



COMPRISING  
**A SERIES OF SEVEN NUMBERS,**  
WITH COPIES ADAPTED TO EACH,

PREPARED WITH SPECIAL REFERENCE TO THE WANTS OF THE VARIOUS CLASSES IN SCHOOLS  
AND ACADEMIES.

BY **DAVID P. PAGE,**  
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Shaker Museum  
Old Chatham, N.Y.  
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The Shaker Museum  
Old Chatham New York  
Cat. No. 3322

07

A Memorandum  
For myself. To be Remembered by myself  
Concerning No One! but Myself.

Anna Dodgson.

June 1858. G.

The visit of the Commissioner to our schools, with his request, to be favored with a piece of composition, and my reception of a letter from Hudson to the same effect, has caused considerable excitement & perhaps some uncomfortable forebodings. The school was attempted to write some piece to the Commission returning thanks for his attention, & I attempted to comply with the requests; but being defeated. I thought it most prudent to resign the whole affair without either giving my judgment, or voicing my opinion concerning it. I am thankful that with many other things is not my business to see to.

July. 1858

I attempted to have the girls devote more time to mental arithmetic, but as I did not propose it at the commencement of school I have not succeeded.

I think half of the time devoted to mental arithmetic would ~~devote~~ be beneficial to the pupil.

## On Composition

Nothing is more difficult to come at than a proper standard, for the time & attention suitable to be devoted to Composition. To merely require scholars, to once a week write a letter (which at the best is often done in a slovenly manner), and always one thing over and over, seems to me of little benefit. I should think if the older scholars had a book prepared on purpose & took 3 examples in a week from Parkers composition it would do them more good! I mean to try it!

## Writing

I am persuaded that much would be gained if every pupil had a book and exercised in the elements every morning before commencing to write, practice 10 or 15 minutes at least, and as more copies each morning. Try it!

## Reading

I find nothing in school from which I think so much instruction is derived, as from Sargent's reader, if every reference is noticed & alluded to when each verse is finished. I have tried it a few days with success. Try it again!

## Spelling

For four weeks the second wrote their spelling lesson, by dictation 20 words each day, amounting to 400 words. Some of the class missed only 4 words, while others missed 60. There was a difference not so much in ability to spell, as ability to concentrate thought. To improve the plan. Let each pupil keep count of the words

the misspell, and write them correctly and incor-  
rectly in a little book. . try it again!

### Grammar.

Nothing like Clarks Grammar I like it  
all & fault nothing in it Do not put girls back  
who have already arrived at Etymology jigo it thro.  
Do not neglect the prosody I find it good & useful.

### Variety

Take one thing at a time and continue it for  
morning exercises and much will be accomplished  
in the season, include in the exercises Review  
of Geography and Grammar, Tables of Weights &  
measures, Abbreviation, Foreign Phrases,  
Words of like orthography &c.

### Behavior

The Juvenile Guide is the best guide to manners.  
and all girls hate to be marked under 6 for  
conduct, I wish I could make some improvement  
in the plan of rising for recitation, and setting  
Lessons, It makes great confusion for the monitor  
to be obliged to set the Lesson every day, I wish  
I could assign the next lesson, and consider  
it a breach of behavior if anyone has to inquire  
the next day, how much they must take and  
where the lesson is. Can not the Monitor rise  
first then all the rest rise, and stand in their  
places till the monitor steps forward, Try it!

# Mark's Under 6.

# Recept<sup>Improved in Reading</sup>

age	Name	Age	Notes
		3's	
14	Amelia C.	3.	Well improved
13	Mary Rayson.	1.	do do
13	JC Winters.	1.	do do
12	Emma Evans	1.	do do
11	Josophone M.	6.	Since the first 4 weeks
11	Anna Bowker	5.	" "
11	Ellen Calver	6.	" "
10	Sarah Jane	2 2.	Played at Recept.
10	Sarah E Rayson	2 4.	" "
10	Ellen Hart	1 1.	Since the first 4 weeks
10	Alice Webb	8.	Played at Recept.
7	Mary Hart	14 5.	" " "
7	Mary Ellen Roe	3 8.	" " "
14	Martha J Anderson.	1.	Well improved
14	Sarah Page	4.	Since the first 4 weeks
14	Sarah Ann Cox	1.	Well improved
14	E Drake	5.	do do do.
	Second Order.		Second Order.
14	Charlotte Morrow.	3.	Since the first 4 weeks
13	Miriam Watson.	5.	" " " " "
13	Mary Cleghant.	3.	" " " " "
12	Harriet Morrow.	4.	" " " " "
11	Jane Dubois	1 2.	Played at recept.
9	Emma Cox	1 3.	Seldom played
9	Mary Hew	1 1.	" "
8	Savina Page	3 0.	Played always.
8.	Catharine B.	2 2.	played Sometimes.

# Arrangement of Classes Text Books &c.

1 <sup>st</sup> Class. Name	Books.	Progress.
Amelia Calver.	Worsters Reader	(
Margher Jane Anderson.	Class Book of Nature	Read through
Cliza Beth Drake.	Spelling Book	nearly through.
Sarah A Carpenter	Clarkes Revised Gram	
Mary Rayson.	Astronomy thro.	Through & reviewed
Helena Winters	Cottens Geography	Europe. Control
Ellen Calver.	Arithmetic	Single rule of three.

## 2<sup>nd</sup> Class Books Progress.

Charlotte Morrow.	Sargents 3 <sup>rd</sup> R.	Selected
Ann Page.	Spelling Book	nearly thro.
Miriam Watson.	Simall Grammar	thro
Emma Evans.	Swifts 2 <sup>nd</sup> Philosophy	thro.
Mary C Cliphant.	Physiology	nearly thro
Floriant Morrow.	Perkins Spelling	thro Rules of Fractions
Josophera Markin	Geography thro	Through
Anna Barker	Astronomy	Through
Elle Hart		
Emma Cox		

## Extra Lessons learned by these Classes.

Weights & Measures. Abbreviations,  
 Words of similar orthography. & a thorough  
 Review of Geography & Grammar.

3 <sup>rd</sup> Class	Books	Progress.
Jane Dubois	Perkins first read	Through.
Sarah J. Winters	Sargents 2 <sup>nd</sup> "	140 pages.
Ann C. Rayson	Spelling Book	93 page
Alice Webb	Geography	twice thro.
Lucina Page.	Philosophy	twice thro.
Mary Hew.	Arithmetic	Regularly.
Catharine Bracket		Some to long divis.
Mary Hart.	Some Weights measures &	
Mary C. Roe.	abbreviations &c.	

September 1859.

We often form new resolutions and promise reforms, taking positions which we are sure we shall keep. But Alas! How often ~~xxx xxx~~ are our plans thwarted, and through the weakness of nature we find ourselves not yet started on the course which we determined to pursue. Thus we are ever learning, ever promising, ever beginning, and finally never accomplishing our designs. Shall we still continue after this life to prosecute our desires? Is C. S. R. - N. I. I. Y. given us to finish what we in this life plan? If so, O best and happy Eternity! Thou art none too long for the accomplishment of the grand objects which should fill the rational mind during its sojourn here. Who does not feel that a duty to God requires all that physical and mental powers can do can perform to his honor and glory. And can



much be accomplished in this short life; where disappointment clouds the sun and darkens every hope? Little! very little!

My soul sickens to review the small amount my greatest energies are able to perform.

I would glorify God! I would honour Zion! I would mature Childhood, and cause infant hispings to articulate, sage like, His wonders. But O! dreary im-

penetrable forest! Forest did I say; Not so No sturdy Oak, no stately Pine hath yet reared its head upon thy soil; no poisonous plant entwines thy lovely tender saplings; no Serpent coils beneath thy pebble rocks, &

But tiny wild flowers, which might deck the wreath of Queens, and cause a smile to play on Monarchs brows, these bloom spontaneous on the soil, and breathe the atmosphere in which I toil O! heaven

Even Patience! possesses my soul; Inspire  
my breathings; cause the ethereal flame of  
love through every nerve to flow; my aspira-  
tions heavenward; a beacon be to that blest  
land, where toil spent laborers may enjoy  
unsullied rest, and where these flowers, now  
ripened and matured, and grafted well into  
the holy vine shall grow and flourish  
with me; rooted deep in faith, in love  
in knowledge, wisdom, power, all emer-  
ating from the first Great Cause. This  
be our state at last, ye lovely gems, ye  
flowers of heavens growth midst whom  
I stand. Patience possesses my soul;  
Inspire my breathings!

September 1859.  
Arithmetic

I have not used any mental arithmetic this season, but it is not because I do not think it servicable, but because I could not come at it, I really intend next year to do better.

Geography.

The scholars have not made so much progress this season as sometimes in geography owing to having a second class of new scholars, and the first class taking new Geographies. The Political Divisions in rhyme have been learned by all so that it can be repeated separately.

Grammar.

The first Class have got through Synopsis and Etymology in C. Revised. & the second Class through Primary. I intend to begin with the first Class in Syntax next season I hope I may not forget it.

Philosophy.

First Class through Parkers abridged, Second Class both of shafts, Third Class thro Swifts first, I think next year to let the first Class try Porters Chemistry. Remember it!

Reading.

I have devoted much attention to reading. I have for three or four weeks at the beginning and end of school, drilled the first Class in Porters Rhetorical Reader; first in the examples then in the Cryptic pieces at the last part of the Book. Fied quite satisfied with my success. I find nothing which I think requires more experience and patience to teach.

## Writing

My success in writing rewards my toil. I am as satisfied perhaps, as I generally am with what I do. For three weeks past the first class have practiced in Coarse hand, and have made rapid improvement.

## Spelling

Nothing remarkable in spelling; the second class being mostly new scholars, I have not had any putting out of spelling lessons to write for fear of confusing them with so many new things, a new school &c.

## Astronomy.

The First Class have got through Mattison's Astronomy, and the second and third class have mastered the astronomy in Monteth's Manual.

## Compositions

The girls have done very well about writing compositions, tho' I have felt far short of accomplishing what I intended, still I think us a little in advance of what we ever were before. I made the first class a little book, which they have written some in besides several letters which are not copied.

## Arithmetic Mental.

I hope I shall remember to commence mental arithmetic thoroughly at the 4-4<sup>th</sup> page.

# Arrangement of Classes Text Books &c.

1st Class

Mary C. Rayson.  
 Miriam Watson.  
 Helena Winters,  
 Emma Ewers.  
 Mary C. Clephant.  
 Robert Morrow.  
 Josephine Martin.  
 Anna Barber.  
 Ellen Calver.

A portion of

This States & Territories  
 Analysis & Etymology  
 Through  
 Through  
 J.M. & C.C. Through  
 Perkins Fractions  
 Vulgar & Decimal  
 Davies Reducter 118 p.  
 Emma C. page 115.

Rhetorical & C.B. Nature  
 Analyzere. page 46  
 Colten Fitch Geogra.  
 Revised Grammar  
 Abridged Philosophy  
 Astronomy.  
 These except W. M. R.  
 Commenced at fractions  
 in Perkins arithmetic  
 then Reduction in Davies.

None of the rest went thro Decimals were at page 105 Thro  
 Helena Winters page 242. Mary R. 225.

2nd Class

Catharine Higshce.  
 Mary Watson.  
 Emma Bishop  
 Jane Roe.  
 Ellen Flart.  
 Emma Cox.  
 Catharine Bricket.

97<sup>th</sup> page

Through  
 99<sup>th</sup> page  
 Through

Sargents 3<sup>rd</sup> Reader  
 Spelling Book  
 Swifts first & 2<sup>nd</sup> Phil.  
 Montomes. Manual Geo.  
 Primary Grammar  
 Introduction in Arithmetic.

It is my intention to have this class commence  
 at Fractions in Perkins Arithmetic.

3rd Class.

Jane Dubois.  
 Alice Webb.  
 Mary Frew.  
 Louena Page  
 Mary Flart  
 Mary Ellen

102<sup>nd</sup>

99<sup>th</sup>  
 Through  
 71<sup>st</sup> p

Sargents 2<sup>nd</sup> Reader  
 Spelling Book  
 1<sup>st</sup> Philosophy  
 Geography.

4th Class

Mary A. Higshce  
 Elizabeth Moore  
 Matilda Froshce  
 Sally M. Rayson.

Reading Spelling  
 Setting Types. &c.

May 2<sup>nd</sup> 1860. Plans. &c.

I commence school just about where I left it (I had not <sup>not very</sup> transporting) missings then, nor have I now <sup>very</sup> vivid anticipations; nevertheless, if I was to set about an important piece of labor I should wish to have some premeditated designs either original or acquired, And I find it equally important as I commence my term of teaching that I should have something in view which I intend to accomplish, as near as possible.

For extra lessons, commence at the tenth and take to the seventeenth lesson in Monteth's Manual in the Astronomy. Complete the Geography verses, First & Second Class Learn the Islands of Oceania, and about Asia. And the Astronomy verses Learn the Tables of weights and measures.

September 1860.

I have not made much progress in arithmetic this season, and again fault myself for not using mentle arithmetic. I find myself faulty indeed

## Geography

The attention has again been directed to the Geography in rhyme, and much time consumed on it. Otherwise good progress has been made by the first and second class. Geographies three

## Grammar.

Very good success especially with the first class. Three etymology & syntax.

## Chemistry.

This study is more simple & is better received by the class than I had anticipated. They learned to weigh 124. then read the book nearly through

## Reading.

I have found the benefit of exciting interest & attention to good matter for reading. The second class have read the class book of nature nearly thro, & learned Willsons Primary History, by which means they are certainly much wiser than when they entered school. The first class have read to the 302 page in Guineys United States. I intend next year to pay particular attention to Rhetorical reading &c.

## Spelling

I cannot boast in my success in this blind art. I think about medium. The <sup>first</sup> second class have gone thro the Analyzer & the 3<sup>rd</sup> class thro the Spelling Book. Next season I wish to put out words in spelling lessons.

## Writing

The most of the girls have been writing course hand and have made some progress, the First Class have written the Geography.

## Composition

Great difference in abilities in this art, no proficient & many defects. I cannot make what is not. What shall I do?

## Conduct.

The girls have reduced some of the rules of manners to Dialogues I like the plan very much.

## Variety

I have been obliged to pay much more attention than I had intended to the spelling Geography but I have besides had the abbreviation well studied & the foreign phrases, with the general exercises in Montet's Manuel. I hope another season to be able to give to numeration and spelling a prominent place as extra lessons.

I have for a short time had each scholar give some useful information at the commencement of afternoon schools, and I hope to continue this & turn much time & attention to mental arithmetic.

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1 Class.

Text Books

(15)

1. Merriam Watson.
2. Helena Winters.
3. Emma Cavens.
4. Mary C. Elephant
5. Harriet Morrow.
6. Josephine Martin.
7. Anna Barker.
8. Rachel Turner.
9. Emma Neal.
10. Ellen Culver

Ginn's United States.  
 Anglizer  
 Porters (Chemistry).  
 Fitch & Coten Geography.  
 Clarks Revised Grammar  
 Davies Arithmetic.  
 Mallison's Astronomy.

2. Class.

1. Catherine Figsbee.
2. Mary Watson.
3. Emma Bishop.
4. Jane Roe.
5. Ellen Hart
6. Ann C. Rayson
7. Ann C. Chapel.
8. Emma Cox.
9. Sally Neal.
10. Catherine Brickel
11. Sarah Cutter.

Class Book of Nature,  
 Willsons Hist.  
 Anglizer.  
 Parkers Philosophy  
 Primary Grammar  
 Monteth Manual.  
 Perkins Arithmetic

B<sup>d</sup> Class.

1. Alice Webb.
2. Mary New.
3. Martha Jane Cline.
4. Harriet Ray.
5. Jane Dubois
6. Mary Hart
7. Mary Ellen Roe.
8. Anna Neal.
9. Mary A. Figsbee.
10. Louisa Page.

Sargent's (B<sup>d</sup>) reader  
 Spelling Book  
 Swift's Philosophy  
 Monteth Manual.  
 Emersons Arithmetic

4. Class  
Elizabeth Moor  
Susan Mason  
Lucy Brown  
Matilda Figsbee  
Anne Remington  
Sally Maria Kay.  
Almira (Kay).

Surgents 2<sup>d</sup> Reader  
Spelling Book.  
Swifts Philosophy  
Geography primary, & United States  
Multiplication

August 30<sup>th</sup> 1861.

I find myself nearly at the close of another school term. I am as usual in rather a moody condition, and review my labors as I always do, with some pleasure and satisfaction and some regret. I find children will be children. Old experiences heads must generally grow so with time. I have not yet succeeded quite to my mind with extra lessons, I hope another season to be able to get some chronology into the girls heads & into mine I must try for this way, and more general questions in Geography, Philosophy and astronomy might be profitable introduced. The girls have improved as much as I could have expected this season, especially in real knowledge which is I suppose the great thing desired.

I think another year the First and second class can spell together, in the Analyzer, and the third and fourth class in the spelling book. The third & fourth class can read together. I intend to put Ann C., Ann Eliza, Margaret C. Sarah C. and Alice M. into the first class. But to make such a division of grammar among them as will permit Ellen C. E. J. & the older girls who may be here to study Gr. Syntax. I intend to put Jane Dubois Howard & <sup>John</sup> Henry into the 2<sup>d</sup> class. Almira, H. Anna H. and Fille. & Sally M. H. into the third. If I only have 6 classes I hope I shall be able to attend to, nearly all my own recitations. There must be a little more attention paid to the maps, by younger scholars.

### Arithmetic

When I was at Waterblit in June I talked with Mr. Buel on the subject of arithmetic he recommended using the boards altogether for practical arithmetic I have introduced it with success. Divided the school into two classes, using Mentle arithmetic alternately. The first class will get three federal money, The rest have mostly got into long Division

### Geography.

The school have not got as far in Geography as they do some times, It was new to many of them, and I suppose this must account for it. The Islands of the West Indies have been added to the remaining Geography, all of cept the circles & part of the Islands are learned by the school.

### Grammar.

Very good success in grammar, the first class have got thro' Analysis & Etymology. In Class thro' Analysis.

### Chemistry.

The Book thro' except about 40 pages which I thought unnecessary or at least I felt more anxious to pursue the Geological portion of the work.

### Philosophy.

Second and 3<sup>rd</sup> class have studied Swifts little Books over & over, I hope they will be measurable benefit

### Reading

Much of the summer has been occupied in history both by the first and second class, since then the first class have read in Parkers national & the second class in the Rhetorical, with some success. The third & fourth class have read together,

## Spelling.

Have been very thorough with the Analyzer, particularly the rules have made extra lessons of it several weeks. First class three, second class to 116 page. For some time followed writing letters on slates one day in a week to correct errors in spelling. I thought the plan successful.

## Composition.

Success better than usual quite good throughout,

## Variety.

I do not think I have been so successful as I should have been, I systemized my lessons a little better. I hope I shall have the counties of New York State the town surrounding us, and our States history better learned another year. I hope the verses in Geography will not occupy much time another season.

## Presents given out.

I bought a few books at the close of school, and offered them only for those who had not one bad mark. Cards of birds with reading on, for such as had not over 5 bad marks.

Other cards & tickets for such as had not over 20 marks, and finally a last pick for the rest.

Some little disturbance with Anna Barker. She had a bad mark for improper conduct when company were in and she an Lily both had one question for loud studying. The questions both disappeared by promise, but Anna's mark remains. Josephine, Jane Rob, Rachel Turner Sally Neal, & Mary Kew got a book. Those who left school, received an ink stand pen holder lead pencil. Slate pencil all 4 sheets of paper, 6 pens all but Josephine a knife she a piece of India Rubber. All the girls took home lead pencil & pen holder who had not one at home. Gave to a few of the older girls 2 sheets of paper.

August 30<sup>th</sup> 1862.

I can hardly review my past labor, and not feel something like regret that the summer is just & still there is so much unaccomplished; happy would be my condition, could I see no more to be done. but alas! this is far very far from being the case.

Arithmetic.

I have made little use of practical arithmetic this season but have given Menthe arithmetic a place entire proceeded to multiplication of fractions 71<sup>st</sup> page, very good success.

Reading.

The Reading in Willsons New readers, have occupied the summer, not so much attention to philosophy & chemistry as usual, on the account I think the reading not generally good.

Composition

I hope another season to be able to accomplish something more in composition, at least I mean to try it til, I must remember my opportunity at Pittsfield.

Geography.

I contemplate beginning Geography, first & second class where they leave off. first class page 61<sup>st</sup> Second class page 5<sup>th</sup>.

Grammar.

First class in syntax. Second class in revised Gr.

Conditions.

I believe I have settled with every one of the girls, a full amount of schooling. And I have given to Mrs. C. Rayson & Jane Dubicko with the rest that left school. Carols prizes &c, given about as usual. Gave all who

could write at all a little paper. Lead pencils & pen holders taken home and each slate pencils as they had remaining

## Behavior

I will just say as to this I have paid great attention to the juvenile guide the last 3 weeks of school, if I think proper I will use my dialogue next season.

August 30th 1863

First Class.

Books

Progress &c.

Commencement next Dec.

Margaret Clewland.

Reading section on Philosophy Wilson's <sup>45</sup> & K.

Sarah Cuttler.

and the Physiology and Botany all read.

Margaret Jane Chice.

Grammar, Analysis & Etymology thro.

Lally Seal.

Geography. Thro Asia. I think of finishing, then go thro the review, &c.

Alice Webb.

Astronomy thro.

Harriet Gray.

Analizer thro.

Mary Hew.

Arithmetic 3 months practical

Jane Fuller.

one month mental, 74<sup>th</sup> page

Mary Flatt.

Moory Ellen Roe.

Anna Seal.

Catharine Bricket

## Second Class.

Mary Ann Figsbee.

(Reading) Wilson's 3 readers.

Caroline Ulrich.

Grammar Analysis Etymology.

Cliza A Haynes

Geography Montet's thro.

Susan Mason

History thro revolutionary war.

Amirice Gray.

Philosophy thro.

Maria Cook.

Spelling Analizer thro Prof's.

Rebecca Turner.

Arithmetic practical to division

Anna Hemington

Mental 74<sup>th</sup> page

Matilda Figsbee

Abby M. Rayson

Third & fourth class remainder

Reading Wilson's first & second reader  
 Spelling in spelling book  
 primary Philosophy, Geography Montet's,  
 Arithmetic mental.

Process in the  
 signs.

# Remarks. 1863.

(21)

I find much to be satisfied with, and somethings to regret. Nevertheless being favored with such proper assistants I have succeeded much better than usual.

## Arithmetic.

Progress better than usual. Helena took pains with first Class in Long Division. I wish them to commence at reduction of English Money. Second Class commence at multiplication. In mental arithmetic they can get together.

## Reading.

I general very good used Willson's readers practiced spelling the reading lessons.

## Compositions.

I have succeeded very well with Parkers composition. Have tried giving words & phrases. I wish to remember to draw maps and write concerning them &c.

## Spelling.

I find a decided increase in spelling. tried giving a list of common words, let them be written on the board then corrected then used in composition, gave extra tickets for success &c.

## Geography.

Not much attention to the verses this year but next year I wish to have all the verses Islands & all repeated 3 times a week.

## Grammar.

Try the first class in Etymology & Syntax.

## Gymnastics

Amelia & Helena have taught & been very successful.

1864  
 Remarks, Classes Organized &c., 1864

Jane Fuller	Finished Willsons 4 <sup>th</sup> Reader, 4 weeks
Mary Rice	Read in Parkers Reader.
Catherine Brickel	Grammar Thro Etymology well done
Harriet Ray,	Geography half thro (Europe), No
Mary Ann Figsbee	Philosophy Parkers thro.
Mary Hart.	Astronomy Parthy thro
Mary C. Roe.	Arithmetic First and second class
Anna Seal,	together, not thro.
Elizabeth Haimes	Arithmetic Practical Denominal
Caroline Ulrich.	Number, Mental, some where.

Susannah Mason	Reading B Reader Finished.
Maria Cook	Grammar. Small book conjugation of verbs.
Anna Remington	Geography South America.
Lacy Brown	Philosophy swift thro.
Rebecca Burner,	Arithmetic Long Division.
Amira Ray,	
Martinda Figsbee	
Sally Maria R.	
Hulloch Brackett	
Catherine Clark	
Cherisa Wright.	
Mary C Perry.	

The remainder of the school divided in two classes, great need of smaller geographies. Arithmetic and

Learned all the Geography verses of the Political Divisions. Read First & second Reader nearly thro. Arithmetic to Multiplication.



## Spelling

Begin the *Spelling* all part 2<sup>nd</sup>. prefixes.  
Attend to spelling as a general exercise more.

## Composition

This season has been greatly neglected.

## Astronomy

Commence the Book and go thro.

## Grammar

First Class commence at Syntax, Parit  
and learn Bullions Rhyming Rules, &c.  
Second Class begin the large Books.

By economising we avoided buying any thing at the  
close of the school. No pen knives were given out, there  
being none on hand.

November 3 I am sitting here writing and waiting to fin-  
ish painting a Black Board in the Class Room. To make this  
= Board may be right or may be wrong.

Exercises in Articulation

The bull, the bribe, the barb, the babbling,  
bitter. He humbly held the hostler's  
horse an hour. Slope, coats, roads,  
coats and loads of cloaks & soap.

The scenes of those dark ages, Did you say  
the scenes of those dark ages

Six skin, slick sapplings slothfully resawed.



## To Teachers and School Committees.

W. & S. B. IVES, SALEM, MASS.,

RESPECTFULLY call the attention of Teachers and School Committees to a series of Writing Books recently published by them, entitled, "THE NATIONAL WRITING BOOK, comprising a series of seven numbers, with Copies adapted to each, prepared with special reference to the wants of the various classes in Schools and Academies; by DAVID P. PAGE, Principal of the English High School, Newburyport, and CHARLES NORTHEAD, principal of the Aborn St. Grammar School, Salem."

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*From the Principals of the English Grammar Schools in Salem.*

The undersigned having examined and well considered "THE NATIONAL WRITING BOOK," have no hesitation in pronouncing it the best system, on the whole, now before the public, for Common Schools, etc. They have used various systems in teaching this art, for a number of years past, and have found them all more or less defective in some important particulars.

The National Writing Book is the production of two experienced Teachers, who have been singularly successful in this branch of learning in our Schools. It is designed, and we believe does remedy the defects which they have found in practice to exist in all other systems. It commences with large, or round hand; and the pupil is kept in these exercises until the hand is firmly and permanently established; and is then, by a judicious, but not long and tedious gradation, led into fine hand. The style is throughout just what it should be for learners,—plain and substantial.—There is another feature in it which is excellent, and will be appreciated by all Teachers,—viz., the copies are bound up in the writing books, and will thus always be at hand; and obviate the serious evil of trouble and waste of time in the constant exchange of copies. The books are made of the first rate paper for school purposes; and the publishers pledge themselves that they shall continue to be. The gradation, from first to last, we consider as a great excellence in the system,—much beyond all others with which we are acquainted,—it being sufficiently short, but by perfect, successive steps.

EDWIN JOCELYN.  
O. C. FELTON.  
ABNER BROOKS.  
J. B. FAIRFIELD.

D. P. GALLOUP.  
ALBERT LACKEY.  
THOMAS B. PERKINS.  
WILLIAM LEAVITT.

SALEM, March 10, 1842.

*Copy of a Vote of the School Committee of the Town of Newbury.*

At a meeting of the School Committee of Newbury, held April 2, 1842:—Voted, that the "NATIONAL WRITING BOOK," by Messrs. Page and Northend, be recommended by this Board, to be introduced into all the Public Schools in this town.

E. SAVARY,  
Secretary of School Committee.

Bradford Teachers' Seminary, March 24, 1842.

Messrs. PAGE and NORTHEAD—

I have for some time used your "National Writing Book" in my Seminary, and it affords me pleasure to say that my pupils have made much greater improvement than with any other system I have ever used, and I think it is peculiarly well adapted to meet the wants of our schools and academies. The excellent quality of the paper and the neat and attractive appearance of the book, in addition to the intrinsic value of the system itself, must commend it to those engaged in teaching this important branch. I, therefore, with great confidence, recommend it to Teachers and School Committees, believing that it will give them perfect satisfaction.

BENJ. GREENLEAF,  
Principal of Bradford Teachers' Seminary.

*From OLIVER CARLTON, Esq., Principal of the Public Latin School, Salem, Mass.*

Messrs. W. and S. B. Ives.—I have carefully examined "The National Writing Book;" and, comparing its merits with those of other systems of writing within my knowledge, it appears to me to possess some peculiar excellencies, and to be remarkably well adapted to the acquisition of a plain, neat, and elegant style of Penmanship.

Very respectfully, your ob't serv't.

SALEM, April 2, 1842.

O. CARLTON.

DANVERS, May 23d, 1842. At a meeting of the School Committee of the town of Danvers, May 23, 1842.—

Voted, unanimously, That "The National Writing Book" be recommended by this board, to be used in the several Schools in this town.

J. M. AUSTIN,

A true copy.

Clerk.

SPRINGFIELD, Mass., Sept. 5th, 1842. At a regular meeting of the School Committee of the town of Springfield held on Monday, Sept. 5th, 1842.—

Voted, unanimously, that the series of Writing Books published by W. and S. B. Ives of Salem, be introduced into the Public Schools of Springfield.

HENRY W. LEE,

JAMES SWAN,

ALBERT A. FOSOM,

MARK STAPLES,

School Committee

A true Copy, Attest,

JOSEPH INGRAHAM, Town Clerk.

*From the Principal of the Latin High School in Newburyport.*

THE NATIONAL WRITING BOOK, comprising a series of seven numbers, with copies adapted to each, by Messrs. DAVID P. PAGE and CHARLES NORTHEAD, is decidedly the best system I have ever used. I say the best, because it is the most "teachable," and consequently of the most practical value. The directions for using them are exceedingly explicit, and the system of ruling and general arrangement remarkably simple and nearly uniform throughout.

The style of writing is plain and can easily be imitated, having in it very few of those flourishes, which, while they add to the beauty of an engraved copy, detract in just about the same proportion from the excellence of any system which is to be taught.

If I am not mistaken, the introduction of this system will greatly diminish the labors of teaching this difficult and desirable art.

ROGER S. HOWARD,

Principal of the Latin High School.

NEWBURYPORT, March 14, 1842.

The subscribers, Instructors, of Newburyport, express their concurrence in the above recommendation.

S. L. CALDWELL.

ELIAS NASON.

EBENEZER SAVARY.

J. M. BRADBURY.

JAMES WILLIAMS.

CHARLES C. DAME.

*From the Teachers of the People's Literary Institute and Gymnasium, Pembroke, N. H.*

Having examined the "National Writing Book, comprising a Series of Seven Numbers," by Messrs. Northend and Page, we do not hesitate to give it as our opinion, that it is a work admirably calculated to meet the wants with "special reference" to which it was prepared, and that it will be found at the same time both highly useful to the learner and convenient to the teacher. The plan of the series is plain and judicious, and the style of the copies at once elegant and practical.

J. KINSMAN, Principal.

J. WESTON, Teacher in Penmanship.

J. D. PHILBRICK, Instructor.

PEMBROKE, April, 1842.

*From the Instructors of the Andover Teachers' Seminary.*

We have carefully examined "The National Writing Book," and are happy to express our approbation of the general plan and the execution of the work. In our estimation it more fully meets the wants of Schools than any other system now in use.

ANDOVER, June 22, 1842.

LYMAN COLEMAN.  
WILLIAM H. WELLS

To be had of or through every Bookseller in the United States.

## REMARKS.

Many teachers, beside the subscribers, have long felt the need of a system of copies and Writing Books combined, in arrangement so simple as to be perfectly understood by all classes of pupils, and in style so plain as to be within the ability of the persevering, successfully to imitate.

In the preparation of the National Writing Books, it has been a prominent object with us to avoid the prevailing defects of other systems. These defects in part, are; 1st. A too rapid transition from the elementary principles to the more difficult and even florid styles of writing, tending to discourage the learner in his vain attempts to keep pace with the successive lessons. 2d. Some systems have changed both the *style* and the *size* of the writing in each successive number or book, so that the learner has not time to become a proficient in one style, before he is called upon to abandon it for another. 3d. In some systems the *style* has been entirely unsuitable for classes in schools; the writing in some numbers being so very "*fine*" as to defy successful imitation with the pen,—and even could this be done, the acquisition, for the purposes of utility, would be of no value. In some there has also been too much of flourishing and ornament to be *practicable* in schools. 4th. In many, the machinery has been altogether too complicated to be used without great labor and care on the part of the teacher. 5th. The paper of which many of the books are made, is wholly unfit.

At the instance of numerous friends, and under *experimental* conviction of the necessity of some improvement in this department, the undersigned have attempted to meet the wants of the great body of teachers, so far as

their own experience and the valuable suggestions of others could enable them to do so.

It is presumed the arrangement of this system will be found to be free from confusion, and the transition from the easy to the more difficult exercises so gradual as to *encourage* rather than dishearten the learner. *One direction* as to the distance of the writing applies to all the books but the 6th and 7th. (See "Directions.")

The *style* of writing is strictly plain; and the size of the fine hand undergoes but one change. For most practical purposes the writing in numbers 4, 5, and 6 is sufficiently fine, especially for boys. No. 7 was prepared more particularly for the use of girls, and such as *prefer* a finer size than number 6.

The copies are a close imitation of the hand writing of one of the authors. If teachers will require the devotion of more time and attention to the writing of coarse hand, it is confidently believed that they will find their reward in the improvement of their pupils. One who can write a good coarse or copy hand, will find it comparatively easy to learn a good running or fine hand.

Such as it is, then, we unite in dedicating this humble effort of ours to the "TEACHERS OF YOUTH IN THE UNITED STATES," in the hope that it will not only alleviate their toils in a very important and laborious department, but greatly promote their success.

DAVID P. PAGE,  
CHARLES NORTHEND.

SALEM, January 1, 1842.

## DIRECTIONS TO TEACHERS.

1. Let the copies be cut from the book, one at a time, and placed at the top of the page for which it was designed.

2. In all the books but 6th and 7th the writing should be in every third space, or, in other words, upon every third line; and in the 6th and 7th upon every line.

3. Insist that each exercise shall exactly fill the spaces between the perpendicular lines, neither falling short nor running over them. Insist, also, that the number of characters in the elementary principles shall correspond with those in the copy. ☞ *This is the best method to teach distance.*

4. Require all turns to be made without raising the pen. ☞ It is a very pernicious but very prevalent habit to raise the pen.

5. The hair stroke should always be made with the right hand corner of the pen.

6. Insist that the scholar insert all marks of punctuation as in the copy.

Also insist that the scholar continue to write "*coarse hand*," until he can do so with considerable ease and proficiency. This will render the acquisition of the "*fine hand*" a much less difficult task.

7. In the 4th and 5th books the writing should fill just *one half* the space between the lines; the ruling is *one eighth* of an inch and the *altitude of the writing* should be *one sixteenth* of an inch.

8. Require that the pupil should "*Sit up*" while writing. The eyes of beginners are almost always too near their paper or book.

9. See that in making the a, d, g and q, the pupil does not first make a perfect o and then join the other part. These letters should be made without raising the pen. ☞ Show the class (upon the black board or otherwise) how this can be done.

10. Let the books *always* be collected and placed upon the teacher's desk at the close of the writing hour, and occasionally devote a half hour to the examination of the books in presence of the school, with such commendation, reproof, or general remark as may be called for. This will stimulate the learner and save very many disfigurations of the books.

11. In the 5th, 6th and 7th books, let the pupil write one half of the last page first, leaving the other half until he has filled up the book. This will show the degree of improvement.