasure to examine and criticize many specimens of pen-work which have been executed by pupils while under his instruction, and they are always of a superior order of workmanship.

But I cannot do justice to the subject of this sketch without making mention of the professor's ability as an expert or detective of disputed signatures. In fact, anything and everything which comes under the touch of a pen or pencil he is familiar with. As an expert on disputed paper he rarely, if ever, makes mistakes. He comes to conclusions, as to the genuineness or otherwise of signatures submitted to him, without any regard to which side of the case he is employed by, or what unscrupulous others may have arrived at.

For many years past Professor Dunton's teaching has been confined to advanced students and to teachers of the art, although he has taught a few classes in his native and surrounding towns, and while these lines are being printed he is in Boston, giving instruction to teachers and to the schools. Without detracting anything from others who have done a noble work in the same field of labor, it may truly be said that Prof. A. R. Dunton has been the great pioneer of penmanship in the East as Prof. P. R. Spencer has been in the West.



pupils an easy, free, and graceful movement of the pen. At the opening of each session, it was the professor's custom to spend a short time in reviewing the previous lesson; then the students were carried through the various movements in a progressive order, until they were all attained. Whether this plan of teaching was ever practiced before him he knows not; but if it had been he was not concerned, the plan was entirely, so far as he is concerned, the plan was originally with himself.

Wherever he went his manner of teaching and his style of writing was recognized and adopted as the most practical of any that had preceded him; for instead of its making a few good writers, all who continued to practice acquired a good, easy, and rapid style of penmanship.

In order to more thoroughly perfect this plan of uniformity in teaching and writing, and in order to give it a wider field for cultivation than he alone could ever hope published, in 1843, in New Orleans, La., a series of copies intended for four books: two for the use of ladies, and two for gentlemen. Since that year Prof. A. R. Dunton, and pupils taught by him, have introduced the Dantonian System of Penmanship into the schools of many of the States,

libition. The result was that Prof. Dunton received a medal as the first premium far off hand and commercial penmanship.

Prof. Dunton's career as a penman has not been confined entirely to scrip penmanship, but very considerably to that of a pen-artist, in which capacity he will rate second to none. Among his noted works of this type may be mentioned a piece, in commemoration of the opening or completion of the Union Pacific R.R., executed in 1868 or '67, and presented to Dr. Duran, who was then president of the road. This piece was 4 1/2 feet in size, and for the planning and execution of which Professor Dunton received \$1,000. Another of his masterpieces was one designed and executed for Harrison De Silver, of Philadelphia, a photograph copy of which the writer has in his possession, and is finer than any steel engraved work he ever examined. In this piece is a portrait of Mr. De Silver, which is in every respect as fine and perfect as a photograph, and yet it was executed entirely with a steel-pen. His last effort of this kind has just been completed, and considering that he is now seventy years of age, is very remarkable, for it is fully equal to any of his previous works. This is a commemorative piece in honor of

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On the occasion of delivering an educational address, President Garfield very aptly designated the Spencerian as "that system of penmanship which has become the pride of our country and model of our schools."

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Little thing of printed ink,  
A title type "discovered,"  
Make our merchant press  
And all their big brands.

Little bits of amalgam,  
Incorporate in printer's ink—  
Bless the man of business,  
And save his credit card.

—London Paper and Printing Trades Journal.

### Educational Notes.

[Communications for this department may be addressed to B. F. KELLEY, 305 Broadway, New York. Brief editorial items solicited.]

Columbia College has 1,857 students.

The Northwestern University, Evanston, Ill., last year enrolled 861, and graduated 170.

Most devoutly wished for: "A school-house on every hill-top and no saloon in the valley."

The sales of Webster's spelling-book, from its first publication to date, aggregate 75,000,000 copies.

The Freshman Class at Amherst numbers 65; at Smith College, 70; at Yale, 70, and at Harvard, 185.

By a recent decision of the University of Bombay, women are hereafter to be admitted to the learned professions in India.

Correll claims that she employs the only professor in the United States who devotes his time exclusively to American history.

Cornell University has made arrangements to give instruction by direct correspondence between instructor and instructed.

St. Paul's School, Garden City, is believed to be the finest educational structure in the world. It has accommodation for 500 pupils.

A large river, hitherto unknown to geographers, has been discovered in Alaska. The Indlans say it is more than 1,500 miles to its source.

There were fifty candidates for the medical degrees of the College of Physicians of Dublin, the other day, of whom two were girls. One of these, a daughter of the late Dr. Keeney, excelled all other competitors.

In the Greek language every letter stands for a number. G stands for 3, L for 30, A for 1, D for 4, S for 200, T for 300, O (short) for 70, N for 50, and E (long) for 8. The sum of these numbers is 666, which is the mystical number assigned to the Apocalypse by the Beast.

Prof. Cohu, of Breslau, believes that slates lead to short-sightedness, and would substitute pen and ink, or an artificial white slate with black pencil, manufactured in Pilsen. Black or white is proved by experiment to stand out most clearly to the eye. The Zurich School Board forbids slates. They are noisy, and invite dirty habits in erasure.

A writer in the *North American Review* says that "out of one hundred boys and girls who go to the primary schools only about fifty go any further up the educational grade. About thirty advance as far as the grammar schools, while not more than three of the original one hundred who began at the bottom of the ladder ever reach the top and enter the high schools.

The following are the amounts from the Peabody fund distributed in the several States in the past year for public schools, normal schools and colleges, teachers' institutes, Nashville scholarships, etc., Alabama, \$5,755; Arkansas, \$4,050; Florida, \$2,125; Georgia, \$5,950; Louisiana, \$2,125; Mississippi, \$4,400; North Carolina, \$8,450; South Carolina, \$4,225; Tennessee, \$2,000; Texas, \$13,000; Virginia, \$4,125; West Virginia, \$5,100. Total, \$71,175. One hundred Normal scholarships have been established in the Nashville University.

The Kentucky superintendent of schools furnishes these statements: Of every one hundred of the State's population, fifteen cannot read. Of every one hundred negroes over ten years of age, fifteen cannot write. Of every one hundred men over twenty-one years old, seventeen cannot write. Of every one hundred negro men over twenty years old, seventy-five cannot write. The whole number of men over twenty-one years who cannot write forms an array of 76,221.

A recent circular of the Bureau of Education shows that of sixty principal countries, Ireland heads the list, with an average of twenty per cent. of her population of 5,159,820 attending school. The United States comes second with a percentage of nineteen and three-fifths of a population of 55,145,783. The next in line is Germany with fifteen and one-tenth of a population of 45,149,172. England and Wales are below even Switzerland. Russia sends but one and one-half per cent. of her population of 78,500,000 to school.

France spends \$5 for every year she spends thirty-five cents for education! That is a great deal worse than Prussia, where \$5.49 is for war against \$2.30 for education. But little Switzerland makes the best showing among European powers, where \$4.84 is expended for public defence, against \$4.16 for educating the people. Russia is worse than France, the figures being six cents for education to \$5.05 for war, and no other nation stands in as unenviable light. No wonder that absolutism can be sustained in Russia.

### EDUCATIONAL FANCIES.

[In every instance where the source of any item used in this department is known, the proper credit is given. A like courtesy from others will be appreciated.]

A. B. in a lady's diploma.—"after bachelors."—*Educational Record.*

A Boston girl was recently asked a question in Greek and she did not understand it.

The following is extracted from a smart boy's composition on "Babies": "The mother's heart gives 4th joy at 'baby's 1st 2th'."

A little girl being asked on the first day of school how she liked her new teacher, replied: "I don't like her; she is just as nasty to me as my mother."

A woman placed four pounds of cold meat and eight slices of bread before a tramp. At the end of twenty minutes how much was left!—*Detroit Free Press.*

A primary teacher who asked one of her pupils the difference between geese and geese received this answer: "One geese is a geese and a whole lot of geese is geese."

Jack: "Look here, Bill! if one of them Haricrats was to tell you to mind your *Pa* and *Pa's* what would you tell him?"  
Bill: "Well, I should tell him to mind his *Pa's*."

If a generous but ugly boy give his younger brother "60" for stealing one of his apples, and that night the apples give him "sixty" 2, how many apples did the younger brother receive!—*Danbury News.*

The editor of an Iowa paper offers to send his photograph to any female teacher who will send him the news from her township; another Iowa editor advises the teachers to take up the offer, as the picture will do to scare bad schoolboys.

Scene in a chemistry recitation. Professor: Mr.—, please give the non-atomic list. Mr.—: Mercury, cadmium, zinc, and ——— (and faint whisper from fellow-student, "barium") Mr.—, triumphantly: "By rrrrrn!"—*Roselle Collegian.*

In a *San Francisco School* the other day the question, "Who was the father of his country?" was answered by one-half the children, "George Washington." The other half yelled, "Deans Kearney." This shows that Kearney's influence is declining.

A housewife sold a coat to a peddler for a vase worth nine cents, a pair of boots for a chis dog worth six cents, and a vest for glass boots worth ten cents; how much did she receive for all, and how much over \$9 clear profit did the peddler make?—*Detroit Free Press.*

Nash Webster was a celebrated author. He was a quick and ready writer, and in one of his inspired moments he dashed off a dictionary. He took it to several publishers,

but they shied at it, saying the style was dull, dry, turgid, hard and uninteresting, and, besides that, he used too many big words. But at last Nash succeeded and the immortal work is in daily use propping up babies at the dinner table.

An Austin young lady, who has enjoyed the advantages of a classical education at a Northern female college, happened to be at home when her aged grandmother was stricken down with a fatal illness. The entire family gathered around the death-bed of the old lady, who, in a feeble voice, said:

"Good-by to you all, I am grisee ter peg out."

"Grandmother!" exclaimed the young lady, in a tragic tone of voice, "please don't say that. Don't say you are grisee ter peg out. Say you are going to expire or that you contemplate approaching dissolution. It sounds so much better."—*Texas Siftings.*

Here is a boy's composition on Fall: This is fall, because it falls on this season of the year. Leaves fall too, as well as thermometers and the price of straw hats. Old toppers, who sign the pledge in summer, are hable to fall when a fall of cider-making opens, for straws show which way cider goes. Husking corn is one of the pleasures of fall, but pleasure isn't good for boys, I don't think. Old men want a little fun; let them husk. A husky old man can go through a good deal of corn sometimes. Digging taters is another of our fall amusements. The way I like to dig taters is to wait till they are baked nicely, and then dig them out of their skins. Most winter schools are open in fall. The best winter school I ever went to didn't open until spring, and the first day it opened the teacher took sick and the schoolhouse was looked up for the season. Once in a while we have a very severe fall, but nothing like the fall of Adam and Eve in the garden of Eden. Summer is misnamed. It should be called Pride, for doesn't pride go before fall?—

### Scholarly Penmanship.

By PAUL PASTOR.

The complaint that comes from the long-suffering compositor and proof-reader of the illegibility of the so-called "scholarly" style of penmanship should be, if it would seem, against the penman, and not against the compositor, as it is directed. That the complaint is well founded and just every body knows who is at all familiar with the style of handwriting adopted by almost all scholars and men of letters. It is a style which grows, naturally enough, out of mental preoccupation and the rapid and engrossing flow of thought. Business men and ordinary correspondents, a part at least, of whose attention can easily, and without detriment to the work in hand, be devoted to the mechanical details of their writings, do not suffer the same disability. And, in fact, it is part of the necessity of business and all record writings to be attractive in form. But scholars and writers must concentrate attention and energy upon the thought which they are pursuing—often to the exclusion of every other present matter; and thus, while it is true they do from a certain definite style by practice, still it is not apt to be a careful and precise and beautiful style of penmanship. They have necessarily grown into the habit of writing as briefly and rapidly as possible, to suit the requirements of prolonged composition; and the fault is apt to grow worse with time, and very much worse with success in literary work, so that at last, with many of them, penmanship comes to be little more than a convenience for jotting down their private impressions in mystic characters known only to themselves. Some writers have to live in the case their trained literary compositors have to live by long familiarity with the manuscripts have come to be nearly as well acquainted with their peculiarities and suggestions as the writers themselves. This was true of the great editor,

Horace Greeley, and is still true of hundreds of the editorial brotherhood who will never be known to fame.

Admitting that this style of penmanship is a fault, and a recognized fault, the question arises, Can it be corrected? and if so, how?

Many writers, driven to desperation by the complaints of their publishers, and the mangled condition of their productions when finally gotten into print, have attempted to cut the Gordian knot by the use of the newly invented typewriter, or calligraph. But, in spite of protestations to the contrary, the fact remains that difficult composition cannot be carried on while strumming upon the stinging key-board of this machine. It is entirely out of harmony with the genius of thinking. One who composes as an artist paints, putting words together like bits of color, must see what he is doing; must see what has gone before, what is the connection, and how every sentence reads and fits in with the one before and after. No thinking, every student as I know, composes his best productions by the aid of the type-writer. This solution of the problem, then, is not practicable. However, shall the difficulty be overcome? I answer, it can be overcome only by willingness on the part of scholars and men of letters to cultivate, systematically and earnestly, the art of penmanship. I do not believe that any style is so irrevocably formed that it cannot be changed by, say, six months of faithful practice in accordance with the best models. Of course, it would be best that every student, every student, the person who intends to follow a profession when the pen must be constantly used, should form a good style of penmanship while young—though this is very seldom done; but still, it is never too late to improve, even to change altogether, one's handwriting. It would be somewhat of an embarrassment at first, no doubt, to have to give a large share of one's attention to the merely mechanical part of the task; but the habit would soon be formed, and, once formed, would be invaluable to the writer. Besides, there is an undoubted satisfaction in seeing fair thoughts put by the hand into fair form. There should be something of the pride of the artist in a handsome manuscript. It is to be hoped that many of our scholars, and constant contributors to the periodical press, whose handwriting is now a trial to the proof-reader and the editor, and a discouragement to the compositor, will learn wisdom from the vexations to which they are in turn subjected, and make some definite effort to form a legible and agreeable style of penmanship.

### THE LIBRARIES OF EUROPE.—VIENNA

Has 577 libraries, containing altogether 5,390,000 volumes, without counting manuscripts. Next to Austria is France, which boasts five hundred libraries, containing books 4,350,000 volumes; and next, Prussia, about four hundred libraries and about 2,500,000 books. Great Britain is reported as having only two hundred libraries, but they contain nearly a quarter of a million more printed books than Prussia. The largest is that of Paris, with over two million volumes; the British Museum comes second, but a long way behind, with one million; Munich third, with 600,000; then Berlin, with five hundred thousand; Dresden with only thirty thousand printed books, but is very rich in valuable manuscripts, the total of which is twenty-five thousand. The most celebrated and largest of the university libraries are the Bodleian, at Oxford, and that of Heidelberg, each possessing about five hundred thousand volumes.—*Scholar's Companion.*

Remember, you can get the JOURNAL one year, and a 75-cent book free, for \$1.25; or a \$1 book and the JOURNAL for \$1.25. Do you friends a favor by telling them.

**A Condemned Sentinel.**

A cold, stormy night, in the month of March, 1807, Marshal Lefebvre, with twenty-seven thousand French troops, had invested Dautie. The city was garrisoned by seventeen thousand Russian and Prussian soldiers; and these, together with twenty or thirty thousand well-armed citizens, presented nearly double the force which could be brought to the assault. So there was the utmost need of vigilance on the part of the sentinels; for a desperate assault from the garrison, made unawares, might prove calamitous.

At midnight Jerome Dubois was placed upon one of the most important posts in the advanced line of pickets, it being upon a narrow strip of land raised above the marshy flat, called the Peninsula of Nehrung. For more than an hour he paced his lonesome beat without hearing anything more than the moaning of the wind and the driving of the rain. At length, however, another sound broke upon his ear. He stopped and listened, and presently he called, "Who's there?"

"The only answer was a moaning sound. He called again, and this time he heard something like the cry of a child; and pretty soon the object came towards him out from the darkness. With a quick, emphatic movement, he brought his musket to the charge, and ordered the intruder to halt.

"Mercy!" exclaimed a childish voice. "Don't shoot me! I am Natalie. Don't you know me?"

"Heavens!" cried Jerome, elevating the muzzle of his piece, "is it you, dear child?" "Yes; and you are good, Jerome. You will come and help mamma? Come, she is dying."

It was certainly Natalie, a little girl only eight years old, daughter of Lisette Vaillant. Lisette was the wife of Pierre Vaillant, a sergeant in Jerome's own regiment, and was in the army in capacity of nurse. "Why, how is this, my child?" said Jerome, taking the little one by the arm. "What is it about your mother?"

"Oh, good Jerome, you can hear her now. Hark!"

The sentinel bent his ear, but could hear only the wind and the rain.

"Mamma is in the dreadful mud," said the child, "and is dying. She is not far away. Oh, I can hear her crying!"

By degrees Jerome gathered from Natalie that her father had taken her out with him in the morning, and that in the evening, when the storm came on, her mother came after her. The sergeant had offered to send a man back to look after his wife; but she preferred to return alone, feeling sure that she should meet with no trouble. The way, however, had become dark and uncertain, and she had lost the path, and wandered off to the edge of the morass, where she had sunk in the soft mud.

"Oh, good Jerome," cried the little one, seizing the man's hand, "can't you hear her? She will die if you do not come and help her!"

At that moment the sentinel fancied he heard the wail of the unfortunate woman. What should he do? Lisette, the good, the beautiful, the tender-hearted Lisette, was in mortal danger, and it was in his power to save her. It was not in his heart to withstand the pleadings of the child. He could go and rescue the nurse, and return to his post without detection. At all events, he could not resist the childish pleader.

"Give me your hand, Natalie. I'll go with you."

With a cry of joy the child sprung to the soldier's side; and when she had secured his hand she buried him along towards the place where she had left her mother. It seemed a long distance to Jerome, and once he stopped as though he would turn back. He did not fear death; but he feared dishonor.

"Hark!" uttered the child. The soldier listened, and plainly heard the voice of the suffering woman calling for help. He hesitated no longer. On he

hastened, through the storm, and found Lisette sunk to her arms in the soft morass. Fortunately a tuft of long grass had been within her reach, by which means she had held her head above the fatal mud. It was no easy matter to extricate her from the miry pit, as the workman had to be very careful that he did not himself lose his footing. At length, however, she was drawn forth, and Jerome led her towards his post.

"Who comes there?" called a voice from the gloom.

"Heavens!" gasped Jerome, stopping and trembling from head to foot. "Who comes there?" repeated the voice. Jerome heard the click of a musket-lock; and he knew that another sentinel had been stationed at the post he left. The relief had come while he had been absent.

"Friend, with the countersign!" he answered to the last call of the new sentinel. He was ordered to advance, and when he had given the countersign he found himself in the presence of the officer of the guard. In a few hurried words he told his story; and had the officer been alone he might have allowed the matter to rest where it was; but there were others present, and when ordered to give up his musket he obeyed without a murmur, and silently accompanied the officer to the camp, where he was put in irons.

On the following morning Jerome Du-

bois was the morning succeeding the day of his trial. The result of the interview with Marshal Lefebvre was made known to him, and he was not at all disappointed. He blamed no one, and was only sorry that he had not died upon the battle-field.

"I have tried to be a good soldier," he said to his captain. "I feel that I have done no crime that should leave a stain upon my name."

The captain took his hand and assured him that his name should be held in respect.

Towards evening Pierre Valliant, with his wife and child, were admitted to see the prisoner. This was a visit which Jerome would gladly have dispensed with, as his feelings were already wrought up to a pitch that almost unmanned him; but he braced himself for the interview, and would have stood like a lion here, but not little Natalie, in the eagerness of her love and gratitude, threw herself upon his bosom and offered to die in his stead. This topped the bringing-up, and his tears flowed freely.

Pierre and Lisette knew not what to say. They wept, and they prayed, and they would have willingly died for the noble fellow who had been thus condemned.

Later in the evening came a companion who, if he lived, would at some time return to Jerome's boyhood home. First, the condemned thought of his widowed mother, and



The above cut was photo-engraved from an original pen-and-ink sketch executed by Prof. P. R. Spencer, of the Cleveland (O.) Business College.

bois was brought before a court-martial under charge of having deserted his post. He confessed that he was guilty, and then permission was granted him to tell his own story.

This he did in a few words; but the court could do nothing but to pass sentence of death; but the members thereof al- signed a petition praying that Jerome Dubois might be pardoned, and this petition was sent to the general of the brigade, and through him to the general of the division, by whom it was indorsed and sent up to the Marshal.

Lefebvre was kind and generous to his soldiers, almost to a fault; but he could not overlook so grave an error as the one which had been committed by Dubois. The orders given to the sentinel had been very simple, and foremost of every necessity was the order forbidding him to leave his post until properly relieved. To a certain extent the safety of the whole army rested upon the shoulders of each individual sentinel, and especially upon those who at night were posted nearest the lines of the enemy.

"I am sorry," said the gray-haired old warrior, as he folded up the petition and handed it back to the officer who presented it. "I am sure that man meant no wrong, and yet a great wrong was done. He knew what he was doing—he ran the risk—he was detected—he was tried and condemned. He must suffer."

They asked Lefebvre if he would see the condemned.

"No, no," the marshal cried, quickly. "Should I see him, and listen to one-half his story, I might pardon him: and that must not be done. Let him die, that thousands may be saved."

he sent her a message of love and devotion. Then he thought of a brother and sister. And finally he thought of one—a bright-eyed maid—whose vine-clad cot stood upon the banks of the Seine—one whom he had loved with a love such as only great hearts can feel.

"Oh, my dear friend!" he cried, bowing his head upon his clasped hands, "you need not tell them a falsehood; but if the thing is possible, let them believe that I fell in battle!"

His companion promised that he would do all he could; and if the truth could not be kept back, it should be so faithfully told that the name of Jerome Dubois should not bear dishonor in the minds of those who had loved him in the other day.

Morning came, dull and gloomy, with driving sleet and snow; and at an early hour Jerome Dubois was led forth to meet his fate. The place of execution had been fixed upon a low, barren spot towards the sea, and thither his division was being marched to witness the fearful punishment. They had gained not more than half the distance when the sound of some strange commotion broke upon the wintry air; and very shortly an aid-de-camp came dashing to the side of the general of brigade, with the cry:

"A sortie! A sortie! The enemy are out in force. Let this thing be stayed. The marshal directs that you face about and advance upon the peninsula!"

In an instant all was changed in that division; and the brigadier-general, who had temporarily commanded, thundered forth his orders for his counter-march.—The gloom was dissipated; and with glad hearts the soldier turned and with the thoughts of the exe-

cution of a brave comrade to thoughts of meeting the enemy.

"What shall we do with the prisoner?" asked the sergeant who had charge of the guard.

"Lead him back to the camp," replied the captain.

The direction was very simple, but the execution thereof was not to be so easy; for hardly had the words escaped the captain's lips when a squadron of Prussian cavalry came dashing directly towards them. The division was quickly formed into four hollow squares, while the guard that had charge of the prisoner found themselves obliged to flee.

"In heaven's name," cried Jerome, "cut my bonds and let me die like a soldier!"

The sergeant quickly cut the cord that bound the prisoner's elbows behind him, and then dashed towards the point where his own company was stationed. The rattle of musketry had commenced, and the Prussians were vainly endeavoring to break the squares of French troops. Jerome Dubois looked about him for some way in which to arm himself; and presently he saw a Prussian officer, not far off, reeling in his saddle as though he had been wounded. With a quick bound he reached the spot, pulled the dying officer from his seat, and leaped into the empty saddle.

Dubois was fully resolved that he would sell his life on that day—sell it on behalf of France—and sell it as dearly as possible. But he was not needed where he was. He knew that the Prussians could not break those hollow squares; so he rode away, thinking to join the French cavalry, with whom he could rush into the deepest danger. Supposing that the heaviest fighting must be upon the Nehrung, he rode his horse in that direction; and when he reached it he found that he had not been mistaken. Upon a slight eminence towards Hagelberg the enemy had planted a battery of heavy guns, supported by two regiments of infantry; and already with shot and shell immense damage had been done.

Marshal Lefebvre rode up shortly after this battery had opened, and very quickly made up his mind that it must be taken at all hazards.

"Take that battery," he said to a colonel of cavalry, "and the battle is ours."

Dubois heard the order and saw the necessity. Hers was danger enough, surely; and, determined to be the first at the fatal battery, he kept as near to the leader as he dared. Half the distance had been gained, when from the hill came a storm of iron that plowed into the ranks of the French. The colonel fell, his body literally torn in pieces by a shell that exploded close against his bosom.

The point upon the peninsula now reached by the head of the assaulting column was not more than a hundred yards wide; and it was literally a path of death, as the fire of twelve heavy guns was turned upon it. The colonel had fallen, and very soon three other officers went down, leaving the advance without a commissioned leader. The way was becoming blocked up with dead men and dead horses; and the head of the column stopped and wavered.

Marshal Lefebvre, from his elevated place saw this, and his heart throbbed painfully. If that column was routed, and the Russian infantry charged upon the peninsula, the result might be calamitous.

But—saw a man in the uniform of a French private, mounted upon a powerful horse, caparisoned in the trappings of a Prussian staff officer, with his head bare, and a bright sabre swinging in his hand, rushes to the front, and urges the column forward. His words are fiery, and his look is dauntless.

"For France and for Lefebvre!" the strange horseman cries, waving his sword aloft, and pointing towards the battery. "The marshal will weep if we lose the day!"

The brave troopers, thus led by one who feared not to dash forward where the

shot fell the thickest, gave an answering shot, and pressed on, caring little for the pain of death so long as they had a living leader to follow. Hoping that he might take the battery, and yet courted death, Jerome Dubois spurred on; finally, the troop came upon the battery with irresistible force.

It was not in the power of the cannons without the shock, and the Russian infantry that came to their support were swept away like chaff. The battery was quickly captured; and when the guns had been turned upon those who had shortly before been their masters, the fortune of the day was decided. The Russians and the Prussians—horses, foot and dragons—such as were not taken prisoners, made the best of their way back into Danzig, having lost much more than they had gained.

Jerome Dubois returned to the guard-house, and gave himself up to the officer in charge. First, a surgeon was called to dress several slight wounds which he had received. Next, his colonel was called to see what should be done with him. The colonel applied to the general of brigade, and the general of brigade applied to the general of division, and the general of division applied to Marshal Leferbre.

"What shall we do with Jerome Dubois?"

"God bless him!" cried the general-veteran, who had heard of the whole story. "I'll pardon him to-day, and to-morrow I'll promote him."

And Jerome Dubois, in turn, went himself to see the loved ones in France, and when he went he wore the uniform of a captain.

## A Letter and Reply.

PROF. C. H. PRICER, Oct. 10, 1883.

Koosak, Iowa.

Dear Sir:—I am at present teaching penmanship in the public schools at this place, and as it is my first experience in graded schools, and knowing that you had had considerable experience in this line, I am writing to you on your good nature by asking your opinion on a few points pertaining to this kind of work.

First, At what age do you think advisable to begin the use of pen and ink? Second, What is the best way to interest beginners? Third, I have some trouble to keep them at work. Fourth, At what age do you think it practicable to begin the use of muscular or combined movement? Some of my pupils think they can never learn to write with muscular movement. Fifth, The teachers before me have used a variety of methods in teaching—some using copy-books for all; others, for only a part of the school. I prefer them for the lower grades only; what think you?

If not too much trouble please answer me, and greatly oblige, Yours, very truly,

Most certainly I will answer, not only to oblige you, but every reader of the JOURNAL.

I confess that I cannot tell just what I wish through this medium, yet am willing to make the attempt, and possibly prevent others from groping in the dark. I certainly have an answer to all these questions during the past two years, yet am willing to tell my story again and again.

First.—At what age do you think it advisable to begin the use of the pen and ink? Ans. Certainly not as soon as is usually the rule. Blots, dabs, tracks, scratches, scrawls and hieroglyphics can all be avoided. To attempt to write with ink too soon is to attempt an impossibility; i. e., to make it nearly as unobtainable as the very poor results usually obtained must be expected.—as is, blots, dabs, etc., are the necessary effect of blind stupidity in the use of pen and ink before the proper time.

If other branches of an English education were as poorly taught as penmanship, the ery would go up, "Curse be the schools of our country!"

As it is, what is learned in penmanship by one-tenth of the children in our public schools is due to their perceptive faculties, and a force of necessity in writing the gen-

eral lessons of the school. The teachers are not to blame for any progress made, nor are they to be censured for an almost total indifference in the subject taught. As soon as a pupil can do the work of programme "A" with a lead-pencil and double-lined book or paper, reasonably well, tolerably well, with a degree of satisfaction, then with double-lined paper begin the use of ink (and pen, similar to #11 Gillott), and review the identical work with the same student. The age plays no part in the answer to the original question whatever. If the person taught were 963 years old, and in no way knew more about the subject-matter than a child with equal muscular development, I must not assuredly consider the use of a lead-pencil for two reasons: first, to avoid blots, dabs, etc., which invariably produce discouragement to a beginner; second, to increase the chances of success by lessening the labor attempted.

A child can neither hold a pen nor pencil correctly. A pencil held incorrectly will write much better than a pen held incorrectly. The natural weakness of the fore-finger of a child, together with the use of short slate pencils five-sixths of the time, is cause enough for the general imperfect holding of the pen. While we concede the fact of correct penholding by the average child it is impossible, it can be vastly improved by the use of covered slate-pencils that will not break when left fall.

It is beyond reason and good sense to expect a child to do the work usually assigned at all creditably with a short, blunt slate-pencil. The precision with which advantage is taken in the proper presentation of general subjects taught, and particularly with the classics, to accomplish the very best results and highest aims, is absolute proof of the weakness and aliphah method with which this subject is treated.

Classics generally is proved by seeing the miserable results. All through the period of the child's use of the long slate and lead pencil the finger will be growing stronger while the work done will have been progressing, and in due course of time the adoption of pen and ink will be the prize gained for having accomplished certain results.

The use of pen and ink indiscriminately with any class, simply because they should know how to use them, or because they are old enough and ought to know how, is argument too weak to be countenanced by the intelligent.

With the proper training from the beginning (which is six years), the child can begin the use of pen and ink at nine years, and it is not objectionable to begin later. The flimsy argument, that "the sooner the better," is uttered only by the ignorant, whose general opinions are valueless to progress. It is not proper—it is not right, it is not justice to the pupil to go from slate-pencil to pen, ink and paper.

Impossibilities should not be attempted with young persons, much less with children. If the child has no expression in the matter, it is but justice to exercise the proper judgment to its behalf.

An experience worthy of consideration lays down the law thus: Use slate-pencils (covered) and ruled slates until fair execution is reached in Nos. 1, 2, 3, in Programme "A"; then, as a prize for certain proficiency, allow only those the use of lead-pencils and double-ruled books who attain certain results.

The various steps are as follows:

- (1) The use of slate (double-ruled) and pencil.
- (2) The use of paper (double-ruled) and lead pencil.
- (3) The use of paper (double-ruled) and coarse pen.
- (4) The use of paper (single line) and coarse pen.
- (5) The use of paper (single line) and fine pen.

The use of the tools employed has always been a secondary consideration. I deem it

even more essential than the proper classification of the subject-matter. They undoubtedly should go hand in hand, and one should not be sacrificed at the expense of the other.

In conclusion, to the answer of this question permit me to say, Do not be in too big a hurry to have pupils begin the use of pen and ink.

Second.—What is the best way to interest beginners? In introducing the simplest possible work, and never attempting to go beyond the power of each individual to perform. Individual advancement is the only true advancement; individual instruction is the only true instruction. Class instruction is necessary, and often more effective, not only for beginners, but any set of pupils.

This question has been asked by every teacher in the profession, and will continue to be asked as long as the error committed by the part of child-teachers. Rapid strides have been made in teaching numbers, reading, etc., but writing is yet pursued in the old beaten track, yielding the usual results: poor writing, on the part of the pupil, and indifference and disgust on the part of the teacher. If necessary, I stand ready to prove that carelessness, indifference and poor results, on the part of the pupils, are indirectly the faults of the teacher, and directly the fault of the general mode of procedure that has for its base class instruction and general advancement.

Any kind of classification of instructional materials, and a systematic course of instruction properly applied to individual needs, supplemented with class explanations and drill, each advanced upon his own merit, cannot fail to win the highest possible results.

Beginners are as easily interested as any other class. Apply the proper remedy, and the care must follow as the result of law. Children taught how to make figures (the digits) properly need comparatively little instruction in the formation of letters.

Children become interested the moment they are convinced of the practicability of any work. The figures are practical; they are used thousands of times every week, and the letter they are formed the more accustomed to the eye become to points of beauty, and the hand perform that which good taste demands.

Third.—"I have some trouble to keep them at work." You always will have, so long as class instruction is made the main-spring, and work given beyond the calibre of a majority in the class, the guide for advancement.

Fourth.—"At what age is it practicable to begin the use of muscular or combined movement?" Some of my pupils think they can never learn to write with muscular movement." When the proper preparation has been made I think it practicable to begin the use of muscular (fore-arm) and combined (fore-arm and finger) movement, at ages ranging from twelve to fifteen years. Fifteen, the rule—twelve, the exception. But if the proper preparation has not been made I must assuredly would agree with the children that they cannot, with any satisfaction, do the work required. Never has no weaning, coming, as it usually does, from school-children.

I question the advisability of teaching "Movement" (as usually defined) in our public schools when the pupils are not directly instructed by a special teacher, or where but two lessons of one-half hour each are given each week by a special teacher. Considerable time must be given movement to gain any tangible results. If the time cannot be given, why attempt an impossibility? Even should it be possible to devote one-half hour to the writing exercise each day, under the guidance of a spend or expert teacher, I question the advisability of teaching movement at all indiscriminately, as is too often attempted.

(REMARK.) I will volunteer to be one of two to discuss this question in the columns of the JOURNAL.

Fifth.—"The teachers before me have used a variety of methods." I ask, Why? Let this also be discussed. Has not some plan yet been discovered that will prove the Best of Gilead? Is darkness yet upon the face of the mighty deep? Has no way yet been defined that will serve as a model?

One idea in this matter, viz., teaching movement, will defeat all results possible to be achieved.

The average graduate in penmanship of a business college is unable to take charge of the penmanship department of a city school. This accounts for so much theory, and so little common sense in the general treatment of this subject. Half verbs are worthless, and so long as an excellent handwriting is the principal requisite for a position, so long will these add hundreds of other questions be asked as to all points pertaining to the most successful treatment of the subject.

## WHAT CONSTITUTES A GOOD CLERK.

—A good clerk must be thoroughly alive to the intrinsic value of the wars he has to sell, and must be thoroughly conversant with what they are composed of, how they are manufactured and all about them, but he must be convinced in his own mind that the goods he has to dispose of cannot be excelled in quality for the price by any other store in the town. He must have implicit faith in the house he is selling for, that they and they only, are the parties who can supply the wants of a customer to advantage. Must be a good judge of human nature, know when and how to take a customer, in fact, with the good clerk human nature must be so only. Have a joke for the joking customer, a laugh for the laughing customer, a story for the thinking customer, as well as occasionally put on the sedative to please the thinking customer.

In short, he must be everybody's baby, take and give him whatever happens to come upon him. He must never take re-buffs unkindly, but assume that everything is well meant, nor permit his temper to get ruffled with a customer, no matter how great the provocation. He must start out in the morning with a determination to sell goods irrespective of how much patience and labor it may require; must avoid anything approaching loud and vulgar language. He must be high-toned, obliging, courteous, straightforward, and never think it a trouble to show goods, and feel confident at all times that he is doing the very best that is possible to do by his customers, as well as endeavor to persuade them that he has done so.—American Grocer.

THE PENMAN'S ART JOURNAL, edited and published by D. P. ANNE, 205 Broadway, New York. It is a sixteenth volume journal devoted to the interests of good penmanship. Its typographical appearance is extremely neat, and is handsomely illustrated with portraits and views and the examples of calligraphy by American penmen. In addition to the interesting and useful contents of general interest, it contains writing-lessons with novel illustrative diagrams.—London Paper and Printing Trades Journal.

TORACOR.—"Where did 'baecy come from, Corry?" inquired Mary.

"Why, from 'Meriky; where else?" he replied, "I've seen it in the first plinty. Long life to it for both of us!"

"What sort of a place is that, I wonder?"

"Meriky, is it? They tell me it's mighty sizeable, Moll, darin'." "I'm told that you might roll England through it, as 'it would hardly make a dint in the ground. There's fresh-water oceans inside of it that you might thron'd Ireland in 'em, save Father Mathew a wonderful sight of trouble, as 'as for Scotland, you might stick it in a corner of one of their fens, and you'd never be able to find it out except, it may be, by the smell of whisky. If I had only a thrille of money, I'd go an' seek my fortune!"







And TEACHERS' GUIDE.

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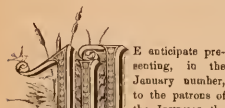
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NEW YORK, NOVEMBER, 1883.

Our Next Course of Lessons.

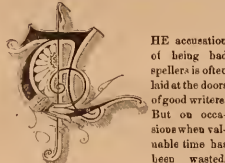


WE anticipate presenting in the January number, to the patrons of the JOURNAL the first of a series of judicious, interesting and effective lessons in practical writing, by Mr. A. H. Himes, of Worcester, Mass. Mr. Himes has been for over twenty years an excellent and independent student and teacher of penmanship, and as the result of long research and original thinking, has developed a host of novel ideas and methods of illustrating and teaching penmanship.

Having had a large experience in teaching penmanship in the leading business colleges, city and county public schools, as well as the organization and instruction of

classes, the coming course of lessons will be unusually productive of rare and practical ideas, of great value to learners as well as teachers. In view of the value of these lessons it is our purpose to spare no pains or expense in furnishing illustrations liberally. We are confident that those who know Mr. Himes, and his methods of teaching practical writing, will look forward to the coming course of as many times the value of a year's subscription to the JOURNAL. To teachers and friends of the JOURNAL we can give the most positive assurance that for practical value and interest to lovers of penmanship the JOURNAL for the coming year will be greatly superior to the past, and fully maintain its position as the chief of penman's papers.

Good Writing and Bad Spelling.



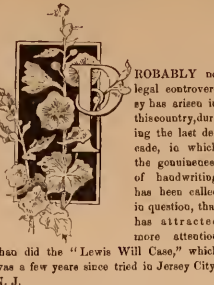
HE accusation of being bad spellers is often laid the doors of good writers. But on occasions when valuable time has been wasted, and our patience harassed and exhausted in the often vain endeavor to decipher the hieroglyphic scrawls of people whose some would-be defamer of the orthography of good writers, we have been prompted to exclaim: O scrawls! O anything! Glorious mantle of uncertainty! Under thy meagre low futile are accusations of false orthography! for who can determine? 'Tis an a, b, c, o, u, x, y, z, or anything fancy can conjure; and apart from context is as meaningless as are the broken threads of a last year's cobweb.' That good writers do so poorly badly we admit; but that they do so more frequently than do any other class of persons we disbelieve; but errors in plain writing are more noticeable from the distinctness of the letters. In fact, we believe that, as a rule, good writers would be found to be better spellers than are bad and awkward writers; for the same qualities of mind and habit that lead one to acquire and maintain a good, plain style of writing, will tend to produce excellence in other statements. Yet one, if not the chief, requisite for good spelling is a retentive memory; good judgment, and the highest order of selective facilities, which powerfully aid in other attainments, are of little, if any, avail in spelling, so that it often occurs that men of great mental power, and of large and varied attainments, are bad spellers. A person with a very retentive memory, though otherwise weak-minded, would be a superior speller, while another, endowed with extraordinary judgment and great reasoning power, yet possessed of a less retentive memory, may be an inferior speller. We well remember when a lad, and attending a district school in a rural town of New England, of two boys who were so weak-minded as to never outgrow the care of a guardian, and who never comprehended the first principles of arithmetic, grammar, or composition, and yet would be the last to go down at a spelling-school.

The King Club

For this month comes from W. P. Wornwood, of the Western Normal College, and Commercial Institute at Shenandoah, Iowa, and numbers twenty-five. The Queen Club numbers fourteen, and was sent by A. W. Woods, of the Springfield (Ill.) Business College.

The last observations indicate that we are distant from the sun about 92,700,000 miles. These are the figures obtained as near as may be from the observations of the last Venus transit.

A Noted and Interesting Case of Forgery.



ROBABLY no direct controversy has arisen in this country, during the last decade, in which the genuineness of handwriting has been called in question, that has attracted more attention than did the "Lewis Will Case," which was a few years since tried in Jersey City, N. J.

In 1877 there died in Hoboken, N. J., a wealthy bachelor, leaving a will which, after the payment of a few small legacies, conveyed his entire estate of more than a million of dollars to the United States Government, to be applied to the payment of the national debt. But when the will was presented for probate, a pretended widow appeared as a contestant, and who subsequently presented a marriage certificate, which she alleged to have been written by (the deceased) justice of the peace who performed the marriage ceremony between her and Mr. Lewis. Experts were called who pronounced this certificate a forgery. In the December number of the JOURNAL will be given a full history of this case, its origin, trial, and disposition, illustrated with plates showing the writing of the forged certificate; also, that of two other certificates, made up by the experts, respectively from letters and words out from the writing of the forger, and that of the justice of the peace who was alleged to have written the certificate. These made-up certificates, when compared with the alleged marriage certificate, proved it to be the handwriting of the forger, and not of the alleged justice of the peace. The history of the trial, and the handwriting exhibits, will be very interesting. Single copies of the JOURNAL will be mailed for ten cents.

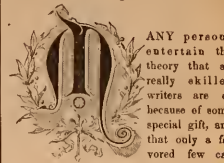
Why Good Professional Writers are not Good Business Writers.

IT is asked by a correspondent, Why are good professional writers so frequently bad business writers? Writing that is artistic accrete in its construction, requires to be thoughtfully and carefully executed, and persons who write thus soon establish a certain rate of speed, at which they can execute a fine accurate style of professional writing, and their hands soon become habituated to that certain style and rate of speed; and if from any emergency the hand is forced to execute its motions much beyond its accustomed speed, it breaks, as it were, and not being able under the pressure to perform in its wonted way, it is forced to adopt a new mode of action, which requires to be mastered by practice as much as did the former one, and, until it is so mastered, all the motions of the hand are more or less awkward, and produce, correspondingly, imperfect and erratic forms. A hand that has been trained by long practice to write me all thirty words a minute, if forced to record fifty words, might be able to do little more than to make the veriest scrawls, like a horse that trots safely and gracefully at 2.25, if forced another second, breaks and goes into the most awkward motions.

It is one thing to have a hand trained and habituated to a certain style and speed to produce accurate and artistic writing, and

quite another to have it trained for business writing; and it is not often that a hand can, at the same time, execute a delicate and beautiful professional, and a really good and rapid business, hand—each style requiring a certain kind of training and practice peculiar to itself.

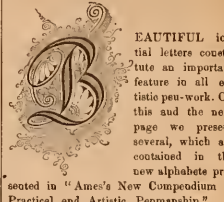
Good Writing Not a Gift.



ANY persons entertain the theory that all really skilled writers are so because of some special gift, and that only a favored few can excel. That there is a wide diversity of natural endowment, and that those most fortunate in this respect will most excel, is too obvious to admit of question; but that this is more true of writing than of most other attainments we have not the slightest belief. That anyone specially excels in any direction is most frequently due to some circumstance that has led to direct attention to, and awakes an interest in, that special direction. Circumstances bring a man into the association of artists, and he naturally becomes interested in art, pursues its study and practice, and excels. Others, from similar or other causes, have their attention directed to mechanics, architecture, chemistry, law, medicine, or other profession, and excel according to their ability.

One of the most conspicuous elements of success in any department of knowledge or discovery is stick-to-itiveness; and this is especially true of writing. Its acquisition requires both patient study and practice; study, to acquire a correct mental conception of that in which good writing consists; and practice, to impart the manual dexterity for its execution.

Initial Letters.



Dickens on Flourished Writing.

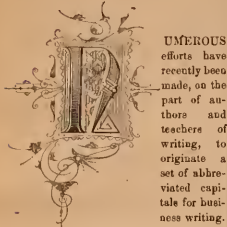
THE feature in most of Dickens' own work. On this and the next page we present several, which are contained in the new alphabets presented in "Ames' New Compendium of Practical and Artistic Penmanship."

"In his epistolary communication, as in his dialogue and discourses, Mr. Dorrit enrouded his subject with flourish, as writing-masters embellish copy-books and ciphering-books: where the titles of the elementary rules of arithmetic diverge into swags, scrolls, griffons, and other calligraphic recreations, and where the capital letters go out of their minds and bodies in ecstasies of pen and ink."

An English writing-master once published an arithmetic, the pages of which were extravagantly illustrated with all manner of such flourishes as are described by Dickens, and to which he alludes in the above quotation.

A B C D E F G H I J K L M N  
O P Q R S T U V W X Y Z

**Abbreviated Capitals.**



NUMEROUS efforts have recently been made, on the part of authors and teachers of writing, to originate a set of abbreviated capitals for business writing.

present a set which we believe to be admirably adapted for that purpose. The same constitute a part of the department of practical writing in "Ames's New Compendium of Practical and Artistic Penmanship"—now ready to mail to any address for \$5.

**Why so many Bad Writers?**

PROBABLY no other attainment is subject to so many ridiculous notions as the acquisition of what may be termed a good handwriting. We are constantly met with the remark that good writing is a gift—"To some it comes perfectly natural"; while "others never can learn to write well." To us this is sheer nonsense. We believe that any person possessed of average common sense and a good hand can learn to write, with fair facility, a legible style of writing, and that this is as certain as it is that he can acquire a practical knowledge of arithmetic, grammar, geography, or other branch of education.

The chief difficulty of the masses in learning to write has been the indifference manifested by teachers and school officers respecting the instruction of writing in our public schools. In all other branches, teachers recognize the necessity of, and school-boards demand a certain standard of, qualification; but the instruction of writing is left to the care of itself—the teacher scarcely conceiving it as among his necessary qualifications, while his employers have not deemed it of sufficient importance to question his capability either to practice or teach writing in a creditable manner. This being the fact, it is any wonder that pupils should be indifferent, and at length come themselves to regard it as of slight importance whether or not they write a good hand?

A teacher who himself is a good writer, and is alive to the value and importance of good writing, will seldom fail of awakening an interest in, and securing, that earnest study and practice of writing which will secure to his pupils a good handwriting.

**The Common-sense Binder.**

This convenient receptacle for holding and preserving the JOURNAL should be in possession of every subscriber. It is to all intents and purposes a complete binder, and will contain all the numbers for four years. Mailed for \$1.50.

Many life books are bound in calf.—Ex.

**Home Study and Improvement.**

Another page will be found on this article upon the above subject, by Mary E. Maris, that deserves the thoughtful attention of all, and especially the female, readers of the JOURNAL. Few persons realize how much of valuable information, and how many useful and gratifying attainments may be acquired by a systematic, industrious, and judicious employment of time at home; and it is a pleasure to note the organized effort now being made to initiate and encourage home education and improvement.

It is an obvious fact that with most ladies self educational, and even literary, improvement ceases with their school days, or at best with marriage. Domestic affairs, or light, useless reading absorbs their time, and very soon the brilliant and scholarly schoolgirl, who has been the pier, if not the superior, of her male classmates, is quite distanced, and is, comparatively, his inferior in nearly all departments of human knowledge. The young men, by their more practical and extended range of observation, not only utilize, but continually through life add to their school attainments; while the young lady, in her limited sphere of thought and observation, seldom finds occasion even to recall her former studies—to say nothing of extending them. Hence any movement looking to the encouragement of original or continued effort for advancing the standard for home culture of ladies we bid God-speed.

**The**

REPORT of the United States Commissioner of Education, for 1881, has just been received. It contains much valuable information respecting the educational systems of this country and the world, and their results.

The number of teachers employed in public schools in the States and Territories is 229,150. Salaries for men range from \$25.45 in South Carolina to \$39.50 in Nevada; for women, from \$16.84 in Vermont to \$74.76 in Nevada. Alabama, Florida, Kentucky, Louisiana, Maryland, Mississippi, New York, North Carolina, Tennessee, New Mexico, and Wyoming make no distinction of sex in reporting salaries. The lowest salary reported in these is \$22.25, in North Carolina; the highest \$90.23, in Wyoming. In the New England States the average of the salaries of men above those of women ranges from \$10.86 to \$47.05; in the Middle Atlantic States from \$39.33 to \$18.39; in the Southern Atlantic States from 97 cents to \$20; in the Northern Central States from \$4 to \$11.20; in the Southern Central States from 55 to \$6.44; in the States of the Pacific slope from \$10.34 to \$24.74; in the Territories from \$7 to \$29.50. West Virginia reports average salaries for women in excess of those for men by 74 cents.

The total amount expended for school purposes is \$85,111,442. The amount expended for each pupil ranges from \$1.71 in North Carolina to \$21.43 in Colorado.

There are 362 universities and colleges having 62,435 students and 4,361 instructors.

Of scientific schools there are 85, having 12,709 students and 1,019 instructors; 144 schools of theology having 4,693 students and 624 instructors; 47 law schools having 3,227 students and 229 instructors; 126 schools of medicine, dentistry, and pharmacy, having 14,836 students and 1,745 instructors; of commercial and business colleges there are 202, having 34,414 students and 794 instructors; 57 institutions for the deaf and dumb, with 6,740 students and 431 instructors; schools for the blind number 30, and have 2,148 students and 593 instructors.

**Our Canadian Agent.**

J. B. McKay, of Kingston, Ontario, is duly authorized to act as agent for the JOURNAL in Canada.

**College Currency.**



SOME two years since we were informed by the United States authorities that the designs for college currency which we had been printing were regarded

as being so much in the similitude of the national bank notes as to be a violation of the U. S. statute, and calling upon us to desist from printing the same, and to surrender our plates and stock of currency on hand for destruction, which we did. We then prepared new designs for currency, which we submitted to the United States attorney for this city, who pronounced them, in his judgment, unobjectionable, and so we clearly believe them to be; but it seems that the solicitor of the United States Treasury thought otherwise, and, accordingly, caused us to be notified, a few months since, that we must discontinue the printing and sale of currency from these plates, as it was deemed by him to be in violation of the United States statute.

In order that there should in future be no question respecting the legality of currency we might offer for sale we have prepared a set of designs which we have submitted, through Mr. James L. Brooks, chief of the Secret Service Division of the United States Treasury at Washington, D. C., to the United States Solicitor, who returns the designs, with the following communication:

U. S. TREASURY DEPARTMENT,  
SECRET-SERVICE DIVISION,  
OFFICE OF CHIEF,

WASHINGTON, D. C., Oct. 25d, 1882.

Mr. D. T. AMES,

Broadway, N. Y. City.

Sir,—I have submitted your three designs for notes for college use, to J. H. Robinson, Assistant-Solicitor of the Treasury, and he finds no objection thereto, provided they are printed in carbon, on a white ground, with plain backs.

In modifying or changing the designs in any manner, you must avoid initiating geometric like work; also avoid the use of the following words in the notes, to wit: "President," "Cashier," "currency," "dollars," "cents," "money," "Bank," "Pay on demand."

There must be no counters, vignettes, or anything bearing resemblance, in whole or in part, to any currency authorized by Congress, or issued by the General Government.

I recognize your earnest desire to conform

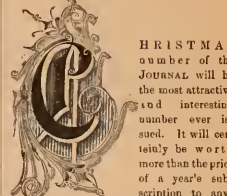
to the requirements of the Department for the protection of the uneducated in financial matters, and I believe the designs herewith returned, if used for college purposes, cannot, should they fall into dishonest hands, be used in lieu of the genuine issues of National Banks, or of the United States Treasury.

Respectfully,  
JAMES J. BROOKS, Chief.

From the above communication it will be observed that it is the purpose of the United States Treasury officials to tolerate nothing in the form of college script that bears the remotest resemblance to actual money; and it has been with no little perplexity and study that we have been enabled to prepare designs having as fair a degree of artistic merit, and yet be within the rules laid down by the United States Solicitor. We believe, however, that we have succeeded in originating an unobjectionable style of currency which will admirably serve the purpose, while it will possess considerable artistic merit, and, under the circumstances, prove highly acceptable for all school purposes.

Perfect drawings for photo-engraving will be completed, and plates engraved, so that duplicate cuts or currency may be supplied by the middle of December. The currency will be printed on bank-note paper, in the denominations of 1, 2, 5, 10, 20, 100, 500, and 1,000; of the fractional denominations, 1, 5, 10, 25, and 50. This currency will be constantly kept in stock, and furnished at a price to defy competition, and will be used as attractive as is possible under the severe, but proper, restrictions set forth in the above letter of Mr. Brooks.

**The**



CHRISTMAS number of the JOURNAL will be the most attractive and interesting number ever issued. It will certainly be worth more than the price of a year's subscription to anyone

interested in penmanship. Single copies 10 cents. As a medium for advertising it will be specially valuable, as we guarantee a circulation of over 30,000 sixteen-page copies. Limited number of select advertisements will be accepted at the regular rates, as given in the first column of the preceding page.

**Back Numbers of the "Journal."**

Every mail brings inquiries respecting back numbers. The following we can send, and no others: All numbers of 1878; all for 1879, except May and November; for 1880, copies for months of January, February, April, May, June, August and December only remain; all numbers for 1881, and all for 1882, except June. It will be noted that while Spencer's writing lessons began with May, the second lesson was in the July number, so that the series of lessons is unbroken by the absence of the June number. Only a few copies of several of the numbers mentioned above remain, so that persons desiring all or any part of them should order quickly. All the 51 numbers, back of 1883, will be mailed for \$4.00, or any of the numbers at 10 cents each.



*The pen commands, and the ink obeys its wings,  
I find the slow pencils, discontinue space  
To make the strokes, but cannot reach the goal*

The above cut is photo-engraved from pen-and-ink copy, executed at the office of the JOURNAL, and constitutes a part of a page of Ames's new "Compendium of Practical and Artistic Penmanship." This work is now in the hands of the binder, and nearly ready to mail. It will be the most comprehensive and practical guide in the entire range of the penman's art, ever issued. The work will comprise a complete course of instruction in Plain Writing, a full course of Off-hand Flourishing, upward of forty standard and ornate alphabets, and over twenty 11x14 plates of professional designs, engraved resolutions, memorials, certificates, title pages, etc., etc., in short, it will contain numerous examples of every species of work in the line of a commercial pen-artist. The price of the work, post-paid, is \$7; mailed free, as a premium, to the sender of a club of twelve subscribers to the "Journal." We hereby agree that, should anyone, on receipt of the book, be dissatisfied with it, they shall be at liberty to return it, and we will refund to them the full amount paid.

**Autograph Exchangers.**

- In accordance with a suggestion in the last number, the following-named persons have signified their willingness or desire to exchange autographs, upon the Penitential plan, as set forth in the August number of the JOURNAL:
- C. C. Cochran, Central High School, Pittsburgh, Pa.
- J. M. Shepherd, La Grange, Mo.
- C. J. Wolcott, Sherman, N. Y.
- R. H. Maring, Columbus (Ohio) Business College.
- Wilson M. Tylor, Marshall Seminary, Easton, N. Y.
- J. W. Dross, Keokuk, Iowa.
- J. W. Fisher, Brunswick, Me.
- O. J. Hill, Dryden, N. Y.
- L. H. Shaver, Cave Springs, Va.
- W. D. Stroug, Ottumwa, Iowa.
- J. H. W. York, Woodstock, Ontario.
- Charles Hills, 234 11th Street, Philadelphia.
- W. E. Ernst, Sherwood, Michigan.
- E. C. Bosworth, Business University, Rochester, N. Y.
- D. C. Griffiths, Waxahachie, Texas.
- C. W. Sloan, Chillicothe, Ohio.



**And School Items.**

- T. B. Boss is teaching writing-classes in Colorado.
- T. P. Pluck is teaching writing in the public schools of Cedar Falls, Iowa. Mr. Pluck is a penman of rare skill.

The Bryant, Stratton & Sailer Business College, Baltimore, Md., held its Nineteenth Anniversary Exercises on the 31st inst.

The Christened College of Philadelphia, Pa., conducted by Prof. Grosche, is enjoying more than its usual degree of prosperity.

The Delaware (Ohio) Gazette says G. W. Michael a high compliment for his successful work as a teacher of writing, at Oberlin, Ohio.

In the October number of the JOURNAL we mentioned J. B. Campbell as a teacher of writing, at the Greenwich (Conn.) Academy, which was a mistake, as he is principal of the Bay View Business College, East Greenwich, R. I.

Fred. F. Judd, who, for some time past, has been in charge of the Commercial Department of the Jennings College, at Aurora, Ill., has a position in Souda's Chicago Business College. His brother, H. S. Judd, succeeds him at Aurora.

H. W. Flickinger's Writing Academy, lately opened in Association Hall, Philadelphia, Pa., is already full to overflowing, and the Professor is looking for new and more spacious quarters. Such is the inconvenience of well-deserved popularity.

The Writing Department of the Oberlin (Ohio) College, in charge of Uriah McKee, has lately occupied new and commodious rooms in the Kaye Block, Nos. 13 and 133 College Street. The fine specimens of improvement made by pupils in this department are indicative of good instruction.

The *Tirrennes (Ind.) Commercial* says:

"W. L. Beema has entered into a co-partnership with Prof. W. E. Shaw, in the management of the Vincennes Business College. The college has been moved to more central and commodious quarters, corner Second and Harrison Streets, over Mark's drug store. Prof. Beema is a fine penman, and comes here highly recommended as an experienced teacher of commercial branches, and will be a valuable acquisition to the faculty."

During a late visit to the City of Brotherly Love we had the pleasure of a visit to the Bryant & Stratton Business College, conducted by L. E. Sault, which we found in the enjoyment of an unprecedented tide of prosperity. The college-rooms have lately been enlarged and refitted in the most convenient and elegant style.

S. W. Christie, who, for the past eight years, has had charge of the Banking and Office Departments of the Eastman Business College, at Poughkeepsie, N. Y., is about to establish a business college at Lack Haven, Pa. Mr. Christie is the author of a guide-book for students, which has proved an invaluable aid to beginners. Says the *Poughkeepsie Aera Press*:

"It is no more than mere justice to say that no member of the faculty has contributed more than Mr. Christie to elevate the Eastman College to its present high grade among the educational institutions of the country. All who had the good fortune to meet him in either professional or social life during his residence in this city will unite with us in wishing him that reward in his new sphere which his talents and industry deserve."

Baylies' Commercial College, at Dubuque, Iowa, held its Twenty-fifth Anniversary in October. The *Milwaukee Sentinel* says:

"The occasion was celebrated with much enthusiasm, the large Opera House, according to a Dubuque paper, being crowded with the elite of that city. The first address was delivered by the Mayor, followed by C. Baylies, the founder of the college. Mr. Baylies, in his remarks, spoke of the time when the founder of the college was engaged in conducting a similar enterprise in this city, some twenty-five years ago. R. C. Spencer was the next speaker, and his address was pronounced "one of the most interesting events of the evening." Mr. Spencer proclaimed the system of business-school teaching, and spoke of the originator of such enterprises, K. M. Bartlett, of Cincinnati, who is still living, and alluded at the wonderful success achieved by his project. Mr. Spencer proclaimed a great achievement in business education during the last twenty-

five years. In closing he thanked the ladies and gentlemen of Dubuque and the citizens of Iowa for their manifest appreciation of Mr. Baylies' efforts."



[Persons sending specimens for notice in this column should see that the packages containing the same are postage paid in full at letter rates. A large proportion of these packages come short paid, for some ranging from three cents upward, which, of course, we are obliged to pay. This is scarcely a desirable consideration for a gratuitous notice.]

Specimens of penman-ship worthy of mention have been received as follows:

- C. H. Peave, Keokuk, Iowa, a letter.
- M. W. Cobb, Painesville, Ohio, a letter.
- J. W. Fisher, Brunswick, Me., a letter.
- J. B. McKay, Kingston, Ontario, a letter.
- Carrie L. M. Carl, Hampton, Ia., a letter.
- A. M. Hearne, Los Angeles, Cal., a letter.
- L. L. Smith, Fort Collins, Colorado, a letter.
- N. E. Ware, Sharon, Ga., a letter and illustrated bird.
- H. W. Shaylor, Portland, Me., an elegantly-written letter.
- C. J. Wolcott, Sherman, N. Y., a letter and card specimens.
- W. L. Bowman, Lynn, Mass., a letter and card specimens.
- W. E. Ernst, Sherwood, Mich., a letter and illustrated snail.
- Fred. F. Judd, of Souda's Chicago Business College, 217 West Madison Street, a letter.

R. H. Maring, Columbus (Ohio) Business College, a letter.

J. W. Patton, of Gaskell's Jersey City Business College, a letter.

A. W. Woods, of the Springfield (Ill.) Business College, a letter.

W. Heron, Jr., Manchester (N. H.) Business College, a letter.

W. H. Carrier, of the College of Commerce, Adrian, Mich., a letter.

E. G. Gregg, Lamont, Mich., a letter and specimen of flourishing.

J. M. Holmes, Wilkiss Run, Ohio, a letter and specimen of flourishing.

A. E. Peck, artist-pennman, Dallas, Texas, a letter and a set of capitals.

C. W. Talmann, Hillsdale, Mich., a letter and specimen of flourishing.

R. S. Bonnell, of the Carpenter's B. & S. College, St. Louis, Mo., a letter.

Charles Hills, Philadelphia, Pa., a letter and a package of elegantly-written copy-letters.

T. W. Brown, Pierce's Business College, Keokuk, Iowa, a letter and specimen of flourishing.

C. N. Crandle, Penmanship Department of the Western Normal College, at Bushnell, Ill., a letter.

O. J. Hill, dry-goods merchant, Dryden, N. Y., a letter and good specimens of business-writing.

J. F. Stubbfield, penman at the Ohio Commercial College, at Hamilton, a letter and card specimens.

W. P. Worawood, of Western Normal College and Commercial Institute, Shevandoah, Iowa, a letter.

G. W. War, South West City, Mo., a letter and specimen of lettering and drawing, all very reliable.

S. C. Williams, special teacher of penmanship and book-keeping in the Lockport (N. Y.) public schools, a letter.

W. C. Gilbert, George, N. Y., a photograph of an engraved set of resolutions, the lettering of which is quite creditable.

W. O. Haworth, New Market, Tenn., specimen of flourishing executed with the left-hand. He says: "The JOURNAL aids me greatly; it is the best penman's paper published."

J. H. W. York, Woodstock, Ontario, a letter. Mr. York says: "Though I have never met Prof. S. since, it seems like parting from an old friend and intimate acquaintance when I read and last lessons on practical writing in the JOURNAL. Your paper is doing a grand work in popularizing penmanship."

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Handy with his Pen.

"No, sir, I wouldn't have believed that this could be done with a common pen."

"It looks like engraving, not writing."

"So that's what they call a professional penman."

"Well, I'll be darned." It was on West Madison near Halsted street, and a group of men, women and children stood around a "professional card-writer," who exhibited not the slightest emotion on learning all these encomiums bestowed upon himself. One woman, done up in frizzy, nickel-stone finery, and with a most diabolical cast in her eyes, put her face almost up to the busy penman's and asked him if he would like her order and collect his pay at her house. The man was amused.

"Which one of your eyes did you look at me with, ma'm?" he said with imperturbable *smug* front. The crowd roared, the woman shrieked out, very much offended, and in half a minute there was nobody around.

"Rather curious profession that of yours, is it not?" said the reporter as he began a conversation with the man of the skillful pen.

"Well, yes, so it is," he admitted; "but it has its ups and downs, its advantages and its disadvantages, like any other calling.

You want me to give you some details about the kind of life the professional card-writer lead? So be it. There are not many in this city—not many in the whole

country, for that matter. There are only two penman-card-writers in Chicago just now. There are a few more professionals in the hotels—one at the Sherman House, one at the Commercial Hotel, and one at the Palmer. The man who used to be at the Grand Pacific has made a trip to San Francisco, together with the Knights Templar, and he is coming money like dirt here, I understand. Interesting incidents? Oh, certainly, if I could only call them to mind. You see, I am a regular graduate, and I took to this life just for a starter; I've been on the road just one year, and I'll get out of the business pretty soon. I'll tell you why. One makes big money and has a good enough time traveling all over the country. One easily makes acquaintances—and very nice ones, too, sometimes—but this migratory, vagabond life is apt to spoil a man for any serious pursuit if too long indulged in. I had a desire to see this great country of ours, and by following this profession I have my wish gratified. But it is not all fun, let me assure you. Since May last, this year, I have written not less than 52,000 cards. I keep an account, and this is the truth. I had a partner with me. He used to take orders for me, and that's the way we do in winter. After September, when the fairs are all done, we retire from the open air. We work together from that time forth: one solicits orders by going through private and business houses, while the other one is at home and does the work. Oh, it pays well enough! There is my cash-book. See, I stayed in Detroit four weeks, and earned \$115; in Saginaw, one week, \$65. Bay City, one week, \$70; Grand Rapids, ten days, \$90; Kalamazoo, one week, \$55; Pittsburgh, three weeks, \$172; and Chicago, five weeks, \$240.

That's doing well enough, isn't it? And yet my prices are not high. They range between two and ten cents a sixty cards per dozen. That's according to the quality of the card, not the writing. The writing is all the same, no matter what style is desired. It seems funny, though some days one makes \$10, and even \$15; and then again there are days one doesn't earn his salt, and everybody passes by. That's rather discouraging, you say. So it is, but one soon gets over that feeling and learns to take things as they come.

"And do you make no one place your particular home?"

"No, sir, I follow the old Latin proverb, 'Ubi bene, ibi patria.' You see, I haven't quite forgotten my college training. There are funny characteristics, though, about every place one comes to, and one soon learns to take them into account. What impresses me most about Chicago is the number of cross-eyed women. Why, it's horrid. A few days ago, there was a whole string of these queer-eyed beauties drawn up in front of my table here. I don't like 'em and I plainly show it. How do I proceed when I get to a new place? Very simple. I look up the best frequented thoroughfare, and then I obtain permission to put up my table and chair in front of some store, or some new and unoccupied building. I spread out my samples on the table and then I'm ready."

"Tell me something of your customers."

"Not much to tell. There are more men than women. Respectable girls and women dislike to stop in front of my table and give orders, because a crowd collects at once and then every one can see their names. The way I fix them is to advise them to give their order and to call around again after an hour or so for the cards. There are lots of women, though, in Chicago and everywhere else, who court notoriety instead of objecting to it."

"See, this is a style of card much in vogue with women generally. It's a beautiful card-board and is in shape of a slipper, with raised rim. We sell them at thirty cents a dozen. I leave Chicago Sunday or Monday morning, and am going to the fair in the country. One makes more money there, because people go there to spend

money and are more willing to pay good prices for our work. I have been very busy here the last few days. Last night I wrote 500 cards and was at work until eleven o'clock. But I made about \$20.

At the Sherman House another specimen of the genus "professional penman" was found. He was a very getting young man. He said: "I am the only professional penman permanently located in this city. I earn more money by crossing resolutions, diplomas, etc., and by executing orders for resident stationers than by writing cards. It is not so easy as some people think to become a professional penman. One must be regular in one's habits, neither drink nor smoke, else the hand loses its firm yet light touch. One must be able to have half a dozen styles at immediate command, besides writing fluently and rapidly a faultless business hand. But that pays to be a professional penman. I pay quite a high price here for the privilege of putting my stand in the hotel rotunda, but then I earned \$3,250 last year, as my books will show. Let me give you an idea of the profession here in the West. As yet little is known as to styles in cards and card-writing. In the East, they use a large-size card for the ladies, and a smaller one for the gentlemen. Here it is just the opposite. There is a paper published in the East on that subject that always contains valuable hints. The beveled cards are going out of style, either plain or gilt. What is just now the most tasty and fashionable thing in cards is a heavy, wedding Bristol-board and quite plain. As to the writing, there is no particular style in vogue just now. Of necessity, the writing must be neat and plain, with no flourishes or other chirographic eccentricities. The particular style is a matter of taste, however. Ladies' script is out of date, too. But if no specific instruction is given one, I follow no particular system of writing. Symmetry and natural taste in arranging the letters on the cards is all that counts. As yet, no regular system is so long affected by the ladies, is rapidly disappearing, too. The trouble with that kind of writing was that it was not plain. One could not distinguish the small "n" from the "m." My prices vary between fifty cents and \$1 per pack of twenty-five cards; so you see they are just about what the better kind of printed cards cost."

"What do you know of your competitors in the streets?"

"They are not competitors of mine. They have their customers and I have mine. Their bold, pretensions style of writing would not do for my customers. Mine would not do for theirs. Their cards look like plain as if they had written them themselves. One advantage of written cards is that they are not so monotonous as printed or engraved cards are. In writing a pack of cards, I can make use of six different styles of writing, and that is what many people like. Cards, wedding invitations, and all manner of other invitations to parties, etc., are all getting very fashionable in writing. In my opinion this evinces a better taste for what is always more individual and original than the mechanical work of the printer. It's just as men prefer hand-made shoes and clothes to machine-made ones. The East is ahead of us, though, in this respect. A man I knew recently paid \$5,000 to another man in Boston as a bonus to him for the privilege of exercising professional card-writing in a certain store. That shows that penmanship has become a regular profession, and that it pays."

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Writing-Ruler.

The Writing-Ruler has become a standard article with those who profess to have a suitable outfit for practical writing. It is to the writer what the chart and compass is to the mason. The Writing-Ruler is a reliable penmanship chart and compass, sent by the JOURNAL on receipt of 30 cents.

## Curious Facts of Natural History.

A single house-fly produces in one season 20,000,000.

Some female spiders produce nearly 2,000 eggs.

Dr. Bright published a case of an egg producing an insect eighty years after the egg must have been laid. A wasp's nest usually contains 75,000 or 16,000 cells.

The Atlantic Ocean is estimated at three miles, and the Pacific at four miles, deep. There are six or seven generations of eggs in a summer, and each gnat lays 250 eggs.

There are about 9,000 cells in a square foot of honeycomb; 5,000 bees weigh one pound.

A swarm of bees contains from 10,000 to 20,000 in a natural state, and from 30,000 to 40,000 in a hive.

This bones of birds are hollow, and filled with air instead of marrow.

Fish with four eyes are common in the seas of Surinam; two of them on horns which grow on the tops of their heads.

Two thousand nine hundred silkworms produce one pound of silk; but it would require 27,000 spiders, all female, to produce one pound of web.

Capt. Beaufort saw near Smyrna, in 1842, a couple of locusts 46 miles long, and 200 feet deep, containing, he is calculated, 10,000,000.

With a view to collecting their webs for silk, 4,000 spiders were once obtained, but they soon killed each other. Manufacturers and war never thrive together.

Spiders have four pairs for spinning their threads, each pair having 1,000 holes, and the fine web itself the union of 4000 threads. No spider spins more than four webs, and when the fourth is destroyed they quit the webs of others.

A pond of cochineal contains 70,000 insects in a bush, and from this 600,000 to 700,000 eggs are usually brought to Europe for scarlet and crimson dye.

A queen-bee will lay eggs daily for 50 or 60 days, and the eggs are hatched in three days. A single queen-bee has been stated to produce 100,000 bees in a season.

The quantity of water discharged into the sea by all the rivers in the world is estimated at 36 cubic miles in a day; hence it would take about 3,500 years to create a river of the whole sea through clouds and rivers.

Water contains about 28 grains of solid matter to every cubic foot. Hence such a river as the Rhine carries to the sea every day 145,000 cubic feet of sand or stone.

Mole-hills are curiously formed by an outer crust impervious to rain, and an internal platform with drains and covered ways on which the pair and young reside. The moles live on worms and roots, and bury themselves in any soil in a very few minutes.

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A Cipher.

A lady in England requested for "Cipher" of a well-known clerical gentleman, and received the following:

A 0 a 2 I 10 love,  
On 0 2 10, but 0 0 use,  
Yet thy 0 my 0 ever I forge,  
Till you do the 0, 0, 0.

(A cipher you must know, but not these;  
On 'sigh for the 0, 0, 0, 0, 0, 0, 0,  
Yet thy sigh for my sigh, for once I forgive  
Till you decipher his cipher, you save for me.)

The lady's reply is equally as witty:

I do you 0, but 0 0 you not,  
A 0 am I, and can't 0 your lot,  
I send you a 0, 0, 0, 0, 0, 0, 0,  
I decipher your cipher, but not for you not,  
A cipher am I and can't sigh for your lot,  
I send you a cipher, and sigh for your pain,  
But a sigh for your cipher, you sigh for his pain.

Remember, that if you renew, or send, your subscription to the JOURNAL, with \$1, you will get a 75 cent book free, or a 84 book for 25 cents extra.

### About Autographs.

Independently of the enosty which attaches itself to the writing of all celebrated men, there is, perhaps, in the knowledge of autographs a new science; in fact, there is known to us an expert amateur, who, by the simple examination of handwriting traced by a dozen people whom he has never seen, can, with a rare exactitude, give their characters, passions and habits with truth and precision most startling.

There are no great collections of autographs in America. In Europe they exist, and are valued at fabulous prices, the most rare and curious being in France. Among the richest we may cite those of Madame Lefevre, the late Baron Dubin, senator, and that of the gifted Count d'Armanon. It is the latter's collection to which we would most specially refer, the treasures being secured by a gentleman of New York, an enthusiastic amateur, who had to compete at the auction sale of these relics in Paris with such distinguished rivals as the Duke of St. Mark and many of the most celebrated collectors on the continent. As a part of the real treasures thus secured, we purpose describing simply an album of the Count d'Armanon. The bulk of the contributions to this elegant—but most almost ad priceless—book were made between the years 1845 and 1848. The Count had an idea to create a treasure for himself and family, and strange indeed were the changes transferring it to New York. He said, in effect: "Ancient autographs are expensive, rare, and very difficult to find. I will make a collection of my contemporaries." And this album to-day, says the authority, Charon, "is the richest of its nature to be found in the world."

The first part is of a religious character, most richly ornamented with designs in water-colors, and the writing and signatures of the two Popes, Gregory XVI. and Pius IX., sixty-four cardinals and two hundred and sixty bishops and archbishops. The second part contains autographs, original poetry and thoughts, commencing with verses by the zealous Count, addressed to his future contributors; and then on a strange pilgrimage through France he went, knocking at every illustrious door, begging in the name of a thought, word or a signature to be here, and all the doors opened; the harvest was abundant. Authors, artists, ministers, diplomats, academicians were confounded and established on an equal footing in the immense polylog panorama.

A white boy met a colored lad the other day and asked him what he had such a short nose for. "I spect's so it won't poke itself into other people's business."

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### The Grandeur of Nature.

We live peacefully on the earth, while oceans of fire roll beneath our feet. In the great womb of the globe the everlasting forge is at work. How dreadful must an earthquake be, when we are told by Pliny that twelve cities in Asia Minor were swallowed up in one night! Not a vestige remained—they were lost in the tremendous maw forever! Millions of human beings have been swallowed up while flying for safety. In the bowels of the earth Nature performs her wonders at the same moment that she is fring the heavens with her lightning. Her thunders roll above our heads and beneath our feet, where the eye of mortal man never penetrated. In the vast vortex of the volcano the universal forge empties its melted metals. The roar of Etna has been the keel of thousands when it poured forth its catarrh of fire over one of the fiercest portions of the earth, and swept into ruins ages of industry. In the reign of Titus Vespasian, in the year 70, the volcano of Vesuvius dashed its fiery billows to the clouds, and buried in burning lava the cities of Herculaneum, Stabia and Pompeii, which then flourished near Naples. In the streets once busy with the hum of industry, and where the celebrated ancients walked, the modern philosopher now stands and ruminates upon fallen grandeur. While the inhabitants were unaided of the danger which awaited them; while they were busied with plans of wealth and greatness, the irresistible flood of fire came roaring from the mountain, and shrouded them in eternal night. Seventeen

centuries have rolled over them, and their lonely habitations and works remain as their monuments. They are swept away in the torrent of time; the waves of ages have settled over them; and art alone has preserved their memory. Great Nature, how sublime are all thy works!

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**THE DISPARGEMENT OF MONEY.**—How absurd does it seem to dispargate money, as if it were something sinful and dangerous. As well dispargate man-power, steam-power, or any other power. As a force money is neither harmful nor beneficial, neither bad nor good in itself. All depends on the way in which it is used or directed. Gumpdorfer can blast a quarry and bring forth stones with which a hospital may be built; but the same gunpowder in the hands of the Russians or Turks can blow thousands of men into eternity in a single day. A rich man, if he be unselfish, has in his wealth the power of making his fellow-men, as a consequence, less miserable. From the vantage-ground of high position he can fight a chivalrous battle for the afflicted and him that hath no helper. His good example will have more effect than that of a poorer man. His influence, if directed to good and merciful objects, is as

powerful for good as that of the selfish rich man is for the reverse. "Nobody should be rich," said Goethe; "but those who are gracefully and usefully, what good may he not do in the way of opening a path for others and giving them access to whatever civilizing agencies he may himself possess. Therefore we can understand how both religion and philanthropy may treat with respect and even with reverence the motto "Put money in thy purse." May we not even say that it is the desire to "get on" and to become rich that prevents our slinking into barbarism?—*Chambers's Journal.*

The negro's definition of bigotry is as good as that of Webster's Dictionary. "A bigot," says he, "why he is a man that knows too much for one man and not enough for two."

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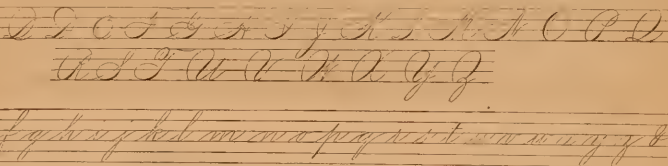
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D. T. AMES, Editor and Proprietor. B. F. KELLEY, Associate Editor.

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The above cut represents the Standard Alphabets, with scale of proportions, as given in the department of Practical Penmanship in "Ames's New Compendium," photo-engraved from pen-and-ink copy executed at the office of the "Journal."

The Lewis Will Contest.

A CONSPIRACY AND DETERMINED FIGHT FOR OVER A MILLION OF DOLLARS—A FOREIGN MARRIAGE CERTIFICATE.

It is probable that no legal contest in this country during the last decade, in which the genuineness of handwriting has been called in question, has attracted more attention than that of the "Lewis Will Case," which began in the courts of Jersey City, N. J., in 1877, and ended in the United States Court at Trenton, N. J., in March, 1880, with the conviction and imprisonment of six persons who, in various capacities, had been engaged in the conspiracy.

Joseph T. Lewis, a miserly old mulatto, died at Hoboken, N. J., in 1877, aged up-ward of eighty-seven years, leaving a will by which, after specifying several comparatively small legacies, he bequeathed the residue of his estate (amounting to over a million of dollars) to the United States, to be applied to the payment of the national debt. So far as was known at the time of his decease he was a bachelor, and had no near relative in this country—his being a native of Jamaica, West Indies. Little has been made known of Mr. Lewis's life, or how he amassed his great fortune, except that he began his life as an engineer, and afterward made several and successful investments in Wall Street. From a sketch of his life, published in the New York Sun during the will contest, we abstract the following incidents illustrative of his eccentric habits of life:

He dressed in well-fitting clothes, and was remarkably well kept. In one hand he carried a cane. Under his left arm was invariably a black umbrella on fine days in winter, and a yellow one in moderate summer weather. A flower usually decorated his buttonhole in summer. He seems to have had a few intimate friends, among them the gentleman he named as his executor, and the Herman Baiter of New York, and Gen. Hatfield, a resident of Hoboken; but he was a mystery to them all. His conversation showed that he had traveled in Europe and in South America. He displayed some familiarity with art, was a member of the National Academy of Design, and was delighted to do minute and trifling work in way of tickets. He was simple in his tastes and habits, but was not averse to letting it be known that he could be a gourmet on occasion. His opinions, liberal and generally sound, were always strongly and sometimes testily maintained. His interests were almost entirely social, and never speculated. He never bought real estate. His whole fortune at his death, over a million and a half of dollars, could be carried in a box. Before the day ar-

rived for slipping his coupon, he had always provided for inventing the proceeds, and he never kept money in a bank where it would not draw interest. He deeply sympathized with the Union cause at the outbreak of the war and in the emancipation of the slaves, and he said as he was too old to go into the army he would help the Government in his own way. This was to invest largely in United States bonds as each loan was offered. These, and solid securities like gas stocks and New York Central, were his chief investments. He offered to buy a 600 shares of Central in a lump from the old Commodore, whose death interrupted the negotiation.

About 1830 Lewis moved to Hoboken, and not long afterward got into several lawsuits, which he followed up with a pertinacity and bitterness which illustrate his character. A man named Hulseman, an attorney who had formerly been in his employ, offended him on a Hoboken ferry-boat, and was accused of cheating in turn. Hulseman had him arrested on a Saturday night, so that he could not find bail. The county seat of Bergen County, from which Hudson County had not then been set off, was in Hackensack. The warrant was issued by Gil Merritt, a free and easy justice in Hoboken, and it was executed by Constable Ike Underhill. Nelson Chase, famous through the Jones will case, was Hulseman's New York lawyer, and the late Congressman Wright acted in that capacity in Hoboken. Mr. Lewis tried to get them all indicted for conspiracy, and they got him indicted for perjury in making the affidavit on the trial of perjury indictment. Mr. Wright swore that he had been "bired" by Hulseman, and Charles O'Connor's incentive is still remembered, in which he denounced the "drunken Justice, the hully who acted as constable, and the 'bired lawyer.'" Lewis was acquitted.

Mr. Lewis's suit against one John Henry Auction, forty years ago, for alleged misappropriation of moneys entrusted to him for investment, was celebrated one day. He employed D. Graham and Chas. O'Connor, and pursued Mr. Auction vindictively for years. Among his papers is a brief of an argument which he made himself on this subject before the late Vice-Chancellor McCoin, in which he traced his acquaintance with Mr. Auction from 1806 to 1830. He won the suit.

But the man who did not scruple to spend thousands to gratify his animosities or defend those he loved to be his rights, who had paid several visits to Europe and affected knowledge of art and the pleasures of the table, was parsimonious, mean and miserly at home. He lived in a house, the most homely in Hoboken, and she complained that he half starved her. At other times he took a cruise in a yacht, and he was always surprised that his landlady was spending from him, or that she wanted to poison him to get his money. He seemed to take a cruel delight in the notion of the executor to believe that they would be reimbursed in his will, and he would take whatever favors their hopes led them

to offer him. Everybody to him seemed to be guided by sinister motives. He kept Joshua Benson, of Hoboken, on the tear-books for years. Benson was too poor to buy a house. Mr. Lewis loaned him the money, and got him to buy the one next to his. From that time Benson did almost a valet's service for him, giving his errands, reading to him, and honoring all sorts of whims. Mr. Lewis's first will bequeathed his own house to Benson, and a handsome sum of money to his wife and children, of which fact he took care to let Joshua know. All at once he became suspicious of Benson, revoked the bequest, and demanded the return of the money he loaned him. Indeed, the testimony in the will case leaves little doubt that the old man was a kleptomaniac himself. He would pick up little articles in grocery stores or in neighbors' houses when opportunity offered. About his own house he was slipshod. At the basement window he would be seen reading his newspaper, wearing a white nightcap, covered by a old straw hat, and with an old duster by his shoulders. The boys threw dirt at the window and shouted: "Hast' old bachelor!" till he sallied out and chased them away.

The old man was proud of his vigorous constitution, and attributed it to his temperance and prudent habits. Mr. James, of the Manhattan Bank building, who used to invest money for him, describes him as coming down into the office shortly before his death, at 87 years: "A-b-h! Eighty-seven last Tuesday," he cried. "Teeth sound; firm on my legs; appetite good. 'Temperance!' and the old man chuckling, would slap his breast like a crowing cock.

Although, as we have said, Mr. Lewis had always been known to his friends and neighbors as a bachelor and without near relatives, greatly to the surprise of the executors of his will when that instrument was presented for probate, there appeared, as contestants, an alleged widow calling herself Jane H. Lewis, and one Thomas Lewis, who alleged himself to be a son, and another person, named John Bond, Mr. Catheart, claiming to be nephew of the deceased millionaire. There began a most determined and bitter contest of the will between the United States Government, as proponents, and the alleged widow and relatives, as contestants.

Among Lewis's papers left at the Manhattan Bank in New York, where he had for many years transacted his business and kept his papers and securities, were found letters revealing the names of relatives at Jamaica, W. I., and among them one addressed "My dear Sir," and signed "Joseph Lewis."

Mr. Lewis had been drawn in the office of ex-Attorney-General Gilchrist of Jersey City, and he was engaged on behalf of the executor to sustain it against these attacks. E. De R. Gillmore, a clerk in his

office, was despatched to Jamaica to investigate as to Mr. Lewis's relatives. The same steamer carried out John Catheart, one of the alleged nephews, of New York, who had come from Ireland, but he and Mr. Gillmore were unknown to each other. Mr. Gillmore's first stop on landing in Jamaica was to engage a lawyer named Nathan, who knew the Johnsons and Graces, named in Mr. Lewis's correspondence as relatives. He also directed Mr. Gillmore to a very old black woman, who was familiar with their early history. Gillmore and Nathan went together to see the old black woman. She told the following story, as it was produced in court: Joseph Lewis's father, she said, was a Jew named Jacob Levy; his mother was Jane Wright, a mulatto woman, whose mother was full-blooded negro, and with whom Levy had lived, but whom he did not marry. Levy took his boy to New York, so that nobody could discover his parentage, and changed his name to Lewis, and after keeping him at school a while, found him apprentice to an engraver. The old woman said she was told about this circumstance by Charles James, another illegitimate child of Jane Wright by another father; she had also heard that Frances Grace and Michaela Johnson had been receiving money regularly from this long-absent half-brother in New York.

After listening to the story of the old black woman, which he took down in writing, and making a careful search of the records of marriage, Mr. Gillmore satisfied himself that there were no legal heirs of Mr. Lewis in the West India Islands, and also that the reputed nephews of New York bore no relationship to him.

THE WIDOW.

While Mr. Gillmore was thus pursuing his quest in South America the putative widow was pressing her claims before Master-in-Chancery See, in Jersey City, to whom the Chancellor had referred the matter, to take testimony. The executor said that they had never heard of the millionaire's marriage; but she told her story with minuteness and confidence, and produced a genuine-looking

MARRIAGE CERTIFICATE

to verify it. This purported to have been drawn Nov. 18, 1855, by Elbridge M. Fish, who was well known to have been a Justice of the Peace in Hoboken many years ago. George R. Bradford, whose name appeared on the certificate as a witness to the ceremony, went upon the stand, and testified that he had duly witnessed

the marriage certificate. One Schmidt, who claimed to have been a commission merchant at 181 Pearl Street, swore that he had been in Mr. Lewis's house in 1859, and had been there introduced to this lady by Mr. Lewis as his wife. Elijah Caldwell, a lawyer in New York swore, that he also had frequently visited Mr. Lewis at his house, and had seen Mrs. Lewis there, and even testified that he had at one time taken proceedings for a divorce on behalf of Mrs. Lewis against Joseph L. Lewis, which were speedily settled by the parties in his office.

The alleged widow seemed to make a strong case. Indeed, Mr. E. W. Russell, counsel for Jamaica claimants, admitted, and evidently with perfect sincerity, that he was convinced her standing could not be shaken, and that he believed her to be an estimable woman. "When she first met the old man," he said, "he was more than seventy years of age, and she was about twenty. He was twenty years younger in appearance, and was as erect and agile as a man in the prime of life. To conceal the evidence of the trace of negro blood in his veins he shaved off his kinky hair and wore a wig. The dark tint in his cheeks he artfully concealed by a few touches of rouge. He courted Miss Hastings, who was handsome, attractive, and well educated, most assiduously. She came of noted families in England on both her father's and her mother's side. She was left an orphan at an early age, but she grew up with a strong pride in her ancestry, and her great ambition was to visit England. She once rejected Lewis's offer of marriage, but he persisted in his suit. He coerced from her his doubtful marriage, and represented that he, too, was of an old English family. He told her that he had visited England, and had been presented at Court. Finally, when he offered to take Miss Hastings to England in search of her ancestors, and to devote himself and his fortunes to the gratification of her wishes, she agreed to marry him. Why, he even made her believe that he possessed literary tastes. He used to copy poetry out of books, and pass it off on her as his original composition.

"They lived together," Mr. Russell continued, "for six months, and then she went away from him, a broken-hearted woman. In regard to his treatment of her, more will appear hereafter. One instance will give you an idea of her life. The old man came into her room one day and found her in tears, with a packet of letters from her parents and their pictures before her. In a rage, he swept letters and pictures into the fire, saying, 'These writings make you morbid.'"

#### PUZZLED.

The executors and their counsel were puzzled by this mysterious widow, who seemed to have sprung up from from the earth. She was tall, light-complexioned, modestly dressed in black, about forty years of age, self-possessed, and evidently a woman of experience. She declined on the stand to give her residence, and the executors put detectives on her track vainly for a time. At last one succeeded, after she had led him through a puzzling chase on her home after giving her testimony. He swore that she crossed to New York by the Debracons Street ferry, then took a West street car to the Staten Island ferry, which she crossed, and returned on the same boat; then visited the Astor House and a number of other places, fetching up at last in No. 11 St. Mark's place, which the detective ascertained to be a boarding-house. Her further movements were watched steadily. In the month of August it was declared that she made about thirty visits to pawnshops with small articles which she pawned in the name of Jane Hathcock. It was declared by the detectives that she was permitted to associate with Marcus T. Sacia, who had been repeatedly charged with forgery. The Palisade Insurance Company of Jersey City did business for a time on bogus securities, and Marcus Sacia's father, Charles Sacia, was indicted for his agency in it.

This is to Certify that

## MARRIAGE

( WAS CELEBRATED BETWEEN )

Joseph L. Lewis & Jane Hastings

by me at the residence of Mr Joseph L.

Lewis in the City of Hoboken, under the Laws

of the State of New Jersey, Ethridge M. Fish  
on the 18<sup>th</sup> day of November. J. P.

1858.

Witness Geo. Rowce Witness George R. Bradford

In the above cut is a fac-simile representation of the written portion of the forged marriage certificate produced by the pretended widow of Mr. Lewis. Around this certificate was an elaborately engraved border.

Joseph L. Lewis & Jane Hastings  
by me at the residence of Mr Joseph L.  
Lewis in the City of Hoboken, under the Laws  
of the State of New Jersey, Ethridge M. Fish  
on the 18<sup>th</sup> day of November. J. P.  
1858.

Joseph L. Lewis & Jane Hastings

by me at the residence of Mr Joseph L

Lewis in the City of Hoboken, under the Laws

of the State of New Jersey, Ethridge M. Fish  
on the 18<sup>th</sup> day of November. J. P.

1858.

The above cuts represent, first, the certificate as manufactured by the expert from words and letters cut from Sacia's writing, and pasted upon cardboard, so as to represent a certificate as it would have appeared if written by Sacia, the alleged forger. The second cut is the same, with the lines representing the patchwork removed.

Joseph L. Lewis & Jane Hastings  
by me at the residence of Mr Joseph L.  
Lewis in the City of Hoboken under the Laws  
of the State of New Jersey, Ethridge M. Fish  
on the 18<sup>th</sup> day of November. J. P.  
1858.

Joseph L. Lewis & Jane Hastings

by me at the residence of Mr. Joseph L.

Lewis in the City of Hoboken under the Laws

of the State of New Jersey, Ethridge M. Fish  
on the 18<sup>th</sup> day of November. J. P.

1858.

The above cuts represent, first, the certificate as made-up from words and letters cut from the writing of Ethridge M. Fish, the Justice of the Peace, who it was alleged, performed the marriage ceremony, and wrote and signed the marriage certificate. The second represents the same, with the lines of the patchwork removed.

Another executor, to whom, as alleged, she paid fictive visits, was one Dr. Park. The detectives said that, under pretence of writing an article on Joseph Lewis for *Harper's Magazine*, Dr. Park succeeded in gathering from John Benson of Holokuk the most minute particulars of Mr. Lewis' life. This, the executors claimed, might explain the widow's seeming familiar knowledge of the old man and his habits.

The alleged marriage certificate was shown to a son of Elbridge M. Fish, who swore that he believed the signature to be a forgery. His father, he said, was not a Justice of the Peace at the date of the certificate. Nov. 19th, 1858, but in 1858 or '59 went to Iowa. The executors sought intelligence of him there, and were told that he was dead, and that the man most likely to be engaged in the alleged forgery of his name was Mark Sacia, who had been associated with him in Iowa in various transactions. Sacia had been employed in the office of the Recorder of Pocahontas County, and a large quantity of his writings were found there, including several county books. County officials who had long known both Sacia and Fish came on from Iowa, bringing and identifying these writings as Sacia's, and after examining the marriage certificate swore that, in their opinion, it was written by Sacia. They had observed his intimacy with Fish in Iowa, and had seen him imitate Fish's signature and tracing a paper against the window by holding it with a pencil. They swore that Sacia had engaged in several culpable transactions in Iowa, and had finally fled the State, erected in a dry goods store, to escape punishment for the forgery of Lyons County bonds.

It was ascertained, through the aid of the Chief of the Bureau of Engraving at Washington, D. C., Mr. Casilair, that the engraved blank upon which the alleged marriage certificate was written could not have been in existence at the time of the alleged date of the certificate in 1858, the plate from which it was printed underwent very material alteration in 1862, and that, therefore, no such blanks could have existed until after that date. Although this fact seemed conclusively proved, it was sought to overthrow it by the production of other marriage certificates of even a prior date, written upon a blank printed from the same plate, and that, therefore, the testimony concerning the plate was insufficient to establish the forgery. In order to accomplish this a clerkmán was offered to prove to the register of St. Andrew Church in New York, by which it appeared that certain persons had been married on the 25th of August, 1859, and this having been proved, two other marriage certificates were produced purporting to have been made in the years 1858 and 1859.

Frank Fleet was the person who was married according to one of these certificates, and William Arnoux was the witness. Frank Fleet, Arnoux, and Elijah J. Caldwell swore to the genuineness of these certificates, and to their knowledge of the circumstances of the marriages, in positive terms, going into minute circumstances of the transactions to which these certificates, respectively made that of Mrs. Lewis, were really made and signed at about the same time as that which purported to be the marriage certificate of Joseph purport and Jane H. Lewis.

It was, however, subsequently proved conclusively that those certificates were also forgeries committed for the special purpose of bolstering the original forgery. An expert upon handwriting was now called by the proponents, who pronounced the marriage certificate a forgery, and on comparing it with Lewis' writing declared his belief that the body of it was in Sacia's undigested hand. Comparing it with the writing of Fish, which had also been proved, he said the signature, "Elbridge M. Fish," appeared on the certificate, was in Sacia's handwriting, and an imitation of the writing of Fish. He then set about making a con-

clusive demonstration of the correctness of his conclusions. To do which he caused a large quantity of the writing of both Sacia, and Fish to be photo-lithographed, and from these printed copies he cut out words and parts of words corresponding to those of the forged marriage certificate, and arranged and pasted them upon a cardboard in the same order as in the certificate—thus making up two certificates: one from the actual writing by Sacia, and another by Fish. These two certificates were then compared with the forged certificate, which made it at once appear that the body of the same was in the almost undigested writing of Sacia, while the signature was a close imitation of Fish's but likewise forged by Sacia. Fac-similes of these three certificates are herewith given, together with their form, as made up from the clippings from the writings of Sacia and Fish.

In the latter part of the year 1879 Frank Fleet, one of the parties to the marriage certificate produced in confirmation of the original certificate, became very ill and was apparently about to die, made a full confession that he had been persuaded to swear falsely as to these certificates. In the meantime the Government detectives, under the direction of Special Agent H. M. Bennett, of Newark, N. J., had fully satisfied themselves that these two marriage certificates were forged by the same person who had concocted the original conspiracy; and after the confession of Fleet, three of the persons who had proved those certificates were brought forward and examined on behalf of Government and thoroughly exposed the fraud.

At this period of the case Mrs. Lewis found it necessary, as she afterward stated in her confession, to furnish some material evidence of the fact that she had lived with Mr. Lewis as his wife. She was urged to do so by her counsel, who felt the force of the fact that thus far no article or relic remained of her existence with her married life. She stated with great confidence that this was done. Mrs. Isabella Harper testified to the finding of an old pillow-case containing a considerable quantity of old laces, silks and other articles, which she alleged had been left by Mrs. Lewis in her house in 1862 at the time she boarded there; that Mrs. Lewis had used the pillow-case as a rag-bag, and in moving from the house had left it behind; that during the examination before the Master Mrs. Lewis had come to her house and learned of the fact of this pillow-case having been left by her with Mrs. Harper, and requested her to produce it before the Master and testify to the circumstances and to the fact that it had been there in her possession since 1862; that on being opened they found among the old articles in the bag two old yellow receipts for board signed by the daughter of Mrs. Harper, saying that they were receipts for the board of Mrs. Jane H. Lewis. The pillow-case was found to be marked "Joseph L. Lewis" in what was alleged to be his own handwriting.

This piece of evidence was naturally deemed very important on the part of the alleged widow, and she was accordingly over-whelming testimony adduced against her, as to the plate from which the marriage certificate was made; but in her late confession she explained fully that it was contrived under the direction of Dr. Park the chief conspirator, who sent her the pillow-case, and who must have procured the name of Lewis to have been forged upon it. She thereupon put the old articles into it, and carried it to Mrs. Harper, and requested her to produce it before the Master, and testify to its having been there since 1862. This was her last effort.

About this time it had been ascertained that Mrs. Lewis, the alleged widow, had in 1874 presented a Mrs. Jennie Hammond in proceedings for a divorce from a pretended husband in order to blackmail a gentleman with whom she had been improperly intimate. District-Attorney Keasby went to Washington, D. C., in

order to secure the attendance of the gentleman in question to identify Mrs. Lewis as Mrs. Jennie Hammond. Mr. John R. Dos Passos, a lawyer of good character in New York, had been employed in this case on behalf of the gentleman in question, and had had several interviews with the so-called Jennie Hammond. He, together with the gentleman from Washington, came to the office of Mr. Sca in Jersey City and fully identified Mrs. Lewis as Jennie Hammond.

Mr. Dos Passos and his brother and clerk were called as witnesses; produced letters written by the alleged widow while personating the character, and alleging that she was Mrs. Jennie Hammond, and made the matter so clear that it was impossible for respectable counsel to continue longer to maintain her claims. Within a short time thereafter she filed a formal renunciation of her claim as widow, and her case was ended.

Further testimony was taken on behalf of the executors to establish the competency of Mr. Lewis and his capacity to make a will. This was proved by many bankers and others in New York who had known him during a long course of years. The will case was then closed.

Some conception of the length and persistence of this contest may be formed when it is stated that about three thousand pages of testimony were taken relative to the alleged marriage alone.

Immediately after the filing of her renunciation Mr. District-Attorney Keasby brought the matter to the attention of the Grand Jury then in session at Trenton, and obtained an indictment against nine persons, viz., Andrew J. Park, Jane H. Lewis, Marcus T. Sacia, Henry T. Bassford, Frank Allison, George R. Bradford, Mary J. Russell, George N. Westbrook and Frances Helen Peasody. These were the persons whom Mr. Keasby's long investigation into the details of this conspiracy had led him to believe were the contrivers of the plot. He had had conclusive evidence against many of them in his hands for many months, but had abstained from taking criminal proceedings in order to avoid the reputation that the United States were using criminal processes to effect a civil proceeding. As soon, however, as the conspiracy was so thoroughly exposed through the evidence of Mr. Dos Passos and others as to induce the widow to abandon her claims Mr. Keasby produced the indictments and caused the arrest simultaneously on the 1st of February of most of the persons implicated. He became satisfied that Dr. Andrew J. Park was the chief contriver of the plot and the original mover who had been in the city after the death of Mr. Lewis; that he had known Mrs. Lewis for a long time before, and, taking advantage of the fact that he came was really Mrs. Lewis, had persuaded her to join him in the execution of the conspiracy by personating the widow, and that he had almost immediately combined with Marcus T. Sacia, well known for his connection with forged writings, and had procured from him the forged marriage certificate which must have been executed a few days before the death of Mr. Lewis. The other persons named were the tools of these conspirators.

Six of the conspirators were tried and convicted in the United States Court at Trenton, N. J., of conspiracy to defraud the Government out of the property bequeathed by Joseph L. Lewis to the United States, viz., the pretended widow, Jane H. Lewis, who pleaded guilty and was used as a witness on the part of the Government, and Dr. Andrew J. Park, Marcus T. Sacia, George R. Bradford, Frank Allison and Henry T. Bassford, whose trial began on the 5th of February, 1880, and closed on the 10th of March, and a verdict against each of them was returned to the mercy of the Court, Mrs. Lewis, in her confession, having alleged that Bradford really believed that she was the widow and had lost her certificate and conspired to

sign the forged one and to swear to its genuineness out of sympathy for her.

The Court sentenced Sacia and Allison to two years' imprisonment, and to a fine of \$10,000 each; Bradford and Bassford to one year's imprisonment, and to a fine of \$1,000 each. Park was sentenced to a long term of imprisonment.

## What I Saw in a Brooklyn School.

By NELLIE B. ROBERTSON.

Sometimes I visit teachers and schools, and recently called to see one of the Brooklyn High schools and to note how practical writing was being taught there. The gentleman I met in charge of the class is a great enthusiast respecting direct, easy methods of instruction, and has succeeded in inspiring pupils with a genuine love for good writing.

The position of the writers during the exercise was easy and graceful.

With the part of the exercise devoted, first, to slow, deliberate writing, followed by work at a high rate of speed, I was surprised and specially pleased.

The instructor placed his watch on the desk, and directed the class to make sixty short, slanting, straight lines in sixty seconds. As he counted, in a pleasant voice, the strokes were made by regular, easy movements.

After cautioning all to balance their hands lightly on the "ivory tips" of the third and fourth fingers, he exercised in making lines with a count of 120; next they produced 180 lines in a minute, and finally, in the hot contest of speed without being led by counsellor, many of the class produced 240, and some made over 300 lines in a minute.

As a variety of the work of the class was made on the last trial of speed, and found to be 201 lines in sixty seconds. They executed the capital alphabet in one minute, and afterwards in twenty-four seconds, and after making the small alphabet slowly they increased their speed and produced it in eighteen seconds. The average time of writing signatures, by the class, proved to be four seconds.

An excellent drill, in the classes of the institution, is that of "translating" the numbers of the alphabet into letters and vice versa. The class would make letters to correspond with the numbers called by the instructor.

The numbers 16, 5, 14, 13, 14, 19, 8, 9, 16, were given, and the class readily united the letters corresponding to those numbers, and produced, in good style, the word *penmanship*.

The pupils were admonished to avoid spasmodic irregular movements, whether writing deliberately or rapidly, and in the mental search through the alphabet for letters corresponding with numbers, urged to think correctly of each form.

The spirit of unselfish interest among the students, and the exhibit of first and last specimens showing unsurpassed progress, give indubitable proof of the excellence of the method of teaching practical penmanship in the school.

Combined tracing and writing books, also alphabets from the "Standard," are in use in the classes, and quite a number of the members are zealous constituents of the PENMAN'S ART JOURNAL.

We wish our patrons to bear in mind that in payment for subscriptions we do not desire postage-stamps, and that they should be sent only for fractional parts of a dollar. A dollar bill is much more convenient and safe to remit than the same amount in 1, 2 or 3 cent stamps. The actual risk of remitting money is slight—if properly directed, not one misadventure will occur in one thousand. Enclose the bills, and where letters containing money are mailed in presence of the postmaster, we will assume all the risk.

## Biographical Sketch of A. H. Hinman.

By C. E. CARV, New York.

A. H. Hinman was born at Camden, O., Aug. 20th, 1843, and lived there, and in Elyria and Oberlin, till the age of nineteen. He early manifested the aptitude to become a leader, and in his youth excelled in running, jumping, skating, swimming, and other athletic sports. The ability acquired in these directions laid the foundation for that bodily and mental vigor which has been so necessary for the work of his later years, and without which he could not have endured the severe strain to which at times his labors have subjected him.

At the age of eighteen being tantalized for his poor writing by his teacher, A. H. formed a determination to excel him, and for that purpose took a course of lessons at P. R. Spencer & Sons' Writing Academy, in Oberlin. After completing the commercial course, and also a special course in penmanship, he was awarded a penmanship diploma by P. R. Spencer, Sr. After a few months spent in teaching in Ohio, he migrated with his family to Illinois. In 1863, he took a position in Chicago as assistant book-keeper, at \$15.00 a week. His excellent writing, attracting the notice of business men, enabled him to secure another position at \$50 a month, which income was soon increased to \$75 by teaching in the night school of the Bryant & Stratton Business College.

In 1864, at the age of twenty, he was in charge of the penmanship department of the St. Louis Bryant & Stratton College, where he remained three years, at the same time giving lessons in the Washington University, often teaching eight hundred pupils daily. Not liking an office confinement, he traveled one year, giving lessons in Illinois, Wisconsin and Michigan. He then entered the employ of Messrs. Yison, Blackman, Taylor & Co., publishers of the Spencerian System of Penmanship, being appointed special agent for the introduction of their copy-books throughout the West. During a three years' engagement he was constantly giving lessons and lecturing to country, state and normal institutes or city schools, or discussing with boards of education and teachers the merits of the system he represented. On the completion of his engagement with the Spencerian publishers, he received a highly complimentary letter, commending his ability and success in the work in which he had been engaged.

At this time Mr. Hinman entered the house of Conyvertworth & Co., Philadelphia, as western agent for their publications, but soon withdrew from this work to accept the position of Superintendent of Writing and Drawing in the St. Louis Public Schools. With several hundred teachers and many thousand students, he put to test the different methods with which he had become familiar during his years of experience in the West. A careful observant on this field led to the belief that there are many ways of securing excellent results in writing which are not explained in the published system.

After spending two years in the St. Louis schools, Mr. Hinman accepted the position of teacher of penmanship and engraving, formerly filled by Mr. Flickinger, in the Union Business Coll. ge, Philadelphia, at a salary of \$1,000. The confinement and labor of this position, though severe, he established a Business College in Portsville, Pa., which he conducted successfully for three years, then disposing of the college to Mr. J. J. Goldsmith, one of his students who is now known as the finest penman in the South.

Again taking the field, Mr. Hinman taught writing-classes in various cities and towns of Pennsylvania and Michigan, in this work realizing the handsome income of \$100 to \$150 a week. Appearing before the first Penman's Convention at New York, he received the highest praise, and a special vote of thanks of the Convention.

Following is an extract from the report of the secretary of the Convention, published in the PENMAN'S ART JOURNAL: "Mr. Hinman displayed not only remarkable skill and facility in blackboard writing, but he developed the most thoroughly original, practical and effective method that was presented to the Convention for interesting the pupil, and at the same time enabling him to efface his own writing, and use again wherein it lacked the desired excellence."

Upon the recommendation of Mr. Packard and others, Mr. Hibbard, proprietor of the Boston Bryant & Stratton Commercial School, invited Mr. Hinman to take charge of the highest department of his institution. After an engagement of nearly two years, which resulted in winning from Mr. Hibbard an enthusiastic testimonial of Mr. Hinman's ability, he opened his present very prosperous Business College in Worcester.

Mr. Hinman is well and widely known as one of the most accomplished and liberal-minded men in his profession. His writing-

being used more as a pastime than as an occupation.

Any sketch of this life would be incomplete without, at least, a reference to the amiable companion and helper who shares his joys and sorrows, is his labors and his successes. Mrs. H. is his inseparable companion, and at the Conventions her absence would instantly raise the question, "Hinman, where is your letter sent?" The universal prayer of their multitude of friends is for them a long continued and happy life together.

## Position and Movement in Writing.

THE MIRROR SUGGESTS AN AID.

By J. D. HOLCOMB.

All successful teachers of penmanship admit the axiomatic truth that *correct position and easy movement* lie at the foundation of good writing. Without these two essentials any high degree of proficiency in

Many who consider themselves experts, and who are able to produce creditable work of a certain kind, have not a free, lateral movement—a movement which, as is well known, is very essential to all easy, rapid, writing.

Various mechanical appliances, designed to secure the proper position of the hand and pen and thus to lead to the acquisition of a free instrument, have been invented. Many of these possess features of special merit, and some of them, as we know, have been used in particular cases with excellent results; but, on the whole, none of them have received the emphatic endorsement which an invention of confessedly superior merit would elicit from the profession. There appears to be a great but rather unreasonable aversion to "harnessing up the hand" while learning to write. On general principles we believe it to be best to rely on reason and intelligent practice, rather than to resort to the indiscriminate use of mechanical aids, though their introduction can be defended on scientific grounds.

The tendency of the times is to employ Object Teaching in all departments of school work. The senses are the avenues through which we receive additions to our stock of positive knowledge. Hence it has come to be an accepted fact, if not an educational maxim, that if you multiply the senses employed in receiving instruction, you multiply teaching-power in the same ratio.

To the current system of teaching the correct position of a hand, arm and pen—especially the former—the pupil depends largely upon the sense of feeling; he never sees the tips of the third and little fingers, the lower side of the wrist and the muscular arm-rest, while in position to write. Hence the fingers are often unconsciously cramped, the proper arm-rest is not maintained, and the wrist is permitted to roll over to the right and touch the desk or paper, thus rendering a free movement impossible.

To overcome this serious deficiency which is caused in part, at least, by the too great reliance on one sense (the sense of feeling), we have very successfully employed a device which appeals to a second sense, the sense of sight. This device is not patented, or expensive, and it cannot possibly be injurious to those who use it. It consists simply of a mirror about three inches in width and six inches in length. It is placed on the desk in front of and near to the writer, so that when his hand is in correct writing position he can see the ends of his fingers, the lower part of his wrist, and arm-rest. This will naturally aid him in securing complete control of their position and movement.

As already stated, this device multiplies the senses usually employed in gaining a mastery of the arm and hand. It has already led many to correct erroneous habits in pen-holding and movement which to implicit reliance on the sense of feeling had led them to believe were correct. Of course, after having once secured an easy position and movement, as penmen can easily tell when he falls into erroneous habits, but the learner to whom the mysteries of the art are unknown should be given the benefit of all possible aids.

"Sight is believing." "When we see a thing we know it." For this reason we are of the opinion that the mirror can be profitably used in the manner suggested by all teachers of penmanship. Its utility thus far, however, has only been tested by us with a limited number of private pupils.

"Talk ought from little a woe grow"—and the idea here advanced—so far as we know, for the first time—may lead to substantial progress in our methods of teaching.

Will the professional readers of the JOURNAL thoroughly test the merit of the mirror for the purpose suggested, and report their conclusions through these columns?



A. H. HINMAN.

ness to communicate any information relative to his profession, his personal popularity and executive ability added to his special fitness for the position, secured him the chairmanship of the Penman's Section of the Business Educators' Association of America at its Cincinnati meeting in 1882, and in 1883 made him a member of the Executive Committee of the Association.

Mr. Hinman has long been recognized as a ready and able writer on the subject of penmanship, and therefore a valuable contributor to penmanship journals. He established the PENMAN'S ART JOURNAL, issuing the first two numbers while in Portsville, and has since contributed many interesting articles to its columns.

While this sketch seems to depict a life largely devoted to the interest of penmanship, it is greatly to the credit of Mr. Hinman that he is not simply a writing "manster," though he is a master of writing. Both his judgment and his taste lead him more in the direction of accounts, and in his college he delegates to others as much as possible the work of teaching writing, while he devotes his attention chiefly to accounts, giving a general supervision to the whole, his skill as an artist-pennman

the graphic art is impossible. If they are not recognized or assumed to be faultless, unperceivable factors in the work, the oft repeated maxim—"Practice makes Perfect"—when applied to the art of writing, is not only misleading but positively untrue.

Position and movement are very properly given a prominent position in every thorough course of systematic instruction in penmanship. However, judging by the results, as we must, there are grave defects in the prevailing methods of teaching them.

Somewhat extended and careful observation proves that a very large per cent of those who have not paid unusual attention to penmanship are made to write for a great length of time with either ease or inability, their position and movement being at once forced and unsteady. Many teachers who are unable to execute "specimens" which evince a fair degree of skill, fail most signally when they come to practice business-writing. In preparing their small specimens and copies they can raise their pen and change their arm rest as often as they wish; but when they come to rapid writing, especially on long lines, they find that they are sadly deficient in movement.

**Educational Notes.**

[Communications for this Department may be addressed to B. F. KELLEY, 305 Broadway, New York. Brief educational items solicited.]

Eighty-seven is the largest class that ever entered Harvard.

Of the 107 students in the Texas university forty are women.

A school for Indian children is to be opened in Philadelphia.

Columbia College is to have its library illuminated by electric light.

Of all the students that enter our American Colleges only one out of ten graduates.—*Niagara Index.*

In the past eleven years Yale has graduated 915 free traders and 341 protectionists.—*College Journal.*

Phillips Exeter Academy has, the *Portland Chronicle* says, a student who hoards himself on fourteen cents a day.

At the University of St. Petersburg, 500 students have matriculated this Fall, making the total attendance 2,300.

Five women are candidates for the office of Superintendent of Public Schools in as many Nebraska counties, and all are regular party nominees.

There is a wise movement in Oakland, Cal., toward the establishment of a school of industrial arts, a gift of \$150,000 having been made for that purpose.

A copy of the "Life of Luther" was given to every scholar in the Protestant schools of Germany at the time of the Luther celebration, by order of the Minister of Public Instruction.

More than two hundred chartered educational institutions in the United States, and Oxford, Cambridge, Durham and London Universities have opened their doors to women.—*College Journal.*

Amherst College will hereafter give the degree of Doctor of Philosophy, open to graduates of three years' standing who take an additional course of two years in literature and science.—*Cornell Sun.*

Educaton is making rapid strides in the Argentine Republic. For the last year an attendance of over 44,000 pupils was reported in the public schools. Buenos Ayres alone had 16,000 of these in 160 schools of three teachers each.

Out of 4,820,531 white persons between ten and fourteen years old in the Union, 574,116, or nearly twelve per cent., were unable to write; of 831,653 colored persons of the same age, 555,771, or more than sixty-six per cent., were unable to write.

The school population is, for thirty-eight States, 15,661,113; for ten Territories, 218,291; the number enrolled is, for thirty eight States, 9,747,176; for ten Territories, 123,157; the number in daily average attendance is, for thirty-four States, 5,565,329; for nine Territories, 61,627.

The old William and Mary College of Virginia has finally closed its doors after nearly two hundred years of service. At the beginning of the present year, but one student was enrolled as a member of the present college. It was chartered in 1693, and next to Harvard is the oldest college in the country.

The number of years that a student has to spend at a medical institution before obtaining a degree is: In Sweden, two; Norway, eight; Denmark, seven; Belgium, Holland, Italy and Switzerland, six; Russia, Portugal, Austria and Hungary, six; France, England and Canada, four; United States, three or two; Spain, two.

Sir William Hamilton furnishes a notable example of youthful precocity. In his third year he read English algebra, and had learned the simple operations of arithmetic; at four he took high rank at geography; at his fifth year, he could translate Hebrew, Greek and Latin, and recite from Homer,

Milton, Dryden, and Collins. At eight he was a good scholar in Latin, French and Italian, and at ten studied Arabic and Sanscrit.

**EDUCATIONAL FANCIES.**

[In every instance where the course of any item used in the treatment is known, the proper credit is given. A like courtesy from others will be appreciated.]

The man continually adding up columns of figures will not last long. When the gods would destroy they first make 'em add.

A Freshman hesitates on the word "connoisseur." Professor: "What do you call a man that pretends to know everything?" Freshman: "A professor."

A pretty Wisconsin schoolmarum, to encourage promptness, promised to kiss the first scholar at school, and the big boys took to roosting on the fence all night.

A Freshman wrote to his father: "Dear Pap—I want a little change." The paternal parent replies: "Dear Charlie—Just wait for it. Time brings change to everybody."

A man pays thirty cents for three pounds of evaporated apples and gets a \$14 newspaper paid for sending them to an orphan asylum. Does he gain or lose, and how much?

Pedagogue: "What is the meaning of the Latin verb *ignoscere*?" *Tuit Student* (after all the others have failed to give the correct definition): "I don't know." Pedagogue: "Right. Go up to the head."

Jolia has five beaux and Emily has three, while the old maid text door has none. How many beaux is all, and how many would be left if they should give the old maid half the crew.—*Detroit Free Press.*

"What is a lady's sphere?" asked the lady principal of a public school on examination day. And a little red-headed urchin in the corner squeaked: "Me!" To the dreadful confusion that followed the freckle-faced urchin escaped.

A PROBLEM.—Two females, each thirty years of age, are sitting on the sofa. Neither of them has a husband. One is worth \$200,000, and the other teaches a district school. Question: Which is the unmarried lady and which is the old maid?—*Rochester Post-Express.*

While a tight-rope dancer at a circus was going through his performance, a boy about twelve years old turned to an acquaintance of the same age, and remarked: "Tun, don't you wish you could do that?" "Yes, I do," sadly replied Tun, "but my folks make me go to school, and are determined that I shan't go or be nobody."

A little boy is one of the city German schools, while engaged in the delightful exercise of defining words, a few weeks since, made a mistake which was not at all a mistake. He said: "A demagogue is a vessel that holds beer, wine, gin, whisky, or any other intoxicating liquor." He was probably thinking of demijohn, but he hit the truth just the same.

A sharp student was called up by the worthy professor of a celebrated college, and asked the question, "Can a man see without eyes?" "Yes, sir," was the prompt reply. "How, sir," cried the astonished professor, "can a man see without eyes?" Pray, sir, how do you make that out?" "He can see with one, sir," replied the ready-witted youth. And the whole class shouted with delight at the triumph over metaphysics.

"What's your name?" said a new teacher the first day of school, grabbing a trembling culprit who had just discharged a 48 calibre spit-ball at a girl across the aisle.

"Alexandria Swartout," replied the trembling youth.

One of the stern features of the irate pedagogue relaxed, and a look of pity stole into his lambent orbs.

"That's all right," he said, sadly. "You

can go. You are punished enough. Nobody shall say I ever raised my hand against a pupil suffering with a name like that."—*Seekrit.*

**The Art of Writing.**

AS VIEWED AND TREATED BY THE FATHER OF SPENCERIAN PENMANSHIP.

By R. C. SPENCER.

III.

Surrounded by and contending with the disadvantages of poverty, life under conditions existing seventy-five years ago in the forests of northern Ohio, there was nothing to encourage and almost everything to discourage a boy from attempting to make improvements in the art of writing and methods of teaching. But notwithstanding this the lad from the Catskill Mountains showed unflinching devotion to the art that, while yet a mere child, had led him to wed the pen through love of letters and their noble uses to mankind. History, science and literature had, to a limited extent, by irregular means, begun to awaken in his active and sensitive mind profounder zeal for the art which he improved and beautified, and the profession which he honored and dignified, by many years of a fearless and philanthropic devotion as penman, teacher and author. His life at this early period even was an illustration of the truth and significance of the words of Bryant, in which he says:

"To him who in the love of Nature looks  
Common with her lowly forms, she speaks  
A various language;"

The expanding and impressive nature of the growing boy with a passion for the art of writing was open to sad fall of that "love of Nature" which brought him into sympathetic communion not only with "her visible forms," but with her invisible spirit. The forms and the soul of beauty about him in forest, fawn, flowing stream, the undulating vales of the lake, and the trailing vine, of which he gradually became conscious, mingled in his fruitful mind with the art and uses of writing. All through his life this blending of early impressions of nature in a mind of decided poetic cast with the practical work of his pen, his methods of teaching and authorship were apparent, and gave a charm of freshness and originality that was unlike anything before known in his branch of art.

While the struggle for existence went on in the forest, the soul and genius of the boy were slowly ripening under the influences of Nature for the mission of his life in improving, directing and honoring the art of writing, which Mind had declared to be "the greatest invention of the human mind"—"The common language of intelligence," and next to it the invention of money—"the common language of self interest." The mystery of mind and the movements of thought giving birth to language spoken and written early culled the interested attention of the boy who had already come to regard the art of writing as "a secondary power of speech." The evolution of the mind, through the agency of language, was to his view inseparable from the pen as which permanent record depends, without which safe and sure advance cannot be made.

Wandering in summer upon the smooth beach that fringed the woody shores of Lake Erie, with the forms and uses of written characters mingling in his thought with the scenery about him, he wrote upon the sands for the same impulse that led him to convert the fly leaves of his mother's Bible to use in learning to write and impelled him to spend his first penny for a sheet of writing paper. But now he was no longer guided by his dream, seriously after those that had been transmitted from earlier ages, but instead he incorporated into the imagery of his illustrations in the sands the lines and forms of nature which he saw and loved. In a few years these beautified and graceful forms and movements, growing in his mind and heart and becoming a habit of muscular action, were transferred by him to the school, to commerce and to social life, and

to-day give character to the American handwriting and affect the ethnography of England and Continental Europe.

**Want of Interest in Good Penmanship.**

*Mr. Editor*—In accordance with your notice to the effect that those having anything to say relative to penmanship might say it through the columns of the *JOURNAL*, I offer this article.

Penmanship may command a great interest from punners, teachers, engravers, call-writers, and those professionally engaged in it, but with the majority of the people good writing is never appreciated, and is almost looked upon as needless elegance. If a merchant employs a book keeper who writes a plain and legible hand, he takes little or no credit to such an accomplishment; so that the student of the school and the business man of little account, nor is it the business man of high account, but among all classes of people there are those who take little interest in this beautiful art.

Why, the writer was actually a finished, quiet recently, to hear a young man say that he had never heard of the *PENMAN'S ART JOURNAL*; and what was more surprising was the fact that he was really a fair penman, had been a student at a large business college, and had taught penmanship by a famous professor of the art (one of the proprietors of the school), and this young man was surprised to find that interest enough was taken in penmanship to sustain such a grand penman's paper.

And many more such cases have come under my own observation. There are very few persons, however, who have not heard of Spencerian, but even few of those know of its origin, or have heard of a Spencer. One of the many trials with which a penman has to contend are the criticisms and opinions of some of these semi-interested parties whose conceit usually leads them both to the proprietors of the school and to the elegant and unimpaired as they themselves claim to be a real knowledge of, and excellence in, the practice of the art. They tell you that your skill is wonderful; you must have been a natural-born genius in the way of writing, and then flatter you and your attainment. Others affect to esteem highly, or despise, anything like skilled writing, and speak disparagingly of those who acquire or practice it; but I believe the *JOURNAL* is doing much to overcome all this by popularizing good writing, which it does both by its price and its example, as well as by largely increasing the friends and practitioners of good writing.

*Dalhousie, N.S.,* W. A. WRIGHT.

**Shaylor's Compendium.**

In another column will be found an advertisement of this publication. It consists chiefly of plain, practical copies, systematically arranged and unimpaired as they are, and instructive—the whole being well adapted to aid the self-learner, and is well worth the price asked for it, viz., \$1, by H. W. Shaylor, Portland, Me.

**Standard and Complete.**

On the occasion of delivering an educational address, President Garfield very aptly designated the Spencerian as "that system of penmanship which has become the pride of our country and model of our schools."

It is the latest complete American edition of Standard Practical Penmanship, prepared for the *JOURNAL* by the Spencerian Brothers, is a reliable and popular publication for self-instruction.

It is not sold to the book-trade, but mailed direct to students, accountants, merchants, bankers, lawyers, and professional men generally, on receipt of \$1.

The work embraces a comprehensive course in plain styles of writing, and gives their direct application in business forms, correspondence, book keeping, etc., etc. If not found superior to other styled self-instructors in writing, this purchase price will be refunded.

## Dimock's Wonderful Pen.

A CHRISTMAS STORY.

BY PAUL PASTOR.

Dimock was a poor writing-master. He lived alone, away up in a top room of the largest and tallest tenement block in the city—very much nearer the stars than many a rich home-owner beneath, and yet, after all, farther from the tender and beautiful human lights of joy and love. Dimock was lonely, poor and friendless, and, what is more, he was discontented. One can be happy almost anywhere if one is content; but Dimock was not content. There was a great longing and a great restlessness in his heart. He had an aspiration—a strange aspiration, too, considering that he was now fifty years old, and ought to have settled upon his vocation for good and all. Dimock wanted to be an author. He loved to cherish the hope that his devotion to the pen might sometime ripen into the power to use it, with a master's hand, as the vehicle of beautiful thoughts and noble conceptions. He failed—poor man!—to see that genius, and even talent, is from within, and not from without. He aspired to attain by the instrument alone, what the instrument can only express, after it has been already attained.

And yet, hopeless as the aspiration really was, Dimock did not think it hopeless, and it gave him a world of comfort. He was always saying to himself, as he settled down before his scanty fire, after a hard day's work of copying, or teaching, or accounting: "Now, old fellow, cheer up! You will not always be tied down to this sort of drudgery. One of these days you are going to wake up in the morning and find yourself—an author. It will come—it will come at last. God never lets a man hope all his life in vain. Only don't despair! You have had a hard climb of it, my boy, but the top of the hill is in sight. Keep up your courage—don't fall now!"

And yet, after all, it was hard for poor Dimock to go on hoping against hope. There were times when he felt well-nigh discouraged—times when the bitterness in his heart welled up and almost choked him. And the strangest thing of it all was that, although Dimock confidently believed that he was born to be an author, he never made any beginnings in that direction! His theory was that he was to wake up some morning all ready-made. There was to be no stage of preparatory discipline and labor, but only just a springing into full-fledged power—a being, and no becoming. This was Dimock's idea of the way authors come to be written. They must know how to write, of course, and how to spell, and punctuate, and arrange; but as to knowing how to think, why, that is a different matter. That is something that they come upon by ordination, as it were.

This was Dimock's creed, and as it was about the only creed he had, he came to believe in it with an extraordinary faith. He was a believer, and he had a good deal of time to think about things; but the more he thought, the more his mind narrowed down to this one topic. It was, decidedly, his hobby.

Things were at about this pass when the first snow began to fly, in early December, and the ground became story hard, and the wind seemed to have a great deal of business in hand, especially up at the tops of the tenement-towers. For two or three weeks Dimock had been at work upon something that pleased him wonderfully. It was the task of copying—describing, he might say—a volume of poems, written, some in pencil on odd scraps of paper, some on the backs of letters, some on both sides of a sheet of note-paper, and all blurred and interlined and sadly defaced,—and yet true poems, breathing a wonderfully delicate spirit and lyric sweetness. The author—a hurried business man, and yet one who had found some time for study and reflection—had brought them to Dimock, and asked him if he thought he could have

the patience to put them into shape. Dimock had eagerly assented—for was it not in the way of his own aspirations, and might not the task, somehow, bring him nearer to the realization of his own ideal? Tenderly and patiently he had worked at the little crumpled flowers of poetry, spreading out and smoothing each folded petal, and setting them all in order, and binding them up in a beautiful bouquet of sentiment and sweetness.

It was on the night of the twelfth of December that Dimock finished his task, and worked out a lovely vignette for the "Fins" on the last sheet, and leaned back in his chair, to think over what he had done and what it had done for him. He had enjoyed the task most dearly, and for the time it had seemed to him almost his own; the poems, the creatures of his own soul, and all their beautiful sentiments the utterances of his own longings. But now that the

nearer, and he saw people hurrying to and fro in the streets, with happy faces, and bundles under their arms, and suspicious parcels sticking out from their pockets, he could scarcely bear his loneliness and disappointment. None of these happy faces, none of these smiling faces, were for him. The day would be to him like all other days, only that he would be sadder and more lonesome because of the joy of others.

So he hurried at his work, and Christmas Eve found him toiling in his little attic room at a huge heap of dimly-written law papers. Only his hand was busy at the task; his thoughts were far away. He was thinking of the dream of his young manhood—long since, alas! faded into the dull atmosphere of a prosaic past. Here was a little cottage, embowered in honeysuckles, and on the porch a fair young girl sitting with her hand in his, and a dainty little child's garment had fluttered down at her

room, and came in—breathlessly, at first, and oh, so beautiful! "Is this Dimock?" she asked, looking down upon him with her warm, bright eyes. Dimock held out his arms, but she came no nearer. "I was sent," she said, softly, "to bring you this wonderful pen. It is a gift from someone who knew you in heaven, before you were born! It will enable him who possesses it to write the sweetest songs and stories without the toil of the mind, but with all the joy and rapture of the feeling heart. Cherish it well—and remember this: the first unworthy motive, or impure thought, or unbecomingly that enters the writer's heart, while he sits with this wonderful pen in his hand, destroys its virtue forever! Now farewell, and may God bless you, and grant you many a happy Christmas Eve in the years to come!"

Dimock awoke with a start. Surely there had been somebody in the room—



Friends & Writing Will you join me in a stroll, among points in penmanship, during my coming lessons?  
Yours truly, A. H. Hinman

The above cuts were photo-engraved from pen-and-ink copy executed by Prof. A. H. Hinman, of the Worcester (Mass.) Business College.

In the January number of the "Journal" will be the first of a series of lessons in PRACTICAL WRITING, by Prof. Hinman, and we are confident that all who accept his above invitation to join him in what he is pleased to call "a stroll among points in penmanship" will find a congenial and instructive companion. It will certainly pay you.

task was done, how much remained of it that was actually his? Could he ever reproduce or imitate these charming lyrics—much less create others, in his own vein, which should equal them? Dimock sighed, as he put this question to himself; for he felt, in his inmost heart, that he could not answer it as he wished. However great had been his delight and sympathy, in the task which he had just completed, however much he had seemed to enter into the author's spirit and thought, yet there was still that intangible something which he had fallen short of. He knew that the poems were not his, and never could be his, no matter how deeply he felt them, and loved them.

The weeks sped by, and Christmas time approached. Dimock had carried the volume of poems to their author, and had received a generous need of thanks and reward. The ordinary drudgery of his work had been resumed, but with a still more and downward spirit than before. As the day of gladness drew nearer and

feet. At the open window, the breeze was fluttering the leaves of a half open book, and a sheet of paper, partly written upon, lay on a desk near by. This was to have been Dimock's luck—it was his boyish ideal!

The clock struck nine, and he laid down his pen, and flung himself into his great easy-chair by the fire. Thoughts would come, and he did not try to keep them back. "Oh!" he sighed, "if I could but invent a wonderful pen, that would bid the hand to guide it, and would write out my soul, that has no power to write itself!" And as he mused cursorily upon this strange thought, and watched the clock flashing in the little open stove, he fell asleep.

It was a strange dream for a man like Dimock to have in his sleep, though, heaven knew! it was not so strange to him, waking.

He dreamed that the very being whom he had seen on the porch of the little cottage, pushed open the door of his attic-

could hear the steps on the stairs. He caught up his lamp and ran to the door, but a gust of air put the sickly flame out, and before he could kindle it again the sound of the steps had ceased, and away down on the lower floor he heard the entry-door close with a muffled sound.

But what is this? Dimock's hand trembled as he took up a little white package that lay on the table. Rapidly he unrolled it, and lo! there lay a beautiful gold pen and holder, and a slip of paper that said: "God bless you, and grant you many a happy Christmas Eve in the years to come!"

The quick tears sprang to Dimock's eyes, and a strange wonder took hold upon him. It seemed as if the very Prince of Peace himself were in the little room. Dimock laid the pen down, and reverently clasped his hands.

"Dear Christ!" he prayed, "pardon this poor, cold, ungrateful heart of mine! Henceforth I am all Thine; and whatever shall be Thy will for me, is best and happiest."

The clock on the mantel struck twelve, and Christmas Day had begun.



Comments on "Ames' New Compendium of Artistic Penmanship."

Ames' New Compendium of Practical and Artistic Penmanship makes a very beautiful and valuable volume, put up in the highest style of decorative art. The importance of a good legible hand can hardly be exaggerated, and this beautiful volume contains not only the practical hints for that purpose, but is very beautifully illustrated so that one can see the whole of the system. The book has over seventy pages, full of beautiful specimens of the art which Mr. Ames has taught so successfully for so many years, and it needs to be seen to be appreciated. The most beautiful specimens of writing for certificates, for letters, for resolutions, book and fence's certificates, etc., are contained in the volume, and show how completely Mr. Ames is a master of his art. The variety of styles in writing is almost bewildering, and no one can have any idea to what perfection the

art can be brought who does not see this book. It seems very completely to fill up its province, both in laying down the rules for writing and illustrating them, and in showing the perfection of beauty which is attained in calligraphy.—Elizabeth (N. J.) Daily Journal.

This is an elegant large work of just what is set forth in its title page. The illustrations are the studies of penmanship. They are, therefore, for better specimens of real pen art than are those which have been trained and toned over by the engraver's art. These specimens have been printed from photo-engraved or photolithographed plates produced from actual pen productions, are the true evidences of what is the hands of the skilled artist the pen is capable of accomplishing. As an art production the work is entitled to a place in the studio,

the library, and the parlor. It is the work of true artistic merit.—American Quilting-room.

This is essentially a new work only thirteen of the seventy plates being repeats. The printing has been done from plates, either photo-engraved or photo lithographed directly from the original pen and ink designs, and hence are a perfect index of the penman's skill, unaided by that of the engraver. It is an exquisite and artistic display. That portion of the work devoted to practical writing embodies the observation and experience of over twenty-five years as a teacher of writing, in public and private schools. That portion devoted to artistic penmanship represents, besides standard and ornate alphabets, largely such designs and practice as have been executed during many years of labor and practice in the line of an

artist penman in New York, and therefore represent the the various kinds of work likely to be sought from the pen artist, as well as the engraver and general draughtsman. It exceeds in extent, variety and artistic excellence, as well as in its peculiar adaptability for the use of penmen and artists, any work we have ever examined.—New York School Journal.

It is a valuable work upon practical and artistic penmanship, and gives the specimens of the penman's art.—N. Y. Daily Star.

Penmen and artists have here specimens of almost every kind of work that can be done with the pen. Cannot learn artistic penmanship readily shall I show all through the work.—Publisher's Weekly.

It gives us all the old things, other effects and new patterns. Whoever wishes to learn the mystery of fine and heavy lines, flourishes, and all wonderful pen arabesques, will find as much as he is likely to master.—New York Tribune.

It is remarkable for its scope, variety and originality.—Prof. C. C. Clark, Minneapolis, Minn.

I think it far superior to any work of the kind yet published. It meets the wants of every live penman; an energetic worker can afford to be without it.—A. A. Clark, special teacher of writing in the Public Schools of Cleveland, Ohio.

I am delighted with it. It is the most complete work of the kind I have ever seen.—H. C. Smedley, professor of penmanship and book-keeping in the Newark (N. J.) High School.

I had it even more than I anticipated, which was something excellent.—G. C. Cannon, Boston, Mass.

It contains an almost endless collection of designs adapted to the practical department of ornamental penmanship.—Prof. A. H. Heman, Worcester, Mass.

I consider your Compendium a valuable contribution to the list of penmanship publications, one which justly exhibits not only the author's talent, but the prevailing taste and genius of our times.—Prof. H. C. Spencer, Washington, D. C.

Its special advantage over other publications of writing is in the provision through which you exhibit the penman's instead of the engraver's art. It shows great care in preparation and thorough knowledge of the field you occupy.—Prof. S. S. Eastard, New York.

You have certainly taken a long step in advance of other authors. You have not only furnished alphabets and material for the use of penmen and artists, but you have combined that material into the most beautiful and artistic designs for resolutions, memorials, testimonials, title pages, etc., thus placing before penmen and artists what has long been needed. No penman having once seen this work will likely be without it.—Prof. C. B. Ledy, New York.

An artistic cyclopedia and complete guide in pen-work, such as you have now presented in your "New Compendium," has long been needed, not only by business educators and professional penmen, but by all classes in whose affairs, public and private, the art of writing is made necessary.—H. A. Spencer.

In my judgment, it is the best hand-book for penmen that I have yet seen.—C. Cochran, instructor in Commercial Department of Central High School, Pittsburgh, Pa.



The above cut is photo-engraved from pen-and-ink copy, executed at the office of the JOURNAL, and is a page from the department of flourishing in Ames' new "Compendium of Practical and Artistic Penmanship." It is universally acknowledged to be the most comprehensive and practical guide in the entire range of the penman's art, ever issued. Comprises a complete course of instruction in Plain Writing, a full course of Off-hand Flourishing, upward of forty standard and 11 inch plates. It contains numerous examples of every species of writing in the line of a professional pen-artist. Price, by mail, \$5; mailed free, as a premium, to the sender of a club of twelve subscribers (\$12) to the "Journal." We hereby agree that, should anyone, on receipt of the book, be dissatisfied with it, they shall be at liberty to return it, and we will refund to them the full amount paid.



## Business-Writing.

The writing which is most quickly read, and most easily and rapidly written in, unquestionably, the best for business purposes. Respecting the style of writing best adapted for securing these qualities there is a great diversity of opinion. In the present article, we shall endeavor briefly to point out some of those requisites, and offer a few hints for their acquisition.

There is, perhaps, no one criticism that more frequently confronts and annoys, not to say embarrasses, the professional teacher of writing, than that which informs him that that style which he practices and teaches is not what is employed in business. He is told that his writing is too exact, too nicely touched out with hair line and shade, and too ornate with flourishes and other artistic notions; the same objections are often urged against the finely engraved copies in the copy-books. We are not surprised that persons who look wholly to the result to be attained, regardless of the methods of its attainment, should thus think and speak. It is but natural, when one has for a lifetime witnessed the exact and artistic copies used in the teaching of writing, and who has never once observed such writing in the counting-room should ask, why teach that which is never seen or practiced in business life?

Writing, in many respects, is the most peculiar of all human attainments. It has to do with nearly every faculty of the mind, as well as the muscular skill of the hand and arm, and the ultimate excellence of one's writing depends upon a proper training of all the faculties of the mind and hand which are called into use in its execution. First, the eye and judgment must be educated respecting form, size, proportion, distance, slope, etc.; second, a correct taste must be acquired respecting grace of combination, and the general elegance of writing; and, third, the muscles of the hand and arm must be trained to the proper position and movements for imparting the greatest accuracy and facility for executing writing.

Now, in all departments of mental or physical culture it is a recognized principle that to be effective every effort must be directed to the attainment of a distinct and specific purpose. The musician must practice for the mastery of the scale and the laws of harmony. The elocutionist must train his voice to precise and exact enunciation. Neither the student of music, nor of elocution, in the tedious routine of their practice and discipline, present the characteristic of the skilled and accomplished musician or orator; in each the style and manner of the learner will differ as widely from the mature practitioner as will the style of writing in the school-room from that of the counting-room.

It is a generally conceded fact that the higher, more stable, and perfect, the object for emulation, the higher and better will be the attainment. This we believe to be true of the pupil of writing. Place before him as a copy, a high standard of perfection, the forms of which shall be at all times the same, and his efforts for its mastery will be productive of far better results than if he should vacillate in his practice between the more crude and ever-varying forms that are met with in all writing executed with the pen, and especially that in the business world. It is true that many of our skilled masters write copies with a uniformity and perfection well nigh equal to those engraved. Where this is the case, written copies may have the preference as a means of greater inspiration to the pupils.

Such copies—artistic, and of uniform excellence—are necessary for the proper discipline of the eye, judgment, and taste, respecting the requisites of good writing, while the constant exercise of the hand imparts accuracy and facility in their execution, which constitutes a basis for good writing, but as all practice while learning is done with more or less thought and care, the writing of the painstaking learner must inevitably present a set, formal appearance, of

Cuts 1, 2, 3, 4, and 5.

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O P Q R S T U V W X Y Z

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Cut 8.

Mr. D. Ames

Broadway N.Y. City. — Sir  
I have submitted your three designs for notes for college use to J. H. Robinson, Asst. Solicitor of the Treasury, and he finds no

which it can only be devoted in the thoughtless or habitual practice of after life, when every hand, whatever may have been the schoolroom style, will gradually assume a peculiar personality which is as certainly and markedly distinctive as are the physiognomies of the various writers; but while the habitual practice of persons may greatly change from their style as learners, and, in most instances, degenerate as regards perfection of form, yet the real excellence of their hand will, as a rule, ever sustain a close relation to that with which they left the schoolroom. A careless, awkward, style will change in its awkwardness, while the easy, graceful, and excellent style will change in its ease and gracefulness, for the same qualities of mind and practices which have secured a certain aptly and style as learners, will continue their molding influence into the habitual or business writing of the man, imparting to this corresponding qualities.

The difference, as it appears to us, between copy-book and schoolroom writing and that of the business world is much the same as is presented between the sharp jagged outline of a newly broken fragment of rock, and that of the rounded and polished pebble. For the purpose of illustration, we herewith present several specimens of Nos. 2, 3, 4 and 5, in the standard style of writing as executed and printed in the copy-books, and give the same in a style changed after the manner that it is adapted to business (ents 6 and 7). It will be observed that in this change the extended letters have shortened, and a tendency to adopt forms of letters that can be completed without raising the pen, while every line and motion of the hand that can be spared and not detract from the legibility of the writing has been omitted.

Under this illustration the following inferences may be drawn:

First, that good business writing should be below medium in size, and not occupy by its extended letters beyond two thirds or three-fourths of the space between the ruled line of the paper upon which it is written.

Second, should have very little shade, and be written with a pen of medium coarseness (not a stub pen), so as to give a clear, strong, unshaded, line.

Third, there should be clearly-defined spaces between all words.

Fourth, capitals, so far as may be, should be of a single and simple type, and be made with one continuous movement of the pen.

Fifth, omit all unnecessary or flourish-like lines; erase the customary, initial, and terminal lines may be omitted.

Sixth, all doubtful forms of letters should be avoided.

Foially, it is an obvious fact that the hand in writing can be carried over short spaces more speedily and with greater ease than over long ones; hence the more contracted the letters, and smaller the writing, the more rapidly and easily it will be written; and fine writing, while it is better in its appearance, is much more easily read than large, from the fact that there is a clearer space between the lines, and less intermingling of the loops and capitals.

As an illustration of the comparative labor and legibility of a small or medium hand and one very large, we have reproduced an exact fac-simile (ent B) of a few lines of a letter lately received at this office from the U. S. Treasury Department at Washington. It will be seen that in the large writing the contracted letters occupy nearly one-half of the entire space between the ruled lines, while the capitals and all looped letters, although dwarfed off all proportion to the other letters, extend almost over the entire space—loping clear over and intersecting each other, thereby imparting to the page a massive and confused appearance—much more tedious for the eye to follow and distinguish between lines and words than in the open and airy page as presented in four writing, while

the labor and tediousness of the execution of the large, as compared with the smaller, writing, is more than double.

By measurement we find that in each stroke of the short letters in the large writing the pen passes over a space of three-sixteenths of an inch, and in the loops and capitals three-eighths of an inch; by count we ascertain that there are about 120 strokes of the pen to a line upon an ordinary letter-sheet, giving an aggregate distance of about twenty-five inches that the pen must pass over in each line of writing, and on a page about fifty feet.

While in business-writing, as given above, the pen passes over a little more than one-sixteenth of an inch of space to each stroke of the short letters, and four-sixteenths for loops and capitals, and that in covering a similar page would, moreover, only amount to about seventeen feet. And more than this; the long strokes of the pen are more wearisome, and sooner tire and exhaust the hand than do the short ones. It is this style of writing, written with the finger-movement, that produces the "writer's cramp," or pen-paralysis. Small writing, written with the forearm or muscular movement, will not only fail to produce the cramp, but will, if adopted, relieve those who are already its victims.

Upon this subject we invite the opinion of our authors and teachers of practical writing, and also those who should be pleased to receive specimens of what is regarded as good practical writing, and also specimens of "business writing." The distinction we would make between practical writing for instruction and business writing is: the former is thoughtful, careful, systematic, and adapted for securing the best results on the part of the learner; business writing is practical writing modified by the thoughtless or habitual practice of business, and lacks care and uniformity.

The Works of Chandler H. Peirce.

One of the most zealous and skillful penmen of this nineteenth century is Chandler H. Peirce, of Keokuk, Iowa. While he takes a high position as a business educator, and conducts an educational business house in the enterprising city of Keokuk, he has no false modesty about his long and useful writing. With persistent and untiring industry Mr. Peirce has become master of the art of writing in its whole structure, from foundation to dome. He hides none of his genius and its outgrowth into practical and beautiful works, from business men nor any class of his patrons. All the world may know that he esteems and honors all branches of graphic art—the art of all arts.

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Mr. Peirce certainly has achieved a very high standard of excellence in this handsome volume. He evidently believes in a standard for writing to which all should approximate, and makes no exception in trying to differentiate the natural differences and variations between writers' productions and the correct standard they should strive to emulate. The underlying principles of the graphic art presupposes a standard of excellence to which they point and lead the way.

How to Remit Money.

The best and safest way is by Post-office Order, or a bank draft, on New York; next, by registered letter. For fractional parts of a dollar, send postage-stamps. Do not send personal checks, especially for small sums, nor Canadian postage-stamps.

Writing-Lessons.

In the January issue of the JOURNAL Prof. A. H. Hinman will give the first of a series of lessons in practical writing. If we mistake not, this course of lessons will be of great practical value to all teachers and pupils of writing, and especially so to those who are striving for self-improvement. Mr. Hinman has had a very large and very successful experience as a teacher of writing; indeed, few teachers in the country have been more popularly before the public during the last twenty years, and it is with the most positive assurance that we say to our readers that these lessons will alone be worth many times the price of a year's subscription.

Autograph Exchangers.

In accordance with a suggestion in the last number, the following-named persons have signified their willingness or desire to exchange autographs, upon the Peircean plan, as set forth in the August number of the JOURNAL:

- C. C. Cochran, Central High School, Pittsburgh, Pa.
J. M. Shepherd, La Grange, Mo.
C. J. Wolcott, Sherman, N. Y.
H. H. Marig, Columbus (Ohio) Business College, O.
Wilson M. Tylor, Marshall University, Easton, N. Y.
J. W. Drows, Keokuk, Iowa.
J. W. Tichenor, Newburgh, Me.
O. J. Hill, Dryden, N. Y.
L. H. Shaver, Cave Springs, Va.
W. D. Strong, Ottumwa, Iowa.
J. H. W. York, Woodstock, Ontario.
Charles Hill, 234 11th Street, Philadelphia.
W. E. Erast, Sherwood, Michigan.
E. C. Bosworth, Business University, Rochester, N. Y.
D. C. Griffiths, Waxahatchie, Texas.
C. W. Slocum, Chillicothe, Ohio.
H. S. Taylor, Business College, Rochester, N. Y.
I. S. Prestoe, 104 Flatback Ave., Brooklyn, N. Y.
G. Exler, Shagwiteville, Ohio.
W. R. Post, Troy Grove, Ill.
A. R. Kelley, care of Ritter's Bus. Col., St. Joseph, Mo.
W. L. Mace, Monro City Commercial College, St. Louis, Mo.

When to Subscribe.

While subscriptions are received at any time and for any period to suit subscribers, yet it is desirable that subscriptions begin with the year, and especially so now, as Prof. Hinman will be commencing his series of practical lessons in writing; besides, this is a convenient occasion for both subscribers and publishers.

BOSTON, Dec. 30, 1883.

Editor JOURNAL:—I was quite interested in the article given in last issue, headed "Haedy with his Pen." I think, however, this (the concluding paragraph) the author did not intend to be read in Boston: "A man I knew received \$75,000 from another man in Boston as a bonus to him for the privilege to exercise professional card-writing in a certain store." The above I pronounce pure, unadulterated fiction, not to call it by any stronger title, and I am not alone in this opinion. If the man is in this city and "certain store" found here let him give names, and some persons residing in B., and who consider themselves somewhat well posted in regard to such matters pertaining to their business, I will give in. I would suggest, however, that if fiction was the basis of the article in question, the author might perhaps prove more entertaining if he should give to the readers of the JOURNAL some new adventures of "Baron Munchausen," "Sinbad," or "Aladdin." H. C. KENDALL.



Answered.

[Under this head answers will be given to all questions—the replies to which will be of value or general interest to readers. Questions which are personal or to which answers would be without general interest, will receive no attention. This will explain to many who propose questions why no answers are given.]

J. M. H. Watkins Run, Ohio.—What is meant by cross hatch and stippling? Ans. Cross hatch is a tint made by line lines crossing each other, and stipple is a tint made with fine dots.

O. H. M., Warrington, Ind.—First, Which movement is best to teach in public schools, where penmanship is considered to be a small accomplishment? Second, For the execution of systematic penmanship, which pen is best adapted, gold or steel? Third, Why is systematic penmanship more easily executed when writing a familiar sentence, than when writing your own thoughts? Ans. 1. The fore-arm or muscular movement should be taught at all times and in all places; in fact, it is the only movement that ever should be taught for practical writing; but unfortunately, in the class of schools mentioned by our correspondent are always to be found teachers utterly incompetent to teach writing, being themselves without knowledge or experience sufficient to instruct in the proper movements, either by precept or example. Of course in schools conducted by such teachers, or where too little time is allowed to the exercise, it is idle to mention anything but the finger movement, and even were the teacher qualified much time should be given. Ans. 2. A steel pen, because the points, being less round and smooth than are those of gold, cling more to the paper, thereby rendering the writing more completely subject to the control of the hand, enabling it to produce clear angles and avoid more perfectly defined characteristics through all the writing. Ans. 3. Because in transcribing a familiar sentence the mind is less diverted from the mechanical operation of the hand than when absorbed with original matter.

W. E. S., Washington, Kas.—I have great difficulty to keep the correct position of the pen. Can you suggest a remedy? Ans. Yes, a certain one; be sure your position is correct and then stick to it.

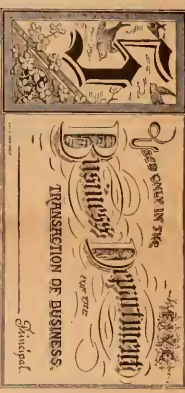
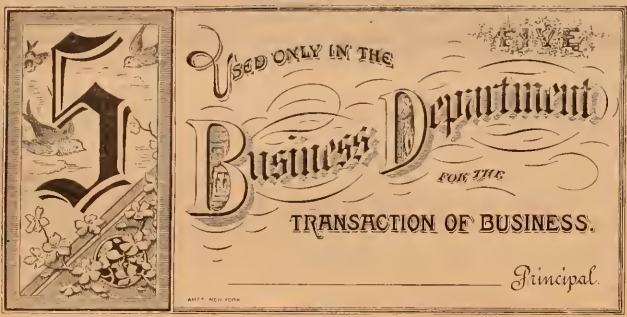
A. B., Elizabethtown, N. C.—Which is the correct way of holding the pen—by placing the thumb under the holder opposite the first finger joint or at the side? Second, Does it make any difference whether the holder be held above or below the knuckle joint? Third, How high should the wrist be above the paper while writing? Should the side of the nails (third and fourth fingers), touch the paper or the end of nails, and would it make any difference if the flesh of the fingers touch. Ans. 1. We prefer that the thumb be held at the side of the holder. Ans. 2. The holder should be held back and below the knuckle joint except for finger movement, when it should be in front, as that position enables greater ease and freedom of action to the fingers. Ans. 3. The wrist should be only raised clear of the table, while the hand should rest upon the ends of the third and fourth finger nails.

R. F. De L., Washington, D. C., asks if we will publish a lesson on pen-holding. Prof. Hinman will be glad to do so, but he cannot do so fully that subject, and so no doubt, will Prof. Hinman in his course to begin in the January number. Mr. De L. would find a further answer to his question in an article entitled "Business Writing," on page eight of this issue.

R. J. H., St. Paul, Minn.—First, Why is it that a writer who can cover page after page in a good legible hand will, when hurried or in any way excited, write crabbed







College Currency.

Under the stringent laws and rulings of the United States Treasury officials, respecting the style and character of College Currency that was permissible, it has been very difficult to arrange designs that would be in their view unobjectionable, and, at the same, be at all acceptable in a school as currency; but this, we believe, we have now accomplished, and above we present two of the designs upon a plan which is fully approved by the proper authorities.

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"	2,000 "	8 00

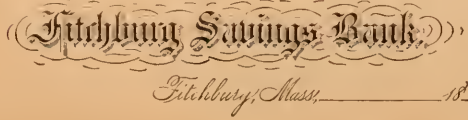
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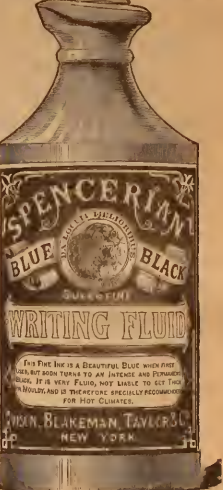
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