

melled by effete conventionalities,' it might have been clipped out and consigned to the collection so unselfishly organized and begun by Professor Clarke, but a second thought would hardly have been given to it. Emanating as it did, however, from the very heart of the Back Bay region, it is worthy of the serious and earnest consideration of all who are interested in educational progress.

What does it really mean? But two explanations seem plausible. The first, which is mentioned only to be rejected, is that the authorities of the institution under consideration are privately and unofficially of the opinion that it is a mistake; that its courses of study are ill-adjusted, its facilities and equipment meagre and inadequate; and, in short, that its patrons are being 'taken in.' Public or private admission of this belief would be fatal, but the demands of Puritan conscience cannot be wholly ignored; and the outcome is the ingeniously worded notice, which, while inviting confidence in the school itself, generously warns the public against any and all others who may be trying to do the same thing in the same way. Such an intricate and delicate system of ethics might possibly originate in the vicinity of the Concord school, but to ordinary people it is incomprehensible, and the hypothesis is rejected as being untenable.

There remains only the explanation which has already been suggested: it is the beginning of new things in college advertising, or, rather, it is the application of the old and well-established, none-genuine-unless-the-name-is-blown-in-the-bottle method in a new direction. That the advantages of the new departure will be universally recognized cannot be questioned. Indeed, it can be shown that a little timid experimentation along the new line had already been undertaken by institutions more or less 'untrammelled;' but, now that cultured Boston has stamped the guinea, it can no longer be looked upon with suspicion.

Our friends of the west and south may now begin to woo the public in this new but entirely orthodox manner, and ample opportunity will be afforded for the display of hitherto unsuspected genius. Even the most venerable and conservative schools must expect to be drawn in, or they will be distanced in the race. The infinite variety of which the new method is capable is shown on every page of the daily paper; but it is more than likely that some special line will be worked, and among various styles something like the following is likely to be popular:—

#### A CURIOUS CIRCUMSTANCE!

There has been much comment and discussion on the street to-day, in reference to the fortunate escape of Mr. Beverly Witherspoon from drowning, when the tug-boat Martha went down yesterday. Just as the unfortunate boat was entering the harbor, she was struck amidships by a huge wave, which capsized her, and all on board were lost. Had Mr. Witherspoon been on board of the Martha, he would have gone down with the rest. When questioned by a reporter to-day, he declared that he could only attribute his good fortune to the fact that he was educated at the \_\_\_\_\_, an institution of learning which is widely, etc.

Or this:—

ADMIRAL \_\_\_\_\_,

President of the \_\_\_\_\_.

Dear Sir,—Although generally unwilling to appear as in any way favoring institutions of learning, I cannot refuse to allow you to publish the true history of my son's case, if the interests of humanity will be furthered thereby. For several years my son was afflicted with ignorance and stupidity. As he grew older the affliction increased, and at last I felt compelled to send him to school in the hope of effecting a cure. During several years, and at vast expense, I kept this up, sending him to the famous H—nd university, the college of N— J— at P—, Y— college, and other well-known schools; but he grew worse all of the time, and appeared to be rapidly approaching imbecility. One day, just as I was about to give up in despair, a friend accidentally mentioned your institution, and spoke of the great benefit it had been to a young man of his acquaintance who was similarly afflicted. Like the proverbial drowning man, I was ready to catch at a straw, so I at once put my son under your care. At the end of three months a great improvement was observed; after a year, intervals of lucidity became more frequent; and at the end of his course, when he had received your diploma, he was able to procure an excellent position as a writer of articles on political economy. I have no objection to your mentioning my name in your future advertisements.

Yours respectfully,

But, unless the thing is copyrighted, its originals will be obliged to keep a sharp lookout, as a great deal of this sort of talent is lying around loose.

X.

#### Queries.

6. VOLAPÜK.—Where can I obtain any specific information concerning Volapük, the universal language about which a note appeared recently in *Science*?—H. T. P.

[Volapük was invented by Father Johann Martin Schleyer of Constance, Baden, Germany, and an inquiry addressed to him would undoubtedly elicit information as to literature, etc. M. M. Hachette et Cie, the well-known Paris publishers, have recently issued a book on this subject.—Ep.]

## CROSBY'S VITALIZED PHOSPHITES

Composed of the Nerve-giving Principles of the Ox Brain and the Embryo of the Wheat and Oat.

Is a standard remedy with physicians who treat nervous or mental disorders. The formula is on every label. As it is identical in its composition with brain matter it is rapidly absorbed and relieves the depression from mental efforts, loss of memory, fatigue or mental irritability.

Sleeplessness, irritation, nervous exhaustion, inability to work or study is but BRAIN HUNGER, in urgent cases BRAIN STARVATION. It aids in the bodily and wonderfully in the mental development of children. It is a *vitali* phosphite, not a laboratory phosphate or soda water absurdity.

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