Instruction.

THE STORY OF A LIVE SCHOOL.

[The following extracts are taken from advance sheets of an illustrated book from the pen of Mr. S. S. PACKARD, of Packard's Business College. The "story," which is full of points and very readable, describes with accuracy and sufficient detail the processes of the school from the beginning to the end of the student's course, and the illustrations, which are excellent, add greatly to the charm of the recital. The book—containing 80 pages—can be had by addressing the author at 805 Broadway.]

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CLASS INSTRUCTION.

Mr. Packard—It is a curious fact—and one for which I will not undertake to account—that there is no one subject in which the great majority of young men who come to us are so deficient as practical arithmetic; and this is the case with many who have had unusual advantages in the way of schooling. We have plenty of text-book mathematicians who have "gone through the book" ever so many times, and are familiar with rules, but comparatively few who know how to apply what they have learned, and fewer yet who combine accuracy with rapidity.

Mr. Wilson—Well, it is hardly to be expected that a school-boy will be able to get results as surely and quickly as one who has had years of practice.

BUSINESS DRILL.

Mr. Packard—That is true. We do not expect that; but every boy who has "gone through" an arithmetic should have had some business drill. It is the lack of this drill of which I complain. In most schools where arithmetic is one of the studies, and where it fills a prescribed place in the curriculum, and proficiency in it is daily checked off in percentages, little or no attention is given to the student's method of work, nor does the teacher know whether he comes at his results by the shortest or the longest road, or by the easiest or most painful of processes. A lesson is a lesson; and if the answers to the written problems agree with the teacher's "key," the scholar gets his "mark," and that is all he cares for.

Mr. Wilson—But you certainly use text-books, and prescribe lessons, and expect students to get them. How can you secure what other schools fail in?

ARITHMETIC AND "CULTURE."

Mr. Packard—When I speak of the methods of other schools, I mean to be understood as judging of them from the students who come to us, and I can understand why it is that a school which claims to cover the whole circle of "culture," and in which arithmetic is but one of twenty distinct studies, and an unimportant one at that, should not find it convenient, even if possible, to subject its students to effective drill. The fault is not that teachers are careless or ignorant, but that they are human, and cannot do impossible things. Why, I was the other day shown the regular diploma of a well-known and well patronized Young Ladies' Seminary, located not a hundred miles from New-York, and these are the studies which its graduates were declared to be *proficient* in: "Ethics, Mental Philosophy, Logic, Physics, Chemistry, Astronomy, Botany, Physiology, Geology, *Arithmetic, Bookkeeping*, Algebra, Geometry, Rhetoric, Literature, Criticism, Philology, Geography, Mythology, French, German and Italian." Here are twenty-three distinct studies, any one of which might reasonably exact a year's time from an industrious and thoughtful man, and most of which are wholly beyond the comprehension of a girl of nineteen—the average age of graduates. And these young ladies are declared to have passed a "*satisfactory* examination" in them all! It is sometimes claimed that business colleges deceive the public in promising what they cannot perform; what should be said of an institution, with a charter and rich endowments, that unhesitatingly—nay, with pomp and circumstance, and without a protest from respectable patrons who cannot be ignorant of the sham—puts before the community such a preposterous document?

DIPLOMAS.

Mr. Wilson—We all know what diplomas are. They are usually very pretty, and look well hung up in frames, but nobody takes the trouble to read what is printed on them. They are generally in Latin or some other dead language, which is a slimsicism that that nobody is expected to read them.

Mr. Packard—But what about the education when they are intended to apply, and for which money and time are spent?

GIRL GRADUATES.

Mr. Wilson—Well, we don't expect girls to be very proficient in anything, and a few 'ologies more or less in their diplomas don't hurt any one, and besides, are a great comfort to their friends, especially to the homespun father and mother, who have been working and saving in order to give the "gal" a good "education," so she can get a rich husband and won't have to "slave as we do."

Mr. Packard—Well, I only wished to explain the difference between having branches of study written down in the schedule, and ground into the student. What is true in the claims of this young ladies' seminary is scarcely less so in many of the so-called classical schools, where boys "are fitted for colleges or business." The range of studies is so great, and the time which can be given to each so insignificant, that it is impossible that proficiency should be attained in all; and our observation is, that the studies most apt to be neglected are the common ones, which are most useful but least sonorous. Thus it is that we find the pupils from some of our most reputable schools very deficient in practical arithmetic, and almost wholly ignorant of bookkeeping. Besides, the kind of arithmetical processes usually taught in the schools are not the kind usually practiced in business.

SCHOOL AND BUSINESS.

Mr. Wilson—Why should there be one kind of arithmetic for school and another for business?

Mr. Packard—Why, indeed! But there is, as all observing business men know. The reason may be, that the majority of arithmetic teachers have little or no knowledge of business, and arithmetic-makers are even worse. The amount of misinformation contained in the ordinary school arithmetics would be amusing were it not exasperating.

Mr. Wilson—So you don't use the school arithmetics?

Mr. Packard—Yes, we use them, as we use other text-books, for the good therein is them. There is no school book that has not some good points, and very few authors that have not some excellent ideas of their own, all of which any sensible teacher will appropriate for the benefit of his pupils; but text-books, except as furnishing the raw material for practice and test work, do not enter largely into our scheme.

AUTHORS AND TEACHERS.

Mr. Wilson—Are you not an author, and do not your own text-books cover your requirements?

Mr. Packard—No author can do the teacher's work. A live text-book in the hands of a live teacher makes a proper combination; and if to these are joined a live pupil, there is lively work altogether. But much more depends upon the teacher and pupil than upon the text-book; and if the pupil is dull, the more need of individual quickening processes. A thoroughgoing teacher with a poor text-book, or even none at all, is greatly preferable to a dummy with the best. There is no lack of text books, either as to number or variety; and if, in the midst of such abundance, any teacher feels that the cravings of his soul are not met, hosts of printers and bookbinders stand ready to do his bidding. There is no law against respectable book making, and no society for the prevention of ruin to book makers; so when any of us get to know more in a minute than any existing author does in a lifetime, we have our remedy. Of course we have text-books—a number of them—that have been prepared especially for our own use, and we are not likely to make the mistake of underrating them; but we are quite willing that teachers should put their own estimate upon them, and even supersede them by better thoughts and appliances, from whatever source.

Mr. Wilson—That sounds very liberal in an author; but isn't it a little too liberal? If your years of experience as author and teacher have given you a knowledge of the best things to teach and the best way of teaching, why should your pupils not have the benefit of it?

Mr. Packard—What I am after is *results*; and I have very decided opinions as to what these results should be. How they are to be achieved is a matter of much less consequence, except that they should be achieved in some direct and positive way. This can be done only by intelligent and competent teachers. And when such teachers are found they are apt to have their tools with them.

Mr. Wilson—And you would have them use their own tools rather than yours?

SAUL AND DAVID.

Mr. Packard—Yes; ever since David killed Goliath with a smooth stone from a shepherd's sling, refusing to be encumbered by Saul's armor, the world has had a living example of the force and significance of individuality. If Saul had thought more of the display of his accoutrements than of the death of his enemy, or had been like some of our self-sufficient book-makers, who imagine that the wisdom of the world is bounded by the covers of their books, there would have been a different issue in the Philistine business; but desiring mainly the pleasure of appointing Goliath's funeral, he told David to do as he pleased, *only be sure to have the corpse ready*. The corpse was "on time," and the Jewish maidens did well to chant the praises of David, even at the expense of Saul.

Mr. Wilson—But, after all, Saul's armor was not to be despised, and the chant of the Jewish maidens contained a just tribute to Saul, who had "slain his thousands," as well as to David, who had "killed Goliath."

Mr. Packard—Yes; that is true. Saul's armor was the thing for Saul, and David's sling the thing for David; and inasmuch as the job of killing the giant was let to the stripling, he had a right to choose his weapon. The best thing recorded of the king was his acquiescence in this demand.

Mr. Wilson—But, after all, there must be a schedule of study, and lessons, and means of marking progress, and as you have already foreshadowed in your budgets, some uniform method of getting at the body of learning which warrants a student's promotion. This cannot be regulated from the inner consciousness of the teacher, but must be stated somewhere in exact terms.

Mr. Packard—That is true. No teacher is permitted to be in doubt as to what attainments are required in order to advance a student. This is his Goliath.

BUSINESS.

Mr. Wilson—Here is something altogether new to my experience. What are these young men engaged in?

Mr. Packard—This is our business world, and forms an interesting contrast to the still life which you so admired on the other side of the glass partition. The activity in this room may strike you by comparison as disorder, but you will not be troubled to find a meaning in it all. Here theory ends, and practice begins. The work required in this finishing department is as exacting and as real as the work in our best business houses and banks. In fact, these *are* business houses and banks, in a sense that few can appreciate who do not take the trouble to examine the work carefully and critically. At the extreme end of the room is a bank in complete operation, and which is as perfect in its functions as any bank in this city or elsewhere. The records which are made in its books come from the real transactions of its dealers, who are engaged in different lines of business at their desks and in these offices. The small office adjoining the bank on our right is a post office—the only one in the country, perhaps, where true civil service rules are strictly observed. In connection with it is a transportation office. Through these two agencies an amount of business transpires that would astonish a country boy. From fifty to a hundred letters daily are received and delivered by the postoffice, and are written by or to the students of this department.

INTERCOMMUNICATION.

The correspondence thus indicated occurs not only between our own students, but between members of this and other similar institutions in different parts of the country. A perfected system of intercommunication has for years been in practice between coordinate schools in New-York, Boston, Brooklyn, Philadelphia, Chicago, Baltimore and other cities, by which an elaborate scheme of interchangeable business is carried on which is little less real in its operations and results than the more tangible and obtrusive activity which the world recognizes as business.

Mr. Wilson—I don't quite understand you. Do you mean to say that the letters which are now being delivered to these young men are from other young men in similar schools in Boston, Philadelphia, Chicago and the other cities you have mentioned?

Mr. Packard—We will waylay the carrier and see for ourselves. This is the morning delivery, and these letters are all from other cities. We have here twenty with the Boston postmark, ten from Brooklyn, three from Chicago, one from Milwaukee, five from Philadelphia, two from Trenton, and five from Baltimore. These letters are addressed to our general offices and to the individual dealers which make up our community, and contain, as you see, invoices of goods, both on account of the purchaser and of the shipper; accounts-sales from commission houses, drafts and checks for collection and in payment of accounts, bills of lading of goods to be delivered, etc. If you will look through the correspondence, you will see all the forms and requirements of business observed very carefully, each letter and document bearing the signature of the local teacher—thus showing personal supervision—and withal a fair semblance of the air and flavor of business. Of course, there is a more or less school-boy appearance in some of the documents, but the outlook is in the right direction, and whatever is faulty can be easily remedied by practice.

SOME ERRONEOUS NOTIONS CORRECTED.

Mr. Wilson—I will confess to you that I have hitherto had a rather poor impression of business colleges; why, I know not, except that it has always seemed to me that what they profess to do could be done only in connection with business itself. As I now view it, however, I am sure that no business house could do the effectual work of training that you do here.

Mr. Packard—There is probably no greater fallacy than the too frequent one that a business house is the place in which to learn to write and figure, and keep books, and do other clerical duties; and the strangest thing about it is, that to some extent business men themselves harbor and propagate this idea. It can only exist from some unfortunate experience with poor schools, or from utter lack of knowledge as to what can be done by intelligent and faithful teachers, or from mere prejudice. There is no question but a business house is the place, and the only place in which to learn *business*—to get a knowledge of men and their motives, and to acquire practical experience. No respectable or responsible school pretends to supply these requisites, but when an otherwise intelligent man undertakes to say that because *he* was cheated out of a proper school education, and has learned "all he knows" in business, therefore every other boy ought to be cheated in the same way, he covers altogether too much ground, and does not exercise the shrewdness of judgment and speech that characterize his dealings. I do not, by any means, think it impossible to learn book-keeping in an office, neither do I think it a poor place to learn, if the conditions are favorable; that is, if there is some one who has the time, the disposition and the ability to teach. These conditions are rare—in fact, are unknown in most offices. To be sure, a smart boy may "pick up" some knowledge if he will keep his eyes and ears open; but the quality of his acquisition depends wholly upon his good luck and his native sense.

Mr. Wilson—My observation and experience teach me that the chances for "picking up" a commercial education in an office are very slim; and the fact that some men have obtained "all they know" in this way, proves nothing. The prejudice against school acquirements is the silliest of all prejudices, and is usually manifested by those who are without such acquirements. It is as much as to say that the less a boy knows the more valuable are his services.

Mr. Packard—That is the point, exactly. The attitude assumed by some business men is, that knowledge is a drawback, unless acquired by the hardest way, or in their way. All that we claim for our drilled students is that they are better and not worse for their drilling. We are egotistical enough to believe that what a young man learns from us does him no harm, and that he ought to be a more valuable assistant with the education we give him than without it. Business men who want "bright boys" to grow up with their business, should be very grateful to a school that relieves them of the drudgery of such teaching as can be done better out of their office than in it; and I am sure sensible business men are.

COMMERCIAL DEPARTMENT OF THE CITY COLLEGE.

Mr. Wilson—How is it with the City College? I learn that its commercial department is intended to supersede the necessity of special schools for business training.

Mr. Packard—No "commercial *department*" is likely to do this, and certainly none conducted on the plan pursued by the College of the City of New-York.

Mr. Wilson—I should suppose that with the rich endowment of this College and the pressing need of a practical education which those who are attracted to it must feel, there would be no lack of efficiency on the commercial course, whatever the other department may lack.

Mr. Packard—The "commercial course" of the City College is a recent experiment, and was established to meet a supposed popular demand, or rather, to silence a popular clamor. When the taxpayers of the city were confronted with the fact that the *two hundred and forty thousand dollars* expended yearly on this luxury of a free education had its vanishing point in *thirty* graduates from the classical and *twenty* from the scientific course it was natural that their reflections should run somewhat to interrogation points. The simple-minded and unsophisticated check-drawers felt somehow that it was a good deal of money for a very little education, the cost to the city of each graduate being about five thousand dollars. The proper reply to this superficial view was that the students who dropped out during the undergraduate years were nevertheless benefited by their partial education; but still the immense discrepancy in numbers between the freshman and senior classes indicated that a screw was loose somewhere; and inasmuch as it was evident that the great majority of those who entered the College had no thought of completing the course, the natural query was, why should their education be pursued upon a known fallacy? Why not recognize the facts, and either not admit such students to the College at all, or shape their education so as to be of use to them? And as a sop to this Cerberus, the "Commercial Course" was instituted.

Mr. Wilson—Well, what is done in this course?

Mr. Packard—I will tell you. The students devote, under a teacher's care, seven hours a week to commercial studies, viz., three to bookkeeping, and four altogether to phonography, composition and penmanship. No instruction is given in arithmetic—none in correspondence; and of course, there is no practical work such as you have seen here, and no semblance of it. The time devoted to the subjects mentioned is properly used in class recitations. I say properly, as it would be worse than useless to attempt any individual instruction in the limited time given. Whatever writing the student does—and here is where he needs the teacher's close attention—he must do at home or elsewhere, out of school hours and without the aid of a teacher.

Mr. Wilson—But you don't undertake to say that *seven hours a week* is the limit of instruction in this department?

Mr. Packard—I said "in the *commercial* branches." I have no doubt the time of the students is profitably taken up in listening to lectures on the "Elements of Physics" and in recitations in French, German, Spanish, Geometry, Algebra, History, etc. Undoubtedly the department is well managed, has excellent teachers, and accomplishes much good, but I have yet to learn why it should be distinguished as a "Commercial course."

Mr. Wilson—Well, sir, I have been told that the instruction in the commercial branches is as thorough and complete as in any business college.

Mr. Packard—Which is about the same as telling you that the study of physiology, as pursued in our boys' and girls' seminaries is as effective a preparation for the practice of medicine as are the lectures, clinics and *post mortems* of a regular medical college.

NO FAULT OF THE TUTORS.

Of course, I can understand why the tutors should try to satisfy their pupils that the instruction is genuine and thorough; and, so far as it is in the power of the tutors to make it so, no doubt it is. The fact is, if the graduates of our public schools could be induced to take either the classical or the scientific course of the college, and thereby prove the necessity of its existence as a part of our free educational system, there would be no "commercial department." It is not in favor with the authorities, although it is a convenient lure to boys who incline to business rather than to the professions, and who, but for the promise it makes of a strictly commercial training, would go from the grammar school either to a business college or directly to business. This, you see, would seriously affect the the sum total of attendance.

A PROPOSED IMPROVEMENT.

Mr. Wilson—Such being the case, why don't the authorities make of the commercial department a thorough-going business college, and be done with it?

Mr. Packard—That would hardly comport with the dignity of the institution; and, besides, the danger would be that in a little while the tail would wag the dog, instead of the dog wagging the tail. Only recently a vigorous attempt was made to destroy the only vital part of the "commercial course," phonography; and in spite of the gallant efforts of the tutor to save his specialty, it was crippled to the extent of substituting for it physical geography, at the student's option. All that now remains to meet the full requirements of the friends of the college is to substitute astronomy for bookkeeping and penmanship. We shall then have a "commercial department," without the incumbrance of commercial studies. By leaving out of the question the homœopathic methods of the commercial department of the City College, what right has any man or body of men to attempt to fasten upon the taxpayers of this or any city the cost of professional training of any kind? If the College of the City of New-York may establish a *commercial* department, why not *medical, law* and *theological* departments? Why not, in fact, schools of art and of mechanical science? If there is any call in this city for a higher grade of free education than that offered by our excellent grammar schools, it should be strictly in the way of liberal culture, and it should be understood that those who enter do so with the honest purpose of graduating. This would greatly reduce the number of applicants, and if reasonable prudence was used, would save the largest slice of the two hundred and forty thousand dollars to build school-houses and establish schools for children who cannot now be accommodated with even a primary education.

This is all of the "Story" that will appear in THE TRIBUNE. The rest of it can be had, "without money and without price," by applying, in person or by letter, to S. S. PACKARD, 805 Broadway.

And as this is purely an advertisement of Packard's Business College, it may be proper to say, in conclusion, that for the first time in twelve years evening classes in Bookkeeping, Writing, Arithmetic and Correspondence will be held during the coming six months, beginning TO-MORROW (Monday) EVENING. These classes will embrace the most practical exercises and appliances of the College, will be under the instruction of the best teachers, and will be worth attending.

S. S. PACKARD, President.

Instruction.

For Boys and Young Men—City.

A CLASS for young gentlemen and private instruction. THOMAS R. ASH, 145 West 45th-st.

ARNOLD SCHOOL, No. 29 East 46th-st., corner Madison-ave.; C. A. MILES, A. M., Principal. Reopens September 20. Pupils thoroughly prepared for college, scientific schools, and business pursuits. Special attention to primary form. Spacious gymnasium; 1 o'clock lunch, if desired. For further information apply to Principal, between 9 a. m. and 2 p. m.

ARTHUR H. CUTLER'S CLASS FOR BOYS. This class is designed to prepare boys thoroughly for the best American Colleges. There are two sections, senior and junior, and each section is limited to a dozen pupils. Fall term begins September 28.

For further particulars apply to ARTHUR H. CUTLER, No. 20 West 43d-st., after September 14.

References: President Charles W. Eliot, Harvard College. President James McCosh, Princeton College. Dr. C. R. Agnew, New-York City. Henry M. Alexander, esq., New-York City. Francis O. French, esq., New-York City. Oliver Harriman, esq., New-York City. Alfred M. Hoyt, esq., New-York City. William Kemp, esq., New-York City. William H. Lee, esq., New-York City. William H. Osborn, esq., New-York City. Henry E. Pellew, esq., New-York City. George H. Sargent, esq., New-York City.

CADY & WALWORTH'S Business College, southeast corner Union Square. Bookkeeping and business affairs; thorough instruction at reasonable rates. Write for circulars.

CHARLIER INSTITUTE, Central Park, New-York City. Boarding and day school for boys and young men of seven to twenty. Twenty-sixth year begins September 20, 1880. For prospectus address Prof. ELIE CHARLIER, Director.

CLASS FOR PREPARATION to College and private instruction.—Mr. WM. M. NEWELL, 115 East 26th-st.

CLASSICAL and ENGLISH SCHOOL.—J. H. MORSE'S, 112 West 38th-st., reopens September 22.

COLLEGIATE DEPARTMENT, NEW-YORK SCHOOL OF LANGUAGES, 1,481 Broadway. Prepares pupils for high standing in the best colleges and schools of science, or directly for business and professional pursuits. Preparatory department for young boys. Apply to H. C. MILLER, at the rooms of the school.

COLUMBIA COLLEGE.

SCHOOL OF ARTS.

The Examination of Candidates for Admission will begin on WEDNESDAY, September 29, at 9:30 a. m.

Candidates conditioned in June, and students found deficient at previous examinations, will present themselves at the same time.

The first session will begin on MONDAY, October 4, at 9:30 a. m.

SCHOOL OF MINES.

Candidates for admission to any one of the five courses, viz.: Mining Engineering, Civil Engineering, Metallurgy, Geology and Paleontology, Analytical and Applied Chemistry, will be examined on FRIDAY, October 1, at 9:30 a. m.

Candidates conditioned in June will be examined at the same time.

The first session will begin on MONDAY, October 4, at 9:30 a. m.

F. A. P. BARNARD, LL.D., President.

49th-st., Madison and 4th-aves.

New-York, Sept. 1, 1880.

COLUMBIA GRAMMAR SCHOOL, 333 and 335 4th-ave., reopens Monday, September 20. Dr. R. S. Bacon, A. M., LL.B. } Principals. Mr. R. H. Campbell, A. M. } Catalogues at school and at Putnam's, 5th-ave.

DR. JOHN B. HAYS prepares boys for College and Scientific Schools. Conditioned pupils coached. 54 West 50th-st.

DR. J. SACHS'S COLLEGIATE INSTITUTE, 121 West 42d-st.—Thorough preparatory training for Columbia, Harvard and Cornell; German language a part of regular course. References: President Barnard, Chancellor Crosby, Professor Drisler.

ENGLISH AND CLASSICAL SCHOOL, No. 51 East 78th-st., near Central Park. Rev. E. L. BURNETT, A. M., Principal. Opens September 20th. Boys thoroughly prepared for college or business. Number of resident pupils limited. References, Rev. Prof. Roswell D. Hitchcock, Rev. Prof. Wm. G. T. Shedd, Rev. Dr. Samuel D. Alexander.

JOHN MACMULLEN'S and WALLER HOLLADAY'S SCHOOL reopens Sept. 15. 1,262 Broadway, corner 32d-st.; elevator in 32d-st. Circulars at Putnam's, 182 5th-ave.

MURRAY HILL INSTITUTE, No. 1 WEST 38TH-ST., a Preparatory School for college or for business (with Primary Department), opens its seventeenth year September 20. References: The President and Senior Professors of Yale College and many of our best known citizens. JOSEPH D. HULL, Principal.

M. W. LYON'S COLLEGIATE INSTITUTE, No. 5 EAST TWENTY-SECOND-ST., corner of Broadway. Opens September 20. Twenty-fifth year. Receives all ages and prepares for college or business. The gentlemen whose names follow have had one or more sons fitted for college:

Henry M. Alexander,	Elias S. Higgins,
Francis N. Bangs,	Calvin E. Knox,
Henry N. Beers,	Thomas Lebouthillier,
John Brooks,	Henry P. Marshall,
The Rev. D. R. Coe, D. D.,	Orson D. Munn,
Benjamin Curtis,	William H. Osborn,
Henry Day,	Jonas Van Vorst,
James W. Gillies,	Ralph Wells,
Parker Handy,	Charles H. Ward.

Rates moderate; no extras for class tuition. Circulars at Putnam's and Randolph's bookstores, and the Principal's residence, 63 Lexington-ave.

PREPARATORY SCIENTIFIC SCHOOL, 210 West 42d-st. (removes October 15 to 341 Madison-ave., corner 44th-st.), fits for the School of Mines, Stevens Institute, Sheffield, &c., and technical professions. Classes in Architectural and Mechanical Drawing. A. CALLMUS, late Engineer Corps, U. S. N., and Prof. Naval Academy.

PROF. CHERBULIEZ'S SCHOOL FOR BOYS, 139 West 42d-st., reopens September 27.

ST. LOUIS COLLEGE, 104 West 38th-st.—A select Catholic school; reopens September 21; eleventh year; special business course; six languages. PRICES REDUCED 25 PER CENT. JOHN P. BIGONEY, President.

THE COLLEGIATE SCHOOL, Nos. 2 and 4 East 60th-st., Central Park, the Rev. H. B. CHAPIN, Ph. D., Principal; boys carefully fitted for college or business; primary department rooms attractive and convenient; rates of tuition moderate; the 61st school year begins Sept. 20. Circulars sent on application.

THE FIFTH AVENUE SCHOOL, No. 578 Fifth-ave. Will reopen September 15, 1880. E. A. GIBBENS and D. BEACH, Principals.

THE N. Y. LATIN SCHOOL will reopen on September 13, at No. 8 East 47th-st. For circular address V. DARNEY, Principal.

THE WILSON AND KELLOGG SCHOOL, Nos. 539 to 543 5th-ave. (45th-st.) An ungraded preparatory school, the curriculum of studies including the most advanced, and also elementary courses. Principals, head-masters for twelve years of ANTHON GRAMMAR SCHOOL.

UNIVERSITY GRAMMAR SCHOOL, No. 1481 Broadway, near 42d-st., begins its Forty-fourth Year September 13. Primary, Commercial and Classical departments. M. M. HOBBY and W. L. AKIN, Principals.

UNIVERSITY OF THE CITY OF NEW-YORK, Washington-square.—The Departments of Arts and Science open Wednesday, September 15. Candidates will be examined Tuesday, September 14, at 10 a. m. Tuition free. HOWARD CROSBY, Chancellor.

WW. H. LEGGETT'S SCHOOL, GILSEY ROOMS, 1,193 Broadway, room 36; residence 54 East 81st-st.

YOUNG men about to study a profession should send address, for facts of vital importance. H. WILCOX, Agent Col. Electricity, Room 36, Evening Post Building.

For Young Ladies—City.

FREE CLASSES for Self-supporting Women, to open October 1, in writing, bookkeeping, phonography, retouching photo-negatives and photo-color. Apply for circulars to YOUNG WOMEN'S CHRISTIAN ASSOCIATION, 7 East 15th-st.

GARDNER INSTITUTE, 603 5th-ave.—Boarding and Day School for Young Ladies and Children; twenty-third year commences September 28. The Rev. Dr. and Mrs. C. H. GARDNER, Principals. Stage sent for pupils at a distance.

MADAME C. MEARS'S ENGLISH, FRENCH AND GERMAN BOARDING AND DAY SCHOOL for young ladies, (founded 1840,) No. 222 Madison-ave., New-York City, reopens September 28, 1880; French is the language of the family and school; lectures in English, French and German by eminent Professors; especial attention paid to English and French Primary Department. Mme. A. C. MEARS, Principal.

MADEMOISELLE TARDIVEL, 25 West 40th-st., New-York, reopens September 27. Boarding and Day School for Young Ladies and Children. Thorough teaching; daily lectures; languages spoken within six months. Drawing and musical advantages unsurpassed. Public examination for graduates.

MISS BALLOW'S English and French School for Young Ladies and Little Girls, No. 24 East 22d-st., will reopen on Wednesday, September 29.

MISS de BRUYN KOPS and MISS KEITH, 277 Madison-ave., HAVE REMOVED TO 37 EAST 39TH-ST., and will reopen their French Boarding and Day School for young ladies Sept. 30. They will be in the city Sept. 1. Until then address as above.

MISS EDWARDS'S SCHOOL, 55 W. 55th-st., will be reopened on MONDAY, October 4.

MISS MARY HARRIOTT NORRIS.—Young women fitted for Vassar, Wesleyan, Union, Harvard, &c. Special Courses for Misses and Women in Ethics, Metaphysics, Art, Literature, History, Mathematics and Sciences. Classes open October 18, at 148 East 21st-st., Gramercy Park.

For Young Ladies—City.

MISS JAUDON'S YOUNG LADIES' BOARDING and DAY SCHOOL, 348 Madison-ave., near 44th-st., reopens sept. 30. Languages taught by the Natural Method.

MRS. J. W. GREEN'S SCHOOL FOR GIRLS, 91 Park-ave. Will Reopen Tuesday, September 28.

MRS. ROBERTS and MISS WALKER'S English and French School for young ladies and little girls reopens Monday, September 27, at No. 148 Madison-ave.

MRS. SYLVANUS REED'S BOARDING and DAY SCHOOL for YOUNG LADIES, Nos. 6 and 8 East 53d-st., New-York, reopens Sept. 29. French and German languages practically taught. Thorough training in Primary, and Secondary departments. The course of study in the Collegiate department meets all the demands for the higher education of women. Each pupil receives the personal supervision of Mrs. Reed.

RUTGERS FEMALE COLLEGE will open September 22 under most favorable circumstances. Special attention given to Art and Music. Address the President, Rev. S. D. BURCHARD, D. D., 489 5th-ave.

ST. MARY'S SCHOOL, for young ladies and little girls, 6 and 8 East Forty-Sixth-st., reopens Tuesday, September 21.

THE MISSES GRAHAM (successors to the Misses Green), formerly of No. 1 5th-ave., will reopen their English and French BOARDING and DAY SCHOOL for young ladies on TUESDAY, SEPT. 28, at No. 63 5TH-AVE., New-York. This school—established in 1816—continues the careful training and thorough instruction in every department for which it has hitherto been so favorably known.

THE MISSES LERINE, No. 38 East 74th-st., will reopen their school for young ladies September 29. Number of resident pupils limited.

148 MADISON-AVE.—Mrs. Roberts and Miss Walker; English and French School for young ladies and little girls, reopens Monday, September 27.

For Both Sexes—City.

A REOPENING kindergarten primary class at 414 West 23d-st. Miss L. M. WIGGINS, Principal.

BEST primary education for boys and girls under 12. Mrs. M. F. WALTON, 63 East 52d-st. Kindergarten and primary school reopens September 30. Kindergarten training class November 5.

CARLISLE INSTITUTE, 572 Madison-ave., corner 56th-st.—Boarding and Day School for Young Ladies and Children; French, German, Spanish and Latin; collegiate course; eighth year, September 27; Kindergarten October 4.

FIFTH-AVE. School and Kindergarten, removed to 32 West 35th-st., Miss L. A. RICHMOND, Principal, reopens 8 ptember 23. SCHOOL DEPARTMENT. Separate Classes for Boys and Girls.

KINDERGARTEN in Charlier Building, 108 West 59th-st.—Sarah J. BROWN will open a Kindergarten on Monday, October 4, in Charlier Building; she will be present every day after September 20 from 10 to 2 o'clock to receive applications. Reference, Bishop Littlejohn. Girls under 12, boys under 8 received.

MADEMOISELLE DE JANON, SUCCESSOR AND FORMER PARTNER OF THE LATE MISS HAINES, will reopen her ENGLISH and FRENCH BOARDING and DAY SCHOOL FOR YOUNG LADIES AND CHILDREN at No. 10 Gramercy Park, New-York, on THURSDAY, September 23. Careful training and thorough instruction in every department. Boys class October 4.

MADEMOISELLE ROCHEFORT'S day school for misses and masters. No. 230 West 38th-st.

MISS CHISHOLM will open a school for girls, at 718 Madison-ave., on Monday, September 27, 1880. Especial attention paid to the English branches and Latin. Separate class for boys. Kindergarten. French and German thoroughly taught.

MISS COMSTOCK, 32 and 34 West 40th-st., FACING RESERVOIR PARK. English, French and German Boarding and Day School, German and English Kindergarten. Gymnastics; studio, private class for young boys. Classical Department, WEDNESDAY, September 29.

MISS GRINNELL'S ENGLISH FRENCH and GERMAN SCHOOL for young ladies and children, No. 52 East 54th-st., will open September 30.

MISS M. A. CLARK, English and French Boarding and Day School for Young Ladies and Children, No. 107 East 35th-st.; reopens September 29. Latin, Drawing and Calisthenics included; pupils prepared for college.

MISS REYNOLDS (eight years a teacher in Miss Haines' school), reopens 66 West 40th-st. September 22.

MISS S. D. DOREMUS will reopen her day school for Young Ladies and Children, OCTOBER 4th, at No. 47 EAST 21ST-ST.

MISS WARREN, 12 West 45th-st., reopens September 27; boys fitted for college; also primary department; young ladies thoroughly taught; delightful home school for little girls.

MME. DA SILVA and Mrs. BRADFORD'S (formerly Mrs. Ogden Hoffman's) English, French and German Boarding and Day School for Young Ladies and Children, No. 17 West 57th-st., New-York, will reopen September 27. Applications may be made by letter or personally as above.

MR. OTTO W. FUETTERER (Goettingen University, Hanover).—Lessons in Classics and German; close attention to German pronunciation; vocal training. 138 West 23d-st.

MRS. CHAPMAN'S ENGLISH, FRENCH AND GERMAN SCHOOL, for young ladies and children, 46 West 36th-st., reopens September 28. Send for circular or call after September 15.

MRS. GRIFFITTS will reopen her ENGLISH, FRENCH and GERMAN Day-School for Young Ladies and Children on Monday, September 27, at 23 West 48th-st.

MRS. JONSON and Miss JONES will reopen their BOARDING and DAY SCHOOL for young ladies and children, at NO. 15 EAST 51ST-ST., September 30.

MRS. KRAFT'S school for misses and children reopens September 15. 256 West 42d-st.

MRS. ROEBBELEN'S English and French school for young ladies and children, 69 East 61st-st., will reopen Sept. 27. Primary department for boys. Miss A. W. FAGELES will assist Mrs. ROEBBELEN, and would be pleased to receive the children of her friends at the school.

MRS. WILLIAMES'S English and French Boarding and Day School, 26 West 39th-st. Mr. LABBERTON'S course of lectures on History of Spain will commence October 15.

MRS. Wm. L. MAURY'S school for young ladies and children, No. 35 West 16th-st. Opens September 23d, 1880.

NATIONAL ACADEMY of DESIGN, DEPARTMENT of SCHOOLS.—The schools of the Academy will be reopened under the direction of Professor L. E. WILMARTH, N. A., on MONDAY October 4. By order, T. ADDISON RICHARDS, Cor. Sec. N. A.

SCHOOL and KINDERGARTEN for misses and young boys, 812 Park-ave., near 54th-st. Miss ANNA LAMB.

SEABURY SEMINARY and Kindergarten, 125 West 42d-st., begins its 14th year Sept. 20. Boys and girls in separate schools. Satisfaction guaranteed. References to present patrons and the Rev. Dr. Flagg. M. L. FROST, Principal.

STERN'S SCHOOL OF LANGUAGES, 309 Madison-ave., WILL BE OPEN FROM TO-MORROW, 9 a. m. GERMAN, FRENCH, ITALIAN AND SPANISH for ladies and gentlemen, day and evening. Native teachers only. Most favorable terms for clubs, in or outside the school. Apply for our journal, "The Natural Method" (free). Our method is approved by Harvard, Yale, Amherst, Professor Bochet, President Eliot, President Seelye, Professor Peabody, President Taylor, President Gilman, of the Johns Hopkins University, &c., &c., &c. Address S. M. STERN, Director of Stern's School of Languages.

VAN NORMAN INSTITUTE (Founded 1857), 915 West 57th-st., New-York. Family and Day school for Young Ladies and Children. Will reopen Sept. 20. For full information call or send for circular. DR. and MME. VAN NORMAN, Principals.

$50 Quart'y.—Jackson Seminary—English and French Boarding and Day School for young ladies and children, 513 & 515 E. 120th-st., reopens Sept. 15.

Art Schools—New-York City.

ART STUDENTS' LEAGUE, 108 5th-ave. Classes open for the season of 1880-1881, MONDAY, October 4.

MISS HELEN BURT Will Resume her Classes in Drawing and Painting October 1. 4 East 23d-st.

MRS. JOHN POPE, Lessons in drawing, oil and water color painting, decorating on china (under glaze and Mr. Volkmar's limoge or Barbotin process.) Studio, building cor. 4th-ave. and 25th-st.

MISS McDONALD'S classes in drawing, water colors, porcelain decorations (overglaze), faience (under glaze). 4 East 20th-st.

For Young Ladies—Brooklyn.

BROOKS SEMINARY for young ladies, No. 11 Montague Terrace, Brooklyn, N. Y. (formerly Poughkeepsie). Tenth year. Limited numbers. Superior advantages. Address Mrs. M. B. J. WHITE, Principal.

MRS. L. JERNEGAN BOWEN will resume her lessons in music and modern languages after September 15. For particulars apply at 419 Clinton-st.

ST. CATHARINE'S HALL, Brooklyn, N. Y., Diocesan school for girls; in charge of the Sisters; Advent term opens September 21, 1880. Rector, the Bishop of Long Island.

For Boys and Young Men—Country.

ALEXANDER INSTITUTE Military Boarding School, White Plains, N.Y. Principal, O. R. Willis, Ph. D.

AT PORT CHESTER, NEW-YORK, STARR'S MILITARY INSTITUTE. O. WINTHROP STARR, A. M., Principal.

BETTS MILITARY ACADEMY, STAMFORD, Conn.; 43d year, begins SEPTEMBER 13. Thorough preparation for BUSINESS, COLLEGE, SCIENTIFIC S. HOOLS, etc.

BOARDING SCHOOL FOR BOYS, Atlantic City, N. J. The Rev. J. G. SHINN, A. M.

BOYS and YOUNG MEN privately fitted for college. Conditioned or rejected candidates coached. Summer or Winter. Stockbridge, Mass. F. HOFFMANN.

BOYS EDUCATED in a quiet, healthful, pleasant home in New-England; long experience; excellent success; moderate prices. The next school-year begins November 10, 1880. Address the Rev. J. M. BACHELDOR, Pownal, Vt.

CORNWALL HEIGHTS SCHOOL, on the Hudson, N. Y.—High ground, mountain air; farm of 100 acres; thorough course for college, business or scientific school; boys in delicate health carefully classed; will reopen September 16. O. COBB, A. M., Principal.

For Boys and Young Men—Country.

DR. PINNEO'S FAMILY SCHOOL for 8 boys, at Greenwich, Conn., will reopen September 21.

ELMWOOD INSTITUTE, Lanesboro', Berkshire Co., Mass., established in 1849, fits for college, scientific school or business; private instru