ENGLISH VILLAGE VISTAS

Lines of Lonely Life in Happy Old Land

HOME COMFORT IN PICTURESQUE SETTING

British Peasant's Lot Not an Unhappy One -Peace and Content General-Types in Different Parts of the Country.

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LONDON, April 17 .- | Correspondence of THE BEE. | - After all, though the antiquarian, historic and picturesque features of English villages provide endless fascination and charm, their human interest has the strongest hold upon the observant mind and sympathetic nature.

They are by no means alike though universally possessing similar characteristics, and very many are strikingly typical of them all, Those most like the English vilinges of literature will be found in the eastern, midland and southern shires, from Lincoln around to Devon, and these comprise the far greater number. Those differing most from each other, and occasionally separately as well as a whole from all others, are those of the northwestern shires; the northwestern midland shires where industrial development has created a host of comparatively modern hamlets: the western central shires among the Malvern and Cotswold bills, where the antiquity of all villages is very great; and those of Cornwall, where race distinction has left strongly marked reculiarities in language, customs, and home and village life

among the lowly.

The peasants of Cumberland and West-The peasants of Cumbertand and West-moreland, who are nearly all villagers, most of the former being "statesmen," that is, owners in fee of their tiny eatates, are as a rule "house-proud." In years of wandering among the lowly of European countries I have never come upon any rustle folk the exteriors of whose habitations were more meturesque, or whose interiors were such exteriors of whose habitations were more picturesque, or whose interiors were such shining examples of homely comfort and content. There are, of course, exceptions. Now and then you will find hamlets like Watendlath, hidden among the fells between Borrow-dale and Thirimere, where may be seen the sodden squalor occasionally met among the unfortunate. Scottish westcoast crofters and in the fells preserved flexing cillages. and in the Irish westcoast fishing villages Their nouses are dark and unwholesome, the Their nouses are dark and unwholesome, the floors uneven, the furniture crazy, the men clad in ragged fustian and the women in coarse wool and wooden clogs. These are sheep herders under a later sort of feudalism. In every such case the history is, their forefathers sold their little "estates" to encroaching land grabbers, and their children are consequently today in a condition of serfices.

Precisely as in Wordsworth's time you will find outside the Combrian villagers' cot tages the shade of grand old sycamores and always "a tall fir through which the winds sing when other trees are leafless;" a near rill or spring spout with its ceaseless wim-ple; a comely garden, comfortable stone out buildings for grain and for winter housing of the cows and tiny but hardy Cumbrian sheep, and always the shed for the hives of bees which distill from the mountain heath the darkest but ever the sweetest honey in

These village home interiors are no less characteristic. The floors are of the same huge states as those covering the roof. They are scrubbed and cleaned until they shine like dusky mirrors. Frequently you will find them, particularly near the door and fire-place, decorated with white, ochre and vermillion chalk in figures and seroll work em-bodying strange fancies in rustic art. The living room, or "fire house," as it is called is always very large for a cottage, often from eighteen to twenty-five feet square, low, but with the richest of old and polished caken beams in the ceiling. Indeed, old oak may be found in these Cumbrian village omes in profusion.
The long, solid table with benches at its

sides where the "statesman," his family and laborers sit together at meals and of evenings in winter; the "long settle" or twoyards long scat at one side of the great fire-place, and the "scone" on the other side, under which the night's fuel, called an is placed; the chairs, huge and high and requiring a strong arm to move them; the high, narrow, sprawling-legged bureaus; the many iron or brass bound chests; the beds huge and strong enough to hold giants, for these Cumbrians are often tremendous in stature-are all of oak curiously carved and wonderfully polished All this is sometimes varied by pieces o manogany almost as unique as can be found among the peasant homes of Brittany From this large, clean "fire-house" or living room there are in all directions inviting vista through wide, low doors and cozy "lean-tos," perhaps each one built in a differ ent century, to tiny-paned windows, splayed like turret windows, white with inner cur tains, and in summer ablaze with outer but and blossom. These villagers rooted to the land which gave them birth not only by the sacred ties of heredity, but by the to them more priceless heritage of ownership, neither emigrate nor flock to the congested towns Here is rare rural England as it has for centuries been, among a type of independ ent, half defiant folk, whose simplicity, plety, hardthood and solidarity compel genuine admiration and respect.

Many of the comparatively modern villages of Yorkshire, Larcashire, Derbyshire and Staffordshire, the village homes of opera tives in mines, mills and potteries, are far prettier and more comfortable than even many Englishmen would have us believe half dozen different religions fighting tooth and nail for their piety and pence, the vague unrest that comes through almost unlimited access to newspapers and books, and the changed standards of necessities and luxures pressing sorely upon the highest limitations of even largely increased wages, have given the villagers of this type of hamlets an enthe villagers of this type of namicis an en-tirely different mental and material mold. I would not say that they are happier for the change, but their homes, food, labor, wage and environment are, as we measure things, infinitely superior to those of the same class from a half century to a century ago.

Many of these hamlets are massed about

by trees, have architecturally beautiful little churches, chapels, club houses, libraries and the neatest of shops. Nearly all are tidy and clean. The potters villages of Stafford shire are good illustrations of them all. Within a five-mile radius of Hanley, Burslem and Stoke you can find 10,000 homes of pot-ters, nearly all in pretty hamlets or in shady village lanes, and villages of long sing streets. The poorest potter of the district lives as snugly as did the masterpotter manufacturer of forty and fifty years ago. dis cottage is of brick. It has two stories.

and the biessing of perfect drainage. On the ground floor are a parlor with a pretty fireplace, a large living room provided with a huge grate, hobs and "jockey-bar" for swinging pots and kettles; and behind this is a scullery, with a fine little garden at the rear. The upwer floor comprises the rear. The upper floor comprises two large

This gives every family a five-roomed, completely detached house and garden. Ordinary workmen earn from 25 to 30 shillings weekly. If there happen to be daughters, one may be a "paintress," coloring the cheaper wares and earning 8 shillings, and perhaps another a "buynisher" exprises perhaps another a "burnisher," earning of shillings, per week. Many families thus seshillings, per week. Many families thus se-cure from 35 to 40 shillings per week, white their rent and rates do not exceed 5 shillings

per week for such a home.

Nearly all of these workmen's village homes have front-area flower plats. In the gardens of all are mazes of flowers and vines and beds of vegetables in summer. Every parlor has its solemn voiced "grandfather's clock." It also boasts chests of linen, draw-ers of comfortable clothing, and many cheap and pretty pieces of furniture; while on the mantel or bureau top is always found some fanciful sketch, painting or curious model, the result of emulation to win prizes for in-vention in new processes, or for unique and original designs in modeling and decoration The murderous "truck" system is unknown in England, as it should be in America; and every penny due every man is paid nime each Saturday noon. We are very fond, about election time, of telling our workmen what lucky does they are. I wish they truly posseased the home comfort and pleasant

vironment that English workmen's villages almost universally disclose. Another and most interesting type of villages and village life may be found in the region comprised in southwestern Warwickshire, northern Gloucestershire, eastern

Herefordshire and southern Worcestershire, between the towns of Stratford-on-Avon, Hereford. Worcester and Gloucester. The antiquity of most of these vilinges is as great and their characteristics as distinctive as those of the stone hamlets of Cumberland. Like the latter, most are of stone and from 300 to 500 years old. Here is everything curious and ancient in old oak doors and hinges, fanciful chimney pieces, massive oak lintels, doors and balustrades, multioned windows and paneled rooms. When the habitations are not of stone they are the still more picturesque ancient Tustor half-timbered houses. These in their gables, with crowning pinnacles, their odd porches, small but massive doors, mullioned windows and huge chimneys, overhanging stories and jumbles of projecting windows, are no less quaint and curious than their interiors, with their spacious, low coilinged rooms ununled with their spacious in the coil space and their space and their space and coil space and their space and coil space an teriors, with their spacious, low-ceilinged rooms paneled with oak of ebon darkness, often elaborately carved and ornamented, and with passages, mooks, niches, cupboards and presses, bewildering in arrangement and

Each farm house and cotter's village nome stands in its own orchard, brilliant with sprays of pink and white, or with balls of russet and gold, ac-cording to the season. Chaffinches and robins are among the mosses in all these or-chards; blackbirds and thrushes everywhere in the black. in the thick garden shrubberies and in the tangled copples and hedgerows. The stage-coaches are here just as of old. So are the carrier, the carter, the thatcher, the tiler, the drainer, the plowman, the shepherd, the common field laborer, and even the peacher, all as heedless of reform as Coban guajiros, and all with kindle faces and speech below. nd all with kindly faces and speech betok ening sturdy pride in their vocations which were the toil of their fathers before them There is no elbowing, no jostling, no harrying or hurrying. Everybody saturters, doze or labors as though content nover paid penalty to want. An atmosphere of unconstrained amplitude brosis over all. Hondreds of the olden English villages are surely here in a region that knows no

Unless one has really wandered in rock-uttressed old Cornwall it is hard to believe that outside the picturesque coastwise fishing hamlets there is such a thing as characteristic village life. To the casual observer from the railway train, the whole face of the land seems torn and scarred as if by tremendous elemental struggles. A myrlad hiss-ing fragments of exploded planets, hurled in awful upper rain upon its face, could have left no more unsightly hurts. But it is full of entrancing hidden nooks, where, sloping from ragged moorlands, are beauteous little valleys with ample farms, lessening into tinier checkers of hedge and lanebroidered fleids and these into mossy old hamlets, where the white Wesleyan chapel and the Norman towered parish church are the only two structures showing through a wealth of trees, but where are curious old homes and always a bawling moorland stream turning the gray, huge wheel of some trembling old

Here, miles perhaps from their "pairdner" work "below grass" in the mines on the moors, live swarthy "Coden (cousin) Jack" with scores of cotter laborers upon the farms. Wherever these village cottages are their walls are of everlasting stone, embowered in brilliant Cornish creepers and roses, with cement floors and thatched roofs subject to interminable repairs from on-slaughts of scores of busy sparrows, they miners themselves, enclosely sinking shafts and drilling "crosscuts" and "levels" in the soft and yielding straw. There is one room below, sometimes two, and a half story garret beneath the thatch. There is only a front door. A window is at either side of this and sometimes directly above these tiny panes to light the garret. Each cot-tage is provided at the end or back with an open fireplace in the center, a sort of range at one side, covered with brass ornaments, which the housewife is endlessly polishing with growder, while at the other side is the "ungconer" with "heps" or upper and under loors, for storing faggots or furze for fuel. The furniture though scant is honest and

iseful. At the fireplace are the "brandes, a triangular iron on legs on which, over the coals, the kettles boil, the circular castiron "baker" is set and the fish or meat, when they can be luckily had, are "scrowled" or grilled. There are, perhaps, four chairs, grilled. There are, perhaps, four chairs, singularly enough with solid mahogany frames, but the seats are of painted pine and are waxed weekly. These are for "best," and all the best. For every day use one or two "firms" of rude benches are provided. The single table is of pine, an unpainted side for daily use, and scrubbed daily, and a painted side for Sunday. The table ware is gypsy hawkers frequent Cornwall, and each mber of the family is provided with a real "chany" cup and saucer with a gorgeous gilt band.

For his class the Cornish villager is a generous liver. The young folk have an unusual fund of games distinctive of Cornwall; marriages provide extraordinary festivals; the dead are "watched" from decease to ourial and funerals provide subdued diversions with heroic feasts; leaping, wrestling, running, cricket and "putting the stone" are the principal amusements of youths and men, in which they excel: and their count-less endeared hobgoblins and "buccaboos," which Wesley and Whitfield along with the railways and telegraph were never able to "lay," draw these sturdy Cornish villagers loser together around the flashing village smithy forge, the Cornishman's chief place of evening resort, or within the home glow of their blazing ingle-nooks, during the long winter nights when the cruel fogs pound in over the moors from the seething channel, the tempests howl across the dreary, shuddering moors. Practically all English village folk are

laborers, whether operatives, shepherds, wagoners, thatchers, drainers, or common field laborers, just as they have been for hundreds of years. There may be a publican or innkeeper, a shopkeeper who is postmas-ter or postmistress, a carpenter, who is often a painter, undertaker, verger and gravedig-ger in one, a baker, a tailor, a blacksmith and a poacher, for the latter is in every hamlet in Britain, all great oracles in their way. But three families of quality, and frequently not that many, are known—those of the lord of the manor or the squire, the rector or the curate and the schoolmaster: for the doctor is always summoned from a near city or

English village life is therefore found to lie within a wonderfully close horizon. I have been much with these folk in their labor, their diversions and their homes. After looking at them long and carnestly with my looking at them long and carnestly with my own eyes, I have tried to get, as nearly as possible, into their personal environment and then look out of the windows of their minds and their habitations upon the every-day world about them. In this way a good deal that is not hopeless and much that is gratifying can be discerned. It is certainly true that an infinitely higher standard of life and living is enjoyed than in the "good old days" whose departure the wise writers so bitterly deplore. Universal education has certainly caused

universal discontent. But I do not think it carries from youth to old age. By the time these folk are 20 or 25 years of age the fermentation period is passed. Some go away to the cities, as with us, or to America or Australia; but those who remain are better laborers, villagers and citizens. The English peasant clod has thus almost entirely disap-You will not see very much knee peared. crooking, head-ducking and tuft-pulling to superiors, while there is no less genuine kindheartedness and respect. Smock frocks and corduroys are less frequent. So are the feasts and gorgings and guzzlings. But these reases an governess and gazangs. But these villagers are less gross. They are of better stuff. They have more wholesome food to eat, and a greater variety. They know something about hygiene. They insist on good drainage. In humble fashion they beautify their habitations without and within. What has been lost in the rough. within. What has been lost in the rough and often brutal amusements of the olden time has been more than gained in and for the home. There are books and newspapers and prints in it. The fireside is even a grander place than the parson's lawn or the brawling street. In a word, without having lost a jot of their value as laborers and ser vants they have emerged from the condition of sodden male and female hinds to that of

elf-respecting men and women With this has come an individual love for the village home and the home village. The thrilling history of many a place, its anti-quarian marvels, its ancient legends, folk lore and even superstitions, are no longer the exclusive possession of London savants. A deep and steadfast interest of this sort is flaming up among them - It bodes ill to the ale house. Along with it surely comes an ethical development. They are beginning to share with the historian, the artist, the novelist, the vagrant wanderer like you and me, a perception of the matchless beauty of That alone is proving a mighty factor in preserving all that is ten-der, sweet and sacred about them for the exquisite delight of alien eyes.

EDGAR L. WAKEMAN.

Methods of Learning Modern Languages Discussed by an Experienced Teacher.

ANALYSIS OF THE NEW GOUIN SYSTEM

Comparison of the "Natural" Methods Most Widely Advertised Science in Lingual Pedagogics-Prof. Ege's Experience and Deductions Therefrom.

[Communicated.]

"A Royal Road to Learning Languages" is the heading of an article in the March number of the Review of Reviews in which Mr. Stead, the London editor of the magazine, reports the results obtained in his family by the Gouin method of teaching languages.

That the method of teaching languages now followed in many schools and colleges will be displaced by some better one within a few years, and that the process of learning languages will be made a more practical scientific and fruitful procedure, can hardly be doubted. But while we may, providing we have some insight into the matter, justly denounce some of the methods yet largely by n our criticism of those teachers who do not arow away an necustomed method, by which heretofore very fair results have been achieved, immediately upon the aunounce-ment of some new sensational thing crying "Eureka," and which is apt to lead the un-

ary follower into chaos. In his book entitled "The Art of Teaching and Studying Languages," Prof. Gouin teaches many facts about language teaching which undoubtedly are and have been known and applied to a greater or less extent by many successful teachers of our time and of many successful teachers of our time and of times gone by: but he teaches also certain principles which are an entirely new depart-ure, having not been comprised before in any known method. Although he may be the first one to voice and publish the forner, it is, of course, the latter only to which the name Gonin's method can properly be ap-plied to to that wherein himselfuel differs died, i. e., to that wherein his method differs

It has been known before now that the learner should have for exercises sentences which bear a distinct and sensible meaning which bear a distinct and sensible meaning and are true in substance and in fact; that the learner should be given the word orally first, before he sees the printed word, and this several times successively and methodically until it is engraven on his memory; that only after he thoroughly knows the meaning and pronunciation should he be allowed to see the written and printed word; that he rule should be given an abstract that no rule should be given an abstract condition. Now the Gouin course does distinguish itself from all others in the following important pomts: The exercises are a series of sentences all logically connected and given in the order in which the facts would necessarily occur, their agreement according to mixture, the their aggregate describing, for instance, the life of a plant from the seed to the fruit, the tilling of the soil, describing in the same natural order animals and men in their varying pursuits, mechanical and otherwise. Thus the first link suggests the next, and so on to the last, and the reverse. Each phrase has a set measure and limit. While other courses embrace but from 2,000 to 4,000 words, leaving the student to increase his vocabulary by reading the literature of the language, Prof. Gouin states that his series have been compiled to cover a field of over 20,000 words, the knowledge and use of which would give one, of course, a complete mastery of the language. He divides his material into objective language on the one hand and subjective and symbolical language on the other. Now in a weil written narrative, the epi-

sodes of which it is composed stand to each other and usually follow each other in logical sequence, but of course not in as rigid a sense as the sprouting will follow the sowing. Yet in attempting to give the analysis of actions in terse sentences, one student would undoubtedly think of more details than another, thus precluding the possibility of teaching the series without the aid of the student's mother tongue, nor does Gouin ad-vocate that it should be excluded. Many persons seem to think that the "natural" method of studying a fereign tengue must be one in which the student's native language is not used as an aid. Nothing can be more erroneous. The appearance of any well known object can be recalled to one's mind as vividly by its name being uttered as by showing the ob case one has to be attentive to the subject in question to be able to exercise his visual memory upon it. It may be more primitive memory upon it. to walk than to ride, but certainly not more natural. To resort to doubtful gestures to make one's self-understood, while a single word could call up in the pupil's mind at his will the object in plain enough outlines before the mental eye, and as for that any other impression with all the vividness desired, if he wil make but a slight effort montally to make it appear real to himself. To resort to gesture to mimicry, is surely a desperate means and can never be the quickest method of makin the publi think in the language taught. I is true that if the student is to think in the foreign tongue he must see, hear and feel that of which the foreign phrase is the verbal expression while he utters the same: it is not true that English must be entirely excluded from a course in order that it will not edge itself between the idea and the foreign phrase.

Anyone can see a table while he does so pronounce the German word for it, tisch, or he can say wann (when) and be aware that he is inquiring for time, excluding the English word from his mind temporarily after it has served its purpose of suggesting

to him the correct idea.

Prof. Gouin has set forth his method very ably and lucidly. He seems to have antici-pated and answered every objection that might suggest itself to the thoughtful reader and competent critic. Of course, it is easy to make any number of plausible objections unfavorable comments, nt objections that will present will stand is which in this case seems something something which in this case seem extremely difficult to do. Finally Prof Gouin advocates that geography physics and other science could be taught in the foreign tongue thus making it serve a double purpose, bu in voicing this theory he is also neither alone nor first. On the whole, however, it may be said that Prof. Gouin's book will rank as a classic in pedagogics. He appears to have made his case and it is questionable whether the principles referring to the study of foreign languages have ever been so com-pletely stated as he has stated them with mate skill. Prof. Gouin has not only voiced a theory.

but he has, so we read, spent years in giving it tangible shape in compiling a series ready to be used as a text, and comprising over 20,000 words, and this wark has undoubtedly en the greatest benefit Prof. Gouin has

But what about the result of the experiment referred to in the March number of the Review of Reviews! Five children of Mr. Stead were taught French for six months after the Gouin method by Prof. Betis, a disciple of Prof. Gouin. He had come from Paris to London to introduce the method there. "Three of these five children," we quote, "had previously for some time been learning French with their tutor, Dr. Barns. They had been through Badois' grammar and various conversational and other exercises and were as far advanced as are most pupils who have undergone the regular training under the ordinary methods." This means that they had received the equivalent of at least two full years of ordinary instruction under a special utor prior to their beginning to study by he Gouin method. By the latter hese three children were then in tructed two hours every day for-six months. They were constantly together and had thus of course an excellent oppor tunity to practice. The results that were accomplished, as set forth in the article, were certainly unusual and very praisewor-thy, but not remarkable, and it is to be regretted that the experiment does not fur nish us with a standard of comparison, as the method was applied under conditions differing from those under which other methods are generally used. Other methods of re-pute are the Meisterschaft system, the Prendergast system. Devspring Cumulative method, the Berlitz method and the Sauveur method. Unhappily, we have not seen enough of the latter two methods to discuss them here. Between the Meisterschaft system and Prendergast system some similarity exists. In either a certain number of sentences illustrative of the various constructions are

ACQUIRING ALIEN TONGUES simply committed to memory. Space does not permit saying more than that they contain some good hints, but neither deserves the name of a complete method. In the hands of their authors these books undoubt-edly become formidable tools, for the author will bury his enthusiasm and original thought into his class, but beyond this they must leave preference to the others.

Dreyspring has a method which he carries out consistently. His vocabulary is ex-tracted from a German fairy tale, and to the roper understanding of this all the exercises ead up. The first words given are "table," lead up. The first words given are "table," "chair," "floor," "stove," "stovepipe" and the like, presumably because these objects can be pointed out or because they are believed to be part of what is called an ordinary vocabulary. The latter, however, does not apply; these words may be a considerable part of the everyday conversation of a carpeater or house farnisher, but they are far less commonly used by the average person than many abstract words. If he must needs begin with a noun, a name of someeeds begin with a noun, a name of someheeds begin with a houn, a name of something which can be shown, why did he not begin with the word "dollar" and thus secure the interest of his audience. He could make the dollar jingle and appeal at once to the visual memory, the auditory memory and the entire emotional center of his student. In the second or third lesson appears into beed like tonal center of his student. In the second or third lesson sentences are introduced like "Where is the door! It is in the wall." "Where is the celling! It is over the bel." "Where is the bed! It is in the room." "Where is the room! It is in the house." It is safe to say that these sentences would never occur in this combination in actual life; the equivalent of this dialogue does not exist in the neuris ment and experience; the exist in the pupil's mind and experience; the sentence will therefore remain abstract; the student's mind will refuse to make these things real to his imagination—the student will exercise his mind upon the German phrase alone, instead of exercising it upon some fact. The second part of Dreyspring's book has many redeeming qualities. It consists almost entirely of letters, in the composition of which the author displays great incomits. agenuity.

To know a language well is only the be-ginning of knowing how to teach it. To teach it well with economy of time and strength is a high art. Any so-called method not based upon scientific principles wakes a suspicion of chariataury.

There are many who covet the power of

speaking foreign tongues; why do so few attain it? The best answer, perhaps, is because they do not understand the principles, psychological and physiological, which must be heeded by him who would master a language. Both children and adults study lan-guages, and what applies to the former will not apply in the same measure to the latter. While the child learns new words and phrases in his mother tongue, he receives at the same time new impressions and ideas; his vocabulary is gathered shortly after or simultaneously with his acquirement of the ideas; of which such vocabulary is the ex-pression. But in the adult learning a oreign language new words and phrases are so engrafted and stamped upon ideas and so engrafted and stamped upon ideas and impressions with which he has long been familiar. Two things habitually seen, heard or thought of together will remain associated in memory. How does the Frenchman, the Italian, the Spaniard or the German express his thoughts! Listen to a German with rapt attention aiding his method by good will that the hearing may be as acute as possible; you receive the sounds of the good will that the hearing may be as acute as possible; you receive the sounds of the phrase which he pronounces, you hold it fast for a moment in the auditory memory, trying to remember distinctly even the in-structor's voice, and then you reproduce it, to satisfy him and yourself that you have re-ceived the sound fully and correctly, the meaning of the phrase can be made known before or after. before or after.
The quickest,safest and most effective way

to do this is to tell it in English. The teacher may then rest assured that the pupil will associate the German phrase at least with none other than its correct and accurate meaning, with no more and no less than I FELT MEAN. the idea for which it stands. The exclusion of English from the very beginning of an elementary course, the instructor relying upon pictures and pantomine to make him self understood to an uncertain degree, may self understood to an uncertain degree, may satisfy the listener for a time and make him leave the class room greatly clated that he has grasped and understood some German "without being told the meaning thereof in English words." But if he imagines that he has gained anything to last he is woefully mistaken. He will say "wie geht's" or "wie befinden Sie sich!" (how do you do?) whenever he has a chapter and will walk on in the ever he has a chance and will walk on in glee if he has been understood; but let him adlress a German in a few sentences and beture of sympathy and irony as he tries sin cerely but in vain to get any meaning out of the collection of twenty or more words inoherently stammered forth, to be tried on If the listener is kind he will say "ja a," and walk on.

The teacher must know how to keep the student at work the whole hour learning, thinking and speaking correct ferman. Systematically he will set lifferent forms against each other and show him how such and such a course always produces such and such a change in the construction. He will have to give no rule then, for the pupil has seen how the German, Frenchman, etc., as a rule, speaks. The teacher must have some idea of what goes on in his pupit's mind. Five minutes spent in trying to recollect a German phrase s a loss: five minutes spent in thinking the German thrase is a gain, for German is not learned by trying to think it, but by thinking it. In fact, progress in the language is determined by the number of times the German phrase is thought correctly, as also by the degree of vividness in which the thought is made real to the pupil, excluding all else for the time being. The energy of the mind must not be spent in trying to ascertain the neaning of an instructor's gestures; as if by thinking nothing for five minutes one could remember something! Attention and interest can be secured in other ways

What time will be required by the average student? According to Prof. Gouin, 900 hours are sufficient to completely master a lan-guage by his method, providing these 900 jours are spread over a period of not longer han one year, or 305 days, which reduces it-self to two hours and a half a day. It is ertainly advantageous if the interval ween the lessons is short, in order that the foreign language may be given a fair chance for successful rivalry with the learner's mother tongue. It is frequently stated that immigrants learn to speak fairly well within six months after their arrival, and many of those who are innocent of knowing any language excepting their own, which they could not help learning, would therefore urge their instructor to simply begin and talk with them anyway anything, correcting them if they make a mistake, as if in this wise there would not be more mistakes than words. The fact is the immigrant is deplorably slow in learning the language of his adopted country, even if he can get along in his special routine at the end of six months. For we must consider that during such time he may have heard and seen English from morning till night, while those immigrants who stay with those of their own nationality require years to learn to carry on the simplest kind of conversation in English, and many never progress beyond that. The writer of this claims that one hour daily for six months spent in his classes will enable as the spent in the classes will enable a student to gain as good a command of a language as even an educated immigrant will gain in six months so long as he relies upon "picking up the language." Can a language be learned without a

eacher! To learn a language there must be intercourse between two or more minds. It cannot be learned out of books alone. The authors of some text books claim that it can be done; some books are written to sell, and sold they are, the books as well as the buyers. Of course, there may be found now and then a particularly apt and dilicent stu lent who can make some headway with a book alone, but where one may succeed 100 at least will fail in the attempt. There are some who entertain the fond expectation of learning in a few lessons (and no home study) how to carry on a conversation in a foreign tongue. Can we expect them to ap-preciate the workslone by the Gouin method? It may be interesting here to give a few historical dates concerning the introduction of modern languages as a branch of study in the schools of this country. We find that Columbia college established a chair of French in 1779 and one of German five years later. William and Mary college introduced modern languages in its curriculum in 1782 Harvard provided for a modern language professorship in 1815. The literature of

these languages was not studied until fifty years later, about the time when conserva-tive Yale fell into line and accorded modern languages a place beside the classic tongues. In most of the elder institutions now and in all of the more recently established ones two or more of the modern languages are recognized as a both desirable and necessary recognized as a both desirable and necessary
part of any finished course of study. Until
very recent times however, little if any attention was given them. The relations between this country and the European
countries, formerly of a purely diplomatic and commercial nature, have
been strengthened lately by far-reaching
social relations which certainly give a great
impetus to the study of French and German.
In Europe one can scarcely make any claim In Europe one can scarcely make any claim to being even an ordinarily educated person without having studied thoroughly at least one foreign language. The needs of modern life are peremptorily demanding very much more devotion to the modern languages than has ever yet been accorded them, not that more time need be given them than is now done at the average American college, is now done at the average American college, but rather that their knowledge be more widely diffused beyond the college. It has been justly claimed that it is their suprementility which raises them from the status of an accomplishment and makes them rank as an integral portion of a liberal education. Their study is also enjoyable and is peculiarly well fitted for classwork. RUDOLT EGE.

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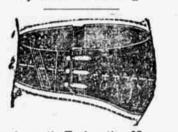
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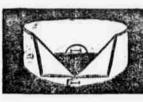
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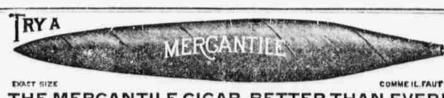
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