

Democratic District Ticket

For Common Pleas Judge, JOHN S. FRIESENER.

Democratic County Ticket

For Court of County, Arthur McCourtney; For Probate Judge, William T. Acker; For County Treasurer, John Notolesone; For County Commissioner, John T. Nutter; For County Surveyor, James W. Davis; For Indebted Director, Andrew Wright.

Simple Sim.

The Morning Editor of the Columbus Times, quoting an article from the Sentinel, coarsely remarks that the article in the Sentinel is a "stunning contrast" with a telegram from the Editor upon the same subject—the dispatch being completely false.

You're Another.

The Columbus Times says that Morgan Richards "shot Mrs. Terrell with a shot gun." This is in "stunning contrast" with the facts as disclosed by the evidence.

Superintendent of Insurance, Belmont.

has appointed a Lancaster Republican to a position in office made Democratic by the late election. The selection has raised a yell of Democratic enthusiasm among the "Fairfield" Fairbanks, and the Eagle sensation—"No to the Republicans being the spoils of Democratic victory."

GROSVENOR.

Gen. Grosvenor was nominated for Congress at Athens on last Tuesday. The nomination was fairly earned, and is a deserved recognition of ability and party zeal. We tender congratulations, promising to make a fair party fight to defeat him, assured that the campaign will be lively, but will be an honorable one.

THE TICKET TO BEAT BLAINE AND LOGAN.

The Republican Convention at Chicago last Friday nominated Jas. G. Blaine for President, and John A. Logan for Vice President.

Blaine was nominated on the 4th ballot. The following are the ballots: The Convention consisted of 820 Delegates, necessary to a choice 411.

Table with 2 columns: Name and Ballot Count. Includes Blaine, Arthur, Edmunds, Logan, Sherman, Hawley.

Table with 2 columns: Name and Ballot Count. Includes Blaine, Arthur, Edmunds, Logan, Sherman, Hawley.

Table with 2 columns: Name and Ballot Count. Includes Blaine, Arthur, Edmunds, Logan, Sherman, Hawley.

Table with 2 columns: Name and Ballot Count. Includes Blaine, Arthur, Edmunds, Logan, Sherman, Hawley.

The nomination of Gen. Logan for Vice President was made by acclamation.

Is one that meet with much disfavor from the conservative Republican.

Some of the hurrah boys headed by Gen. Lloyd Myers got up a racket and made night hideous with their noise over the nomination, but the bone and sinew of the Republican party of our town felt badly disappointed and are much dissipated.

Our town reflects in its sentiment towards the ticket, the feeling of the country.

The hungry aspirants for office who have failed to get anything thus far, are loud and noisy. But brass bands and bass drums and ti. cans, noise and nonsense do not control elections, and the tumult and racket over Blaine's nomination is now a matter of the dead past.

In New York, Massachusetts and Illinois, already organized bolts are in formation. The leading Republican papers of New York, notably the Times, and Commercial Advertiser boldly proclaim opposition. The Boston Herald, the leading Republican paper of New England opposes the ticket. The Chicago Staats Zeitung, the leading German Republican paper of the north west denounces the ticket. Harpers Weekly opposes Blaine and declares his nomination a political dishonor.

Chas. Francis Adams, Carl

Schurz, Geo. William Curtis, Farlow of Boston, well known to the Hocking Valley, Roosevelt, in fact the leading thinkers, business men and capitalists of the east repudiate the ticket, and are organizing to fight it.

The nomination of Blaine was a great mistake, but it is too late to correct it now. All the doubtful States are assured to the Democracy, with fair prospects of carrying even Massachusetts.

LOGAN HIGH SCHOOL DEBATE.

RESOLVED, That the Classical Languages should no longer be depended upon in High Schools for the purpose of obtaining culture and mental discipline.

For the Court of County, Arthur McCourtney; For Probate Judge, William T. Acker; For County Treasurer, John Notolesone; For County Commissioner, John T. Nutter; For County Surveyor, James W. Davis; For Indebted Director, Andrew Wright.

However much we may prize a conviction, obtained from books or another source, it cannot be compared in strength to that gained by long and painful experience.

This discussion, in one form or another, has appeared in every civilized nation on the face of the earth; has everywhere been marked by bitterness and prejudice and has resulted in a slowly growing victory for modern culture. When the classics were introduced into the schools and colleges, about the 9th century, it was for the purpose of information, and that alone, but now it is for the purpose of training and developing the mind or mental discipline, and this is all the negative or any other person claims for it.

The negative may refer to the ability of some of the ancient authors, such as Horace, Homer, Cicero, etc. In answer to this question, I would repeat what Prof. James said: "We find the classical age, however, that the study of modern languages may also be made valuable, that modern literature is adorned with names that rival in honor the greatest of the Greeks and Romans."

Mr. Porter, President of Yale, the negatives' main authority, has written many productions favoring the classic, and has every time been defeated by the arguments of those favoring modern culture, and the ambition of him and his followers to succeed, have led them to go beyond the bounds of truth, as was shown by their false interpretation of the classical question in Germany—Shakespeare, in speaking of Shillock's fair interpretation of a false thing, says: "The devil can cite Scriptures for his purpose. A goodly apple rotten to the heart. Oh, what a goodly outside falsehood hath."

Prof. Egbert, of Iowa State University, says: "At present there are many books, both as regard to form and contents, are better for the instruction of young people than the Latin and Greek authors."

The fine classical scholar, accomplished master of both prose and poetic English, Walter Savage Landor, in a letter to an aviator, observed: "If we wish to write well we must keep our Greek and Latin out of sight."

Since Greek and Latin have failed to give the results depended upon, and require a great length of time from the exclusion of more practical and beneficial studies, and where mental discipline can be got as effectually from other sources, we maintain the affirmative.

An now, if we are inferior to the ancients, if our language is not so beautiful as theirs, if our morality is inferior to theirs, if our sense of duty is less keen, if our intellect be less acute, if our manhood be below the Attic standard, let us resolve to advance, but not in a backward way, through Greece and Rome.

We are living in a wonderful age. Each day brings us face to face with some new theory, invention, discovery, or scientific development.

We take our places in the great hurrying ranks of humanity, and are unconsciously swept along with the current, as if we were a leaf on a stream, or a speck of dust in a whirlwind.

Our opponents may claim it to be of our advantage in the etymology of words, to find out the root of a verb and hunt up its meaning. But this is not reliable since many words of the dictionary have changed their meaning. For example, the word "resistant" comes from the Latin word "resistere"; to fold; once meant innocent, but now means a person weak in intellect. So we have nothing to do with the past; we are opposed to it in advance of those who have gone before us.

Besides, this is a practical age, and we have nothing to do with anything that is not useful to our general welfare.

We do not say that these studies are of no benefit in etymology whatever, for once in a while they throw light on a word and enable us to understand it more clearly. Yet the ridiculous and unpardonable mistakes that it grows out of it cannot be overlooked.

How etymology may lead to ridiculous blunders may be illustrated in the following: Some one in deriving the roots of "restaurant"; observed; res—thing; lazarus—bull; a bully thing! The ridiculous part does not lie in the conclusion at all; but as any Latin scholar knows, the actual Latin part, res—thing; lazarus—bull; are present to be guessed at.

The English language is a descendant and representative of the Anglo Saxon. It has lost very much of its inflections and gets its color and vigor, pertaining to the present language, while on the other hand it has borrowed a few from foreign language. Yet all the inflections that remain in it are of the words belonging to the present language, and in general, the words familiar in use, have come to it from the Anglo Saxon.

On a careful examination of Webster, we find about 30,000 words derived from the Latin, and about 5,000 derived from the Greek, making in all 35,000 words

derived from the Latin and Greek, subtracting these from 125,000 words which the dictionary of today contain, we have 90,000 Anglo Saxon words. Now the negative will have you study Latin and Greek to master 30,000 words, rather than English and master 90,000. Would not 30,000 give a better training for the mind than 35,000? Why then 30,000 contains the majority, why not study the language of the Anglo Saxon in place of Latin or Greek? It would look more sensible—it would show more sense.

Did the Greeks, in order to learn their language, study the Hebrew or the Egyptian? If we well know that they did not—they studied their own and nothing but their own, and as a result brought this language to perfection. And so can we by studying the Anglo Saxon language, bring ours to perfection.

Again, it is well known that best classical students are frequently the poorest in modern culture, and that those who know little about Latin or Greek are sometimes the best masters of English composition. As an example of the former, probably Samuel Johnson. We all know what a dull, distasteful style he has and how hard he is to read, because of the long, compact sentences and the deep and involved thought that can scarcely be comprehended even by the most intelligent minds.

But just compare him with Shakespeare, a man who knew little Latin and less Greek. Yet he stands head and shoulders above the ordinary writer of the world. His perfect language, elegant expression and harmony of his sentences all combined with his good sense and humor, have given him the fame of being the best writer the world has ever produced.

The negative may refer to the ability of some of the ancient authors, such as Horace, Homer, Cicero, etc. In answer to this question, I would repeat what Prof. James said: "We find the classical age, however, that the study of modern languages may also be made valuable, that modern literature is adorned with names that rival in honor the greatest of the Greeks and Romans."

Mr. Porter, President of Yale, the negatives' main authority, has written many productions favoring the classic, and has every time been defeated by the arguments of those favoring modern culture, and the ambition of him and his followers to succeed, have led them to go beyond the bounds of truth, as was shown by their false interpretation of the classical question in Germany—Shakespeare, in speaking of Shillock's fair interpretation of a false thing, says: "The devil can cite Scriptures for his purpose. A goodly apple rotten to the heart. Oh, what a goodly outside falsehood hath."

Prof. Egbert, of Iowa State University, says: "At present there are many books, both as regard to form and contents, are better for the instruction of young people than the Latin and Greek authors."

The fine classical scholar, accomplished master of both prose and poetic English, Walter Savage Landor, in a letter to an aviator, observed: "If we wish to write well we must keep our Greek and Latin out of sight."

Since Greek and Latin have failed to give the results depended upon, and require a great length of time from the exclusion of more practical and beneficial studies, and where mental discipline can be got as effectually from other sources, we maintain the affirmative.

An now, if we are inferior to the ancients, if our language is not so beautiful as theirs, if our morality is inferior to theirs, if our sense of duty is less keen, if our intellect be less acute, if our manhood be below the Attic standard, let us resolve to advance, but not in a backward way, through Greece and Rome.

We are living in a wonderful age. Each day brings us face to face with some new theory, invention, discovery, or scientific development.

We take our places in the great hurrying ranks of humanity, and are unconsciously swept along with the current, as if we were a leaf on a stream, or a speck of dust in a whirlwind.

Our opponents may claim it to be of our advantage in the etymology of words, to find out the root of a verb and hunt up its meaning. But this is not reliable since many words of the dictionary have changed their meaning. For example, the word "resistant" comes from the Latin word "resistere"; to fold; once meant innocent, but now means a person weak in intellect. So we have nothing to do with the past; we are opposed to it in advance of those who have gone before us.

Besides, this is a practical age, and we have nothing to do with anything that is not useful to our general welfare.

We do not say that these studies are of no benefit in etymology whatever, for once in a while they throw light on a word and enable us to understand it more clearly. Yet the ridiculous and unpardonable mistakes that it grows out of it cannot be overlooked.

How etymology may lead to ridiculous blunders may be illustrated in the following: Some one in deriving the roots of "restaurant"; observed; res—thing; lazarus—bull; a bully thing! The ridiculous part does not lie in the conclusion at all; but as any Latin scholar knows, the actual Latin part, res—thing; lazarus—bull; are present to be guessed at.

The English language is a descendant and representative of the Anglo Saxon. It has lost very much of its inflections and gets its color and vigor, pertaining to the present language, while on the other hand it has borrowed a few from foreign language. Yet all the inflections that remain in it are of the words belonging to the present language, and in general, the words familiar in use, have come to it from the Anglo Saxon.

On a careful examination of Webster, we find about 30,000 words derived from the Latin, and about 5,000 derived from the Greek, making in all 35,000 words

of judgement. One of the main features of the study of these languages is mental discipline, that first requisite to all intellectual progress.

If the study of these languages went so far, then to serve as a means of disciplining and training the mind in correct thinking and speaking, they would be worthy of the distinguished place they now occupy in higher education.

It is only a step to something higher. The ancient languages in their structure, their thoughts, and in the imagery which their literature embodies, are better fitted than the modern for training the intellect, the feelings and the tastes.

As a consequence the old classical training is the best preparation for the intellectual work of modern life; the best corrective of its injurious influences, and therefore not an educational failure. In this special training, it must not be forgotten that the student is gaining an insight into language in general.

The knowledge of language as an instrument of thought, can hardly be over estimated. Thought and language are ever acting and reacting upon each other. Our language is derived largely from the Latin and Greek; and to him who has never studied them, a great part of our own language and its beauties, must forever be a mystery.

But thus far, we have discussed the Latin and Greek as thought expressions. There is still something higher. Latin and Greek speech are also gateways to the Roman and Greek learning, the Roman and Greek thought, through the products bequeathed to posterity, exert a potent influence over the civilized world to-day.

In Latin we find the very foundations of the church and the law. Without a knowledge of the Roman influence, all history of the Middle Ages would be an entire blank.

Great thoughts and deeds are constantly repeating themselves in succeeding generations; and thousands of good agencies and principles which moved and governed the Roman world, repeated to-day and made of practical and every day use. So that our wisdom and strength, and beauty of to-day, are only the same old principles clothed in the form of modern ideas.

The grand deeds of old, as told in the classics, when dug out of the original in all its purity, inspire to action even to-day.

There is a grandeur, a mysterious influence, a charm inexplicable, in the study and mastery of these languages, that somehow lifts us above the ordinary routine of life, and sets in motion the mighty machinery of thought, and makes us a higher order of beings.

The Latin and Greek are called dead languages; but they are not. They are breathed into them a new life, and they are made to speak to us of the life of the Middle Ages. They form a golden chain that binds the ancient civilizations to the modern, and by a contact with them, the soul is quickened and the heart receives a culture deep and lasting.

Religion owes its influence to-day to the proofs of its divine origin which are preserved through the mediums of these languages.

Without them, the struggle of the early church would be forgotten. The story of the Babe in the manger at Bethlehem not much better founded than a fable.

It will not do to rely upon the translations which are made and cut us off from the original. A translation is a mere second hand medium. The human mind loves to drink at the source of knowledge and discover and enjoy for itself the beauties of language.

Future generations will thank us for keeping alive the great avenues of information. Nine-tenths of every hundred men, who have risen to eminence in any of the vocations of life, have been classical scholars. If you ask yourself, I point you to the pulpit, the bar, the legislative bodies, the doctors, the scientist, the poets, the literary men, and to a' other callings of life, as illustrious examples of what the study of the classics has done, and still does for mankind.

Farwell! Virgil, Caesar, Horace and Homer! Cicero and Demos then, adieu! a last farewell to all the magnificence of the Roman and Greek empires! You and your treasures are to be locked up for our virtues and placed on the list of forbidden things! We are to confine ourselves to the modern! Is this to be? Oh, no! It is but a dream. These grand languages have gained so firm a hold upon the hearts of all nations and are so revered by all advocates of higher education, that they will be studied, learned and loved, until this century ceases to rule the day.

Ever since the fourteenth, and indeed more or less since the ninth century, the classical languages have formed the principal studies in colleges and high school courses. Whether recommended itself by long experience, or that he had devoted as an idle fancy. No dissenting voice was ever heard until, about two years since, the public mind was amazed by the declaration of Charles Francis Adams, which was to the effect that he had devoted many years to the study of a classic, and had repudiated the benefits that were claimed for them. But President Porter of Yale College retorts by saying, that the benefits were not real, but imaginary, and that he had derived more benefits from them, than he himself was aware of, for he all know that a student is not the proper judge of effects produced upon his mind by those studies to which he gives the best years of his life.

The majority of the people doubtless think, that education is a mere accumulation of facts and that our opponents will stoutly maintain. If such be the case, they hold that it is not necessary to pursue the classical studies, but that the scientific branches should be substituted. Granting then for a time that education is a mere accumulation of facts, we will substitute the scientific branches and see what practical results are obtained from them. The main issue of this question is one of practicability. Then it is a waste of time and energy to pursue those studies which yield no practical results. In this view, much of what is most cherished by scientists and most proclaimed as practical, will have to be set aside. What practical benefits in every day life, can be obtained from the Nebular Hypothesis, the Atomic Theory and the Undulatory Theory of Light? They are not a whit more useful to the store keeper or clerk of any sort, than all that which is most spoken against in classical studies. They are merely an accumulation of theories upon which all the sciences are built. I admit that it is pleasant to know those theories, yet, if this is the only object for which we study them, why might we not as well study the classics just for the pleasure derived from them?

But it is taught by one of our scientists, namely, that of Mental Philosophy, that education is not a mere accumulation of facts. It teaches that we are not to conceive of the mind as a convenient receptacle in which may be stored away, all manner of old thoughts, sensations and impressions, as old clothing is piled up in a press, or stored in an armory; but that the true idea is that our minds should be trained so that we can draw out of ourselves. Indeed the very word education is derived from the Latin words educere and educere, to draw out of. Without the aid of this etymology, for which we are indebted to the Latin, we might have overlooked this notion altogether.

How admirably adapted to the discipline of the mind are the classics, for these languages are perfect! It was not necessary for the ancient Greeks and Romans to learn other languages to understand their own, because their languages are not like the English, derived mainly from other languages, but are entirely self dependent, and for the very fact they are perfect, is the reason why we should study them.

The study of the classics is of immeasurable worth in forming a good English style. No man ignorant of other languages understands the power and capacities of his own. Conversation with the classics, tends to create precision, copiousness and flexibility in the choice and use of words, and in the translation of Greek and Latin into English, teaches the pupils as much English as Greek or Latin.

In the endeavor to furnish the best rendering of the classics, he enriches and enlarges his English vocabulary, and acquires an invaluable experience in its use. It is virtually an exercise in English composition, with this difference in its favor; that the young writer who has no knowledge of the classics, is confined to his own narrow range of thoughts and words which express them, while translating the classics he is obliged to seek, and is ambitious to find adequate expression for what is in his mind. Without this, the struggle of the early church would be forgotten. The story of the Babe in the manger at Bethlehem not much better founded than a fable.

It will not do to rely upon the translations which are made and cut us off from the original. A translation is a mere second hand medium. The human mind loves to drink at the source of knowledge and discover and enjoy for itself the beauties of language.

Future generations will thank us for keeping alive the great avenues of information. Nine-tenths of every hundred men, who have risen to eminence in any of the vocations of life, have been classical scholars. If you ask yourself, I point you to the pulpit, the bar, the legislative bodies, the doctors, the scientist, the poets, the literary men, and to a' other callings of life, as illustrious examples of what the study of the classics has done, and still does for mankind.

Farwell! Virgil, Caesar, Horace and Homer! Cicero and Demos then, adieu! a last farewell to all the magnificence of the Roman and Greek empires! You and your treasures are to be locked up for our virtues and placed on the list of forbidden things! We are to confine ourselves to the modern! Is this to be? Oh, no! It is but a dream. These grand languages have gained so firm a hold upon the hearts of all nations and are so revered by all advocates of higher education, that they will be studied, learned and loved, until this century ceases to rule the day.

Ever since the fourteenth, and indeed more or less since the ninth century, the classical languages have formed the principal studies in colleges and high school courses. Whether recommended itself by long experience, or that he had devoted as an idle fancy. No dissenting voice was ever heard until, about two years since, the public mind was amazed by the declaration of Charles Francis Adams, which was to the effect that he had devoted many years to the study of a classic, and had repudiated the benefits that were claimed for them. But President Porter of Yale College retorts by saying, that the benefits were not real, but imaginary, and that he had derived more benefits from them, than he himself was aware of, for he all know that a student is not the proper judge of effects produced upon his mind by those studies to which he gives the best years of his life.

The majority of the people doubtless think, that education is a mere accumulation of facts and that our opponents will stoutly maintain. If such be the case, they hold that it is not necessary to pursue the classical studies, but that the scientific branches should be substituted. Granting then for a time that education is a mere accumulation of facts, we will substitute the scientific branches and see what practical results are obtained from them. The main issue of this question is one of practicability. Then it is a waste of time and energy to pursue those studies which yield no practical results. In this view, much of what is most cherished by scientists and most proclaimed as practical, will have to be set aside. What practical benefits in every day life, can be obtained from the Nebular Hypothesis, the Atomic Theory and the Undulatory Theory of Light? They are not a whit more useful to the store keeper or clerk of any sort, than all that which is most spoken against in classical studies. They are merely an accumulation of theories upon which all the sciences are built. I admit that it is pleasant to know those theories, yet, if this is the only object for which we study them, why might we not as well study the classics just for the pleasure derived from them?

But it is taught by one of our scientists, namely, that of Mental Philosophy, that education is not a mere accumulation of facts. It teaches that we are not to conceive of the mind as a convenient receptacle in which may be stored away, all manner of old thoughts, sensations and impressions, as old clothing is piled up in a press, or stored in an armory; but that the true idea is that our minds should be trained so that we can draw out of ourselves. Indeed the very word education is derived from the Latin words educere and educere, to draw out of. Without the aid of this etymology, for which we are indebted to the Latin, we might have overlooked this notion altogether.

How admirably adapted to the discipline of the mind are the classics, for these languages are perfect! It was not necessary for the ancient Greeks and Romans to learn other languages to understand their own, because their languages are not like the English, derived mainly from other languages, but are entirely self dependent, and for the very fact they are perfect, is the reason why we should study them.

The study of the classics is of immeasurable worth in forming a good English style. No man ignorant of other languages understands the power and capacities of his own. Conversation with the classics, tends to create precision, copiousness and flexibility in the choice and use of words, and in the translation of Greek and Latin into English, teaches the pupils as much English as Greek or Latin.

In the endeavor to furnish the best rendering of the classics, he enriches and enlarges his English vocabulary, and acquires an invaluable experience in its use. It is virtually an exercise in English composition, with this difference in its favor; that the young writer who has no knowledge of the classics, is confined to his own narrow range of thoughts and words which express them, while translating the classics he is obliged to seek, and is ambitious to find adequate expression for what is in his mind. Without this, the struggle of the early church would be forgotten. The story of the Babe in the manger at Bethlehem not much better founded than a fable.

It will not do to rely upon the translations which are made and cut us off from the original. A translation is a mere second hand medium. The human mind loves to drink at the source of knowledge and discover and enjoy for itself the beauties of language.

Future generations will thank us for keeping alive the great avenues of information. Nine-tenths of every hundred men, who have risen to eminence in any of the vocations of life, have been classical scholars. If you ask yourself, I point you to the pulpit, the bar, the legislative bodies, the doctors, the scientist, the poets, the literary men, and to a' other callings of life, as illustrious examples of what the study of the classics has done, and still does for mankind.

Farwell! Virgil, Caesar, Horace and Homer! Cicero and Demos then, adieu! a last farewell to all the magnificence of the Roman and Greek empires! You and your treasures are to be locked up for our virtues and placed on the list of forbidden things! We are to confine ourselves to the modern! Is this to be? Oh, no! It is but a dream. These grand languages have gained so firm a hold upon the hearts of all nations and are so revered by all advocates of higher education, that they will be studied, learned and loved, until this century ceases to rule the day.

Ever since the fourteenth, and indeed more or less since the ninth century, the classical languages have formed the principal studies in colleges and high school courses. Whether recommended itself by long experience, or that he had devoted as an idle fancy. No dissenting voice was ever heard until, about two years since, the public mind was amazed by the declaration of Charles Francis Adams, which was to the effect that he had devoted many years to the study of a classic, and had repudiated the benefits that were claimed for them. But President Porter of Yale College retorts by saying, that the benefits were not real, but imaginary, and that he had derived more benefits from them, than he himself was aware of, for he all know that a student is not the proper judge of effects produced upon his mind by those studies to which he gives the best years of his life.

The majority of the people doubtless think, that education is a mere accumulation of facts and that our opponents will stoutly maintain. If such be the case, they hold that it is not necessary to pursue the classical studies, but that the scientific branches should be substituted. Granting then for a time that education is a mere accumulation of facts, we will substitute the scientific branches and see what practical results are obtained from them. The main issue of this question is one of practicability. Then it is a waste of time and energy to pursue those studies which yield no practical results. In this view, much of what is most cherished by scientists and most proclaimed as practical, will have to be set aside. What practical benefits in every day life, can be obtained from the Nebular Hypothesis, the Atomic Theory and the Undulatory Theory of Light? They are not a whit more useful to the store keeper or clerk of any sort, than all that which is most spoken against in classical studies. They are merely an accumulation of theories upon which all the sciences are built. I admit that it is pleasant to know those theories, yet, if this is the only object for which we study them, why might we not as well study the classics just for the pleasure derived from them?

But it is taught by one of our scientists, namely, that of Mental Philosophy, that education is not a mere accumulation of facts. It teaches that we are not to conceive of the mind as a convenient receptacle in which may be stored away, all manner of old thoughts, sensations and impressions, as old clothing is piled up in a press, or stored in an armory; but that the true idea is that our minds should be trained so that we can draw out of ourselves. Indeed the very word education is derived from the Latin words educere and educere, to draw out of. Without the aid of this etymology, for which we are indebted to the Latin, we might have overlooked this notion altogether.

How admirably adapted to the discipline of the mind are the classics, for these languages are perfect! It was not necessary for the ancient Greeks and Romans to learn other languages to understand their own, because their languages are not like the English, derived mainly from other languages, but are entirely self dependent, and for the very fact they are perfect, is the reason why we should study them.

The study of the classics is of immeasurable worth in forming a good English style. No man ignorant of other languages understands the power and capacities of his own. Conversation with the classics, tends to create precision, copiousness and flexibility in the choice and use of words, and in the translation of Greek and Latin into English, teaches the pupils as much English as Greek or Latin.

In the endeavor to furnish the best rendering of the classics, he enriches and enlarges his English vocabulary, and acquires an invaluable experience in its use. It is virtually an exercise in English composition, with this difference in its favor; that the young writer who has no knowledge of the classics, is confined to his own narrow range of thoughts and words which express them, while translating the classics he is obliged to seek, and is ambitious to find adequate expression for what is in his mind. Without this, the struggle of the early church would be forgotten. The story of the Babe in the manger at Bethlehem not much better founded than a fable.

It will not do to rely upon the translations which are made and cut us off from the original. A translation is a mere second hand medium. The human mind loves to drink at the source of knowledge and discover and enjoy for itself the beauties of language.

SOMETHING NORTH OF NOTICE SPECIAL BARGAINS IN LADIES Dress Goods TRITTSCH & STIRES

We have a large Line to select from in Plain and Fancy Dress Goods recently opened, to which we can properly apply the word Bargain. In Black and Colored Cashmeres from 20 to 85 cents, 36 and 44 inches wide. A line of Albatross Goods in light shades 44 inches wide, at 68 cents. Summer Silks 45, 50, 60, and 75. Black Silks 85, 100, 1.25 and 1.60. We make mention of the above goods because we think them cheaper than any other House in the city will sell them, and a larger line to select from.

May 15, 1884—2w TRITTSCH & STIRES. VIC. H. TEUSCHER, Chas. Rose & Co. UNDERTAKER. STILL IN THE LEAD

The Finest and most complete Stock of all kinds of Undertaking Goods ever brought to Logan. Prices Low and guaranteed. To Give Satisfaction. All calls promptly attended to Day or Night. Also Manufacturers of all kinds of Upholstered Furniture, Bed and Single Lounges, Parlor Suits, &c., &c. And Dealer in all kinds of Bed Springs, Mattresses and Parlor Stands.

WITH AN UNUSUALLY LARGE STOCK OF SEASONABLE CLOTHING FOR Men, Boys & Children

The Logan Woolen Mills ARE NOW READY TO RECEIVE WOOL TO MANUFACTURE INTO Doeskins, Jeans, Satins, FLANNELS, BLANKETS, STOCKING YARN.

SHIRT WAISTS, Pearl Shirts, and a full Line of Fine COLORED SHIRTS. Sweet, Orr & Co. PANTS, OVERALLS & JACKETS. WARRANTED NOT TO RIP. SUMMER UNDER-WEAR OF ALL KINDS AND—

Plain and Fancy Cassimeres. Also ready to receive Wool to Card in Rolls or Card and Spin for Customers. Filling and Dressing done in a workmanlike manner. A full stock of Goods suitable for Farmers, Merchants or men of any profession, which we sell Cheap for Cash or Exchange for Wool. Logan, May 1, 1884—3m.

STRAW HATS IN ALL GRADES AT LOW PRICES. May 29, 1884—1y.

ALMOST DECISIVE BATTLES OF THE WORLD.

THE GREAT BATTLE OF BULL RUN. THE BATTLE OF GETTYSBURG. THE BATTLE OF VICKSBURG. THE BATTLE OF PEPPERIDGE. THE BATTLE OF SHILOH. THE BATTLE OF CHICKAMAUGA. THE BATTLE OF CHATTANOOGA. THE BATTLE OF FRANKLIN. THE BATTLE OF FAIRMONT. THE BATTLE OF HENRIEVILLE. THE BATTLE OF MOUNTAIN TOPS. THE BATTLE OF MONROE. THE BATTLE OF PETERSBURG. THE BATTLE OF RICHMOND. THE BATTLE OF SEAFORD. THE BATTLE OF SPOTSYLVANIA. THE BATTLE OF STONING HOUSE. THE BATTLE OF TULLOH. THE BATTLE OF WASHINGTON. THE BATTLE OF WOODS CROSS. THE BATTLE OF YACON. THE BATTLE OF ZEPHYRUS.

DENTISTRY.

DR. Z. V. HANEY gives prompt attention to Repairing and Extracting Teeth. Special attention given to Preserving Natural Teeth. The best of Artificial Teeth warranted to give satisfaction. 220 Office over Nicholas Fox, late of Hocking county, O., for settlement. June 5, 1884—6m.

Probate Notice.

Notice is hereby given, that the following accounts and vouchers have been filed in the Probate Court of Hocking county, O., for settlement: Nancy Veis Executrix of the will of Isaac Veis, late of Hocking county, O., and the same will come on for hearing on the 7th day of July, 1884, at 10 o'clock, a. m., or soon thereafter as may be convenient. W. T. ACKER, Probate Judge. June 12—2w