

The High School.

PUBLISHED UNDER THE AUSPICES OF THE OMAHA HIGH SCHOOL.

V. 1 pt. 2 lacking
1-6-20

Legendo, Cogitando, atque Scribendo vere docti femus.

VOL. I.

OMAHA, NEBRASKA, FEBRUARY, 1874.

No. I.

SUPERINTENDENT'S REPORT.

To accompany the elegant cut of our High School Building, we have been permitted to publish the following extract from the forth-coming Annual Report of Superintendent Nightingale. We also take pleasure in announcing that he has promised an article on some subject connected with our Schools for every issue of **THE HIGH SCHOOL.**

EDITOR.

HISTORICAL.

In accordance with the special law introduced by Mr. Edward Rosewater of this city, and passed at the Session of the Legislature in the winter of 1871, the "Board of Regents," to whose charge had been committed the erection of the High School Building, and the management thereof, and the "Board of Directors," who had previously controlled the Common Schools, were both discontinued, and a "Board of Education" consisting of two members from each of the six wards of the city was elected and entered upon the duties of its office in April, 1872. At the regular meeting in June, a city Superintendent of Public Instruction was elected, who commenced his duties in August. This was the beginning of a complete reorganization of the Public Schools of Omaha, and the third year of their organized status as Graded Schools. No city has perhaps been more dilatory in educational matters than the city of Omaha. No one now however boasts, of a worthier educational zeal, nor possesses better educational facilities, than this same youthful but ambitious city. In earlier years its people were largely nomads, who came and went as fortune favored or frowned. A few remained to be rich, many to be poor; its very birth-throes were those of business necessity. Few came with their families; fewer still with their children. Money, wealth, power, were the all-absorbing themes of thought, the great incentive which led men to sacrifice the blessings of home and the privileges of society.

Omaha was the open gateway to a world of emigrants, who, bidding farewell to civilization, refitted here for their prairie voyages. Their money, with other causes, attracted business men, opened stores of merchandise, built brick blocks and gave the city a rapid but peculiar growth. Then civilization began to look across the Missouri beyond the Great American Desert to the silver and gold of the Territories and the Pacific Coast. The great Union Pacific beginning at Omaha, and the Central Pacific from San Francisco, shot towards each other with almost lightning speed, and Omaha partaking of the mania, increased to thousands in almost a night. The growth was too rapid, the people too sanguine. The railroad finished brought things back to a normal condition, which produced temporary stagnation. "Man's extremity is God's opportunity," and it was during this discouraging, blessed period of the city's history, that the people awoke to the shameful fact that their schools were in no measure adequate to the demands of so important a city. *Less than four years ago not a single brick had been dedicated to the cause of education in this city, except those in the chimneys of a few wooden buildings that would scarcely have done justice to the back woods of Maine a hundred years ago. Less than four years ago the total valuation of all the school-buildings of this city of eighteen thousand inhabitants, was less than five thousand dollars, and the seating capacity would not conveniently accommodate three hundred children. The valuation of school sites was about nineteen thousand dollars. To-day the valuation of school buildings with a population of only twenty thousand, is more than three hun-*



HIGH SCHOOL BUILDING, OMAHA, PHOTOGRAPHED BY E. L. HAYDEN.

dred thousand dollars, and the seating capacity sufficient to accommodate more than two thousand children; while the valuation of School sites is ninety thousand dollars, making a total valuation of nearly four hundred thousand dollars. What Omaha neglected to do gradually, she has done all at once; and in the light of the privileges now afforded all her children for the highest and best education the most ambitious may yearn for, she is abundantly pardoned for all lack of interest in the past. Believing that Omaha will still be liberal while economical, and generous while just, we see the most brilliant prospects for her educational future.

HIGH SCHOOL BUILDING.

This building, which stands on the historic eminence well known as Capitol Hill, is, in point of architectural beauty, convenience of construction, and commanding location, without a rival among Public School Buildings on the Continent. It was commenced in the fall of 1870 and finished in the spring of 1872, at a cost of over two hundred thousand dollars. It has a campus of nearly ten acres, whose market value is probably not less than seventy-five thousand dollars. From the cupola it commands a view of the whole city, Council Bluffs, and six or eight counties stretching to the South and West. This building is the grandest monument which could have been erected to the educational zeal, and business sagacity of the men to whom the city and State are indebted for the conception, encouragement and execution of such a noble project. That a city, less than twenty years of age, located at the gateway of what was until recently designated as a desert, and in the youngest State of the Union, should have dedicated such a building to the free education of the present and future generations, is a marvel to all who behold it.

INCEPTION.

After the removal of the State Capital from Omaha to Lincoln, the citizens who had donated the grounds, known as Capitol Hill, to the Territory, and contributed sixty thousand dollars to the erection of the building in which the business of the Territorial Legislature had been transacted, very properly thought that the property should be ceded to the city for educational

purposes. Prominent gentlemen asked Douglas county representatives to introduce a bill making the request of the Legislature. The bill was introduced by Hon. Geo. W. Frost, and after the most persistent work on his part and that of Col. E. B. Taylor, who was President of the Senate, aided by the delegation in the House of Representatives, the bill became a law, February 15, 1869.

The Regents elected by the Legislature, were Governor Alvin Saunders, Hon. Geo. W. Frost, Thomas Davis, Esq., Prof. J. H. Kellom, Augustus Kountze, Esq., and Hon. J. M. Woolworth. C. W. Burt, Esq., was elected on the resignation of Mr. Davis, and Hon. George B. Lake, Gen. W. W. Lowe and Hon. E. Wakely were subsequently elected by the people. The fines and licenses of the city of Omaha were set apart by the Legislature, together with twenty-five thousand dollars from the Common School Fund, to enable the Regents to carry out the intentions of the Legislature in "repairing the said buildings, erecting other buildings, fencing and improving Capitol Square, endowing the school established thereon and procuring necessary apparatus to make such institution a first class High School." The Regents on consultation with the best architects found the opinion almost universal that the Capitol building was unsafe and unsuited to school purposes. On further consultation with prominent citizens and the heaviest tax payers, it was found that the nearly unanimous wish was expressed to have a first class building, one that would be both an honor and an ornament to the city and State.

Mr. Randall of Chicago, a gentleman of large and varied experience, was appointed architect, and on June 2, 1869, the Regents voted to take down the old Capitol, and erect a new building "as the only safe and proper policy" and on March 21, 1870, the Regents voted to "proceed to the immediate erection of the main part of the building." The Building Committee were Hon. Geo. W. Frost, Chairman, and Mr. Augustus Kountze. Mr. Kountze commenced the work with his accustomed energy and forethought, but was soon compelled to relinquish his active efforts, in consequence of his

removal to New York; this threw the responsibility in a great measure upon the Chairman. Gov. Saunders as President, was very active and efficient, and continued his care and work until the building was completed; no man had a deeper interest, and few found more time to devote to the work. All the Regents gave their time for this purpose, no one being paid a farthing except for personal expenses, and those were often given by those who had incurred them. The income from the fines and licenses being smaller than it was supposed it would be, the bonds of the city were cheerfully voted to complete the building, and it is hoped that the revenue devoted to this purpose, will contribute largely towards paying the debt and interest before the bonds are due, which will be in twenty years from the time of their issue. The building was opened for school purposes, September, 1872.

DESCRIPTION.

The building consists of main building with North and South wings; it is four stories above the basement, including the Mansard roof, and contains fifteen school-rooms and four recitation rooms. Fourteen of these rooms are capable of seating from forty-eight to sixty pupils, and the other will accommodate seventy-five. All the school-rooms, except three, have been in use for schools the past year.

BASEMENT.

The basement includes living rooms for the janitor's family, consisting of parlor, dining-room, kitchen, and five sleeping rooms. These are all in the South wing. In the middle building and North wing are lecture-rooms, laboratory, closets for boys and girls, a force pump which sends water to fourth story, fuel and furnace-rooms.

FIRST FLOOR.

The South wing, with an entrance on the South, is 40 by 70 feet, and contains two school rooms. The corridor adjoining the South wing is 22 by 90 feet, in front of which, on the East, is the tower and main entrance, and in the rear of the tower are the main stairs of elliptical form, and the outside wall which is octagonal. The middle building, adjoining the corridor and tower, is 40 by 80 feet, and the connecting building between the middle portion and North wing, being two stories of brick above the basement, is 32 by 33 feet.

There are on the first floor six school-rooms and one recitation room, each school-room having a wardrobe for teacher and pupils. The ceiling is 16 feet high. The dimensions of each school-room are about 27 by 35 feet, each one of which is provided with blackboards entirely surrounding the room.

SECOND FLOOR.

In the South wing there is one large school-room, 40 by 38 feet, connected with which are recitation-rooms, apparatus-room, library and superintendent's office, and two dressing-rooms.

In the middle portion and North wing are four other school rooms, and one recitation-room of the same dimensions and with the same conveniences as the rooms below.

THIRD FLOOR.

In the South wing is a spacious auditorium, 40 by 70 feet, with ceiling 18 feet high. This is intended for exhibitions, lectures and receptions. To this are attached two large dressing-rooms. Four school-rooms and one recitation-room occupy the remainder of this floor.

FOURTH FLOOR.

The fourth story is covered with a Mansard Roof 26 feet high. In this story are nine large rooms which may be used for

[CONTINUED ON FIFTH PAGE.]

HIGH SCHOOLS AND STATE UNIVERSITIES.

An article read before the Nebraska State Teachers' Association by Prof. A. F. Nightingale, President of the Association:

I have not prepared any closely-studied, metaphysical report upon an ideal course of study for our High Schools. I have found it difficult, indeed impossible, to determine what was expected of me, in the development of this subject. I inquired of the Chairman of the Executive Committee, but was informed that I should write at will, and without bounds.

My idea of the scope of my duty grew more and more indefinite, until at the eleventh hour I hastily penned a few thoughts at random, the only issue of which I hope to be the provocation of a discussion, which will not only teach me what I ought to have done, but also prepare the way for uniting the varied educational interests of the State.

At the meeting of the Association a year ago, from which I was reluctantly detained by sickness, I was appointed *third* upon a Committee of three, consisting otherwise of Chancellor Benton and Prof. Morgan, to prepare a course of study for High and Normal Schools, which would make them *feeders* to the State University; in other words, such a course as would unify the entire School System of the State, commencing with the teaching of A. B. to the babes, and ending with the conferring of the title of A. B. upon the graduate of the State University. This was a movement in the right direction, but I have never been summoned to a conference of that Committee, and will therefore disabuse the minds of any who may have anticipated that my report was to be an official emanation from the combined talent and wisdom of those men. It would certainly have been well for the representative of the University, the head of the State Normal School and some one practically connected with High School Instruction, to have met and agreed, or have agreed to disagree, upon some course of study, but they did not, and therefore what I bring to you is presented without consultation with those more vitally interested than myself, perhaps, in this discussion.

The High School is an educational appliance of the last quarter of a century. But little has been written of its history or its purposes, but I believe I shall be sustained in the opinion that in its inception it was designed to supplement the instruction imparted in the common schools, among those pupils who could not be induced and who could not afford to aspire to a University education, offered at great expense of time and means, but who could be persuaded to carry their mental training (when it could be received without extra expense) to a higher degree than the common schools afforded. This is proven from the fact that private school authorities looked upon their growth with jealousy, and decried them, while Universities continued to court with greater care the favor of the Academy and Seminary. For many years the ignorance of the people threw obstacles in the way of High School progress, and the breath of life was sustained in them only by lowering instead of elevating the standard of the common school. This was especially the case in the larger towns, where the lovers of a higher education were not sufficient to manufacture a proper public opinion. All this has changed. And by the united efforts of public school educators, by the establishment of public school journals, by a thorough system of school supervision, by the County and State Associations of public school teachers and by the organization of a National Educational Association, which had its origin in the public schools, our High Schools have grown in multiplied in numbers and advanced

in position, until now they completely overshadow all private school enterprises, and command the respect and secure the favor of all the Universities. Our High Schools, then, have not been lifted up by an educational agency above them, but they have been rather pushed up by the thirsting thousands in the schools below them. I therefore, give the credit of the successful establishment of the High Schools to the common school teacher, and that of the State University, to the combined influence of High and common school instruction. In other words, the Public Schools constitute the only sure and safe foundation for a national educational edifice, the High School is the cornerstone and the State University is the temple complete. Each is imperfect without the other. Private school enterprises, Seminaries, Academies, and Denominational Colleges had their origin, (although perhaps in the providence of God) because of an ignorant public opinion. The people did not appreciate the value of a higher education for the masses, hence the Colleges *by the few for the few*. As these Colleges began to grow, tributaries were needed; still the people slumbered on, all unconscious of duty, and hence the Seminaries *by the few for the few*. They have done a noble work, and many are going to their reward. Gradually public opinion began to open its eyes to its own ignorance and obstinacy, and wake up to put forth efforts for the perfection of the common school for the masses. The old Farmer's Almanac, the only text book of our grand-fathers, was displaced by others a little better. The schools were crowded for three, then six, then ten months in the year, and by and by the Common Schools of an ambitious town labored, and a little, weak, tottering child was born, whose christened name was *High School*. Public Opinion shook its head, and cried out, extravagance! folly! but the child waxed strong, until soon all the Common Schools of the nation were pregnant with offspring, and High Schools sprang almost Minerva-like into being.

Opinion was being rapidly manufactured, but educators are always in advance of it, and lo! on the horizon, the dome of a State University appears. Public Opinion again shook its head, and in common with great religious bodies, cried, infidelity! infidelity!! O, how slow is the advancement of the popular mind, and how noble, how transcendantly noble, are the men who dare to take advanced positions and bring the nations up to them. Extravagance and folly, the result of High Schools, infidelity the result of State Universities! Oh, no! Education is not extravagance. The intelligence of the masses is the surest safe-guard a nation can possess against immorality and vice. The intelligence of the masses is the strongest influence which can be brought to bear, to keep an open Bible in the land; the intelligence of the masses is the strongest key with which to unlock the hidden mysteries of nature, from which to point men up to nature's God.

The great demand of the present is for the complete separation of Church and State. The churches are to mould the spiritual character, the State the intellectual. The churches will always be sustained, fostered and enlarged, by the love of God in the human heart. The State must expect its perpetuity through the intelligence of the masses, secured from the State, and where education shall be breathed upon by the moral influence of the Common, High and University School, and spiritualized by the influence of the churches, each working in its own chosen sphere.

Since, then, the State University is the result of the High School, and the High School, in turn, the result of the Common School, each attesting to the growth of public opinion and the advancement of public intelligence, it is not only just and wise, that

they should be wedded, by the seal of the State, since their interests are one, but it is the only safe plan to secure strength, prosperity and perpetuity to any of them. Regard each higher school as the supplement to each lower, and see no reason, except that which is born of an ambition unlawful, and a sentiment unpatriotic, that should prevent their complete union, so that they may constitute in sympathy, in purpose, and in their courses of study, one harmonious and perfect system of free education for all the children of the State. To this end there should be in every city a City High School, and at every county seat a County High School, all educating young men and women for the State University. Why is this not so? Are our State Universities, are our High Schools, are our Common Schools confining themselves to their legitimate work? Do not our State Universities, especially in the younger States, trespass upon the sphere properly belonging to the High Schools, and do not our High Schools trespass upon the sphere legitimately that of the Common Schools? Before I answer these questions, let me invoke the charity and good-will of this Association; let me awaken no petty jealousies; let me excite no unjust criticism, for I assure you my only object is to produce harmony among ourselves, and thereby advance the educational interests of the whole State. To speak frankly, many of our State Universities are practically frauds upon the community, absorbing the money of the State without giving any just return for value received. The same criticisms may be applied to many so-called High Schools, which are really bastards, undeserving the name they bear, and a like criticism is applicable to the Common Schools. I do not charge this condition of things upon the authorities of these institutions by any means, for I believe they deprecate, most sincerely deprecate the circumstances which seem to prevent them from the accomplishment of their cherished plans, but I speak of it as the real cause of a want of harmony in the several divisions of the general school system, and there never can be harmony unless these things change. Some of our State Universities make their standard of admission so low that the end of such a course constitutes only a fair beginning; and in addition to this, they fasten upon themselves certain preparatory departments, which not only tend to destroy the efficiency of the legitimate High Schools, in the community where such Universities exist, but also to injure the efficiency of the High Schools all over the State. The reasons for this practice are plausible but not logical. It may be policy, it is not justice. A fear seems to prevail among the authorities of our higher Institutions, lest the people should fail to appreciate the work which is accomplished unless their halls are crowded with pupils. Therefore efforts are seemingly put forth to secure students at whatever sacrifice of educational dignity it may cost. The result is, in the first place, the standard of our Common Schools is unduly lowered, and secondly, authorities lack courage to refuse admission to the High School, even when pupils fail to accomplish the minimum required. This necessarily weakens and lowers the course of study in the High Schools and fills them to repletion with pupils of a tender age, who lack both the mental capacity, and the peculiar ambition essential to a comprehension of the more abstruse subjects of study. As a logical sequence, our Universities partake of the same weakness, and lower their standard of admission to the level of students knocking at the doors, who are admitted with a total unfitness for the work of a genuine University. This course persevered in, will not only for many years to come, debar our High Schools and State Universities from taking a position which shall rank them with the best institu-

tions in the land, but will also drive those students who, inspired with a love for study, are determined not to be satisfied with the mere *skim-milk* of a so-called University course, to schools where titles are genuine, and whose diplomas are worth their face. Let the educators of our State unite in an uncompromising resolution, that they will lend no influence in fostering the idea now too prevalent that our higher schools should be thrown open to all who ask admission, regardless of their previous discipline and mental qualifications.

Let us then, first, fix a high standard for our Common Schools, and allow no pupil to enter the High School until he can show a discipline that shall promise successful work therein, and in the day of his failure put him where his necessities, and justice to his scholarship claim him, not where influential friends and doting parents would too often have him placed. Let us, secondly, arrange a course of study for our High Schools that shall be equivalent to the requirements of admission to the best Universities of America; let no pupil graduate therefrom until he shall unqualifiedly accomplish the course, then give him a diploma that shall be an unexceptionable passport to the State University. Such is the course which has been adopted in Michigan, and with great success. Prof. Angell, in his report of 1872, says:

"It is with great pleasure that I refer to the first-year's experience in forming a quasi-organic connection between the University and the High Schools. It will be remembered that if the Faculty on the report of a Committee of Inspection, approve the work of a school, then the University receives without examination the graduates of that school, provided their certificates from their school board or superintendent, declare that they have successfully pursued all the studies required for admission to our Freshman class. This promise to receive the graduates of the schools binds the University only for the year in which the inspection was made. Last year we received fifty Freshmen on certificates, viz: three from Detroit High School, eight from Flint, seven from Jackson, three from Kalamazoo, one from Adrian, and twenty-eight from Ann Arbor. We see nothing in the result of the experiment to deter us from repeating it.

Those who predicted the filling up of the Freshman class with poor material, or the lowering of the standard of scholarship in consequence of this step, have proved false prophets. Of the Freshmen who were "conditioned" or who "failed to pass" at the examination of the past year, a decidedly larger percentage is found in that portion of the class which entered on examination than in that portion which was received on certificate.

There is the very strongest evidence that the effect upon the schools which stand in this new relation to the University, has been most helpful."

Thirdly, the University should then adopt requirements of admission in accordance with the course of study in the High Schools, and refuse all pupils admission to the full privileges of the University unless they can present the High School diploma, or pass the required examination. This will not only produce harmony among all the educators of the State, from the Primary School teacher to the head of the University, but will also tend more than anything else to elevate the standard of scholarship, and to inspire the young men and women with a love and ambition for true, genuine scholarly discipline.

The day of shams is passing away. The spirit of wooden nutmegs will not thrive long west of the Missouri. I despise a spirit of compromise in educational matters. It breeds smatterers, it manufactures pedants, it places a premium upon superficial study, it surfeits the State with a multitude of men and women who hold diplomas that mean nothing.

Nebraska already has the reputation in the United States, I know not how well deserved, of being largely steeped in fraud in many other matters, but for the sake of the rising generation, for the sake of the future moral and educational welfare of our young

and growing State, this Eden of the land, let us not, I beseech you fellow educators, let us not allow this despicable word to be placed in iron letters over the front doors of our High Schools, our Normal Schools, and our State University. If we do our duty, if we frown down all educational subsidizing, if we stop our ears to all political chicanery, if we make an uncompromising warfare upon all superficial learning, if we unite our heads and our hearts for the accomplishment of the one idea of sound scholarship or none, we shall make the Common Schools of our hamlets, the High Schools of our counties, large towns and young cities, and the State University of Nebraska worthy the admiration and praise and patronage of all true lovers of education. I intimated in the early part of this article, that I favored the establishment of County High Schools. Let me advert to that a moment. I do not presume the present population of Nebraska will admit of the universal application of this idea, or even its immediate application to any considerable extent; but that does not affect the practicality of their establishment as soon as the population will allow. If a public opinion could be secured in the State for their adoption, the advantages of such a system would be manifold.

It would introduce higher education into every county, and this would have a reflex influence in bettering the condition of the Common Schools in every town, by inspiring the Principals of these schools with a spirit of emulation to send the greatest number of pupils, and those the best qualified, into the High School of their county.

Again, the existence of such an institution in every county, with its Principal and Assistants of University culture would naturally increase the appreciation of liberal learning among the people, which fact would in turn multiply the number of pupils who would be ambitious for such an education.

Thirdly, it would cheapen education by saving much expense of travel and loss of time, which pupils obtaining their preparatory instruction at a distance are now subjected to. This would also directly affect the number of pupils, as the expense now necessary is an impassable barrier to many young persons of limited means.

Fourthly, such a system could not fail to largely increase the number of students who would thirst for a University education, first because a High School course of study tends to impress upon the minds of the pupils the importance of a higher education, and to enlarge his views of true scholarship, and secondly, because the Faculties of such schools, actuated by motives both selfish and unselfish, would use their utmost endeavors to inspire their pupils with a determination to be University scholars. Let the Omaha High School educate free of expense all those pupils of Douglas County who are prepared to enter upon its curriculum. Let the Lincoln High School do the same for the pupils of Lancaster County; the Nebraska City High School, the pupils of Otoe County; Brownville, those of Nemaha County, and so on. Let the Legislature pass a law requiring every county of a certain number of inhabitants to establish a High School with a definite course of study, the latter to be fixed by a State Board of Education, to consist of the State Superintendent of Public Instruction, and two others to be elected by the State Teachers' Association, which Board shall also have other duties, which it is not my province now to enumerate. I plead for the establishment of County High Schools, in behalf of the Common Schools, whose importance would be enlarged thereby; I plead for them in behalf of a multitude of intelligent boys and girls who would grasp the golden opportunities of study, were its attractions nearer home, and its privileges less expensive; I plead for them, especially in this State, in behalf of the Church, who would not be tempted to squander their money by the establishment of those "abnormal institutions called Colleges," so many of which now curse the educational field; whose exchequers are empty, whose friends are few, and whose charter members groan beneath a burden, which spoils their religion, and weakens the influence of the whole church. I plead for them lastly, for the sake of the State University, whose Faculty of learned men ought to be saved from the illegitimate work of elementary instruction, and all of whose time, and talent, and thought, and ambition ought to be concentrated upon genuine University culture. The expense

incurred by the State in sustaining a Preparatory Department ought to be given to the University itself, and the students of such a Department should be scattered among the High Schools in the vicinity of their homes, to multiply their pupils, and to increase the efficiency of such schools, and make them what they ought to be, the truly legitimate feeders of the State University. I cannot see how the Lincoln High School can rise to a position of dignity in numbers and strength, if the University supports a parallel course of study, and not only the Lincoln High School, but all the High Schools of the State must necessarily be affected thereby.

That the University may be saved the mortification of being called a first class high school, it must prune itself of everything but true University work. Then, and then alone, can it rise to a position that we all crave for it, where it will be recognized as the crown and glory of the educational system of the State.

That there may be not only a theoretical but an actual, vital connection between the High Schools and the State University of Nebraska, I would propose the selection of a Committee, who shall be instructed to prepare such a course of study for the high schools as will prepare students, first, for the Freshman Class, and secondly for the Junior Class of the State University. And since this comes within the scope of my duty to-day, I will briefly suggest a plan for the consideration of this Association: First a course of study that shall give students an opportunity to prepare for the Freshman Class of the University. In suggesting such a course, I shall enter upon no arguments for classical culture, but shall assume that a majority of students will wish at least a taste of that manna that has stood the test of centuries, and which cannot be disproven to be the best food for the highest intellectual development. I would have this course cover three years of study, each year to be divided into three terms, and each of them to have three leading studies, supplemented by certain miscellaneous work, such as physical culture, vocal culture, elocutionary drill, essay writing, &c.

The work of the course would therefore have twenty-seven sub-divisions. Nine of these should be devoted to Latin, eight to Greek, three to algebra, two to geometry, and the other five to history, physical geography, and elementary rhetoric, and elementary science. I have presented a course of three years, because I believe our State Universities should not commence their work any lower down than where such a course leaves off.

In a letter written me a few days since, President Folwell, of the University of Minnesota, says: "How to organize and develop our secondary schools, I consider the most serious question now confronting us. We are overrun with small colleges, all wanting to be universities. Fitting schools are scarce and poor, and will continue to be until the 'Secondary Education' is recognized as a distinct epoch in schooling, and its dignity and importance duly appreciated."

These are strong words, coming from a University that sent its first graduating class into the world only last summer.

What though the tendency of such a course would be to decimate the pupils of a State University, and make them few! Better a few made of the right kind of stuff than a multitude of weaklings who ought to be in the first or second year of a High School course. Our State Universities cannot afford to have the end of their courses of study what the beginning ought to be, nor the beginning, what a High School course should accomplish. But I cannot believe that such would be the tendency. On the contrary, I sincerely believe that it would increase, rapidly increase the number of students who would enter such Universities, because they would appreciate their worth; they would realize through the discipline of preparatory work, that their education had just commenced, and they would be proud of an institution, which, standing upon the broad foundations of State support, would lift its towers so far above all those petty colleges, which, sustained by private enterprise, must have a long catalogue of names or die of starvation.

But, secondly, I would have our High Schools also sustain a course of study that shall prepare pupils for at least the Junior Classes of the University. In this State, the times may not be ripe for such a step, and I

am aware that the mention of it may excite opposition, but we cannot mistake the signs of the times. The whole tendency of secondary, or High School education in this country is to elevate the standard of our Universities, and make them, to a certain extent, post-Collegiate institutions. They should be feeders to the State Universities, but they must not debar a great multitude of young men and women who cannot be induced to take the time, or cannot afford the expense which a full University course demands, from pursuing their studies beyond a mere preparatory course, when they can be persuaded, and are anxious to continue their schooling one or two years longer in the vicinity of their homes, where parents can afford to educate them without a burdensome tax upon their limited treasures. This is the plan adopted in the Gymnasias and Real Schulen of Germany, to which our educators are turning for those excellencies, which, transplanted in the United States, will make our High Schools the pride of the world. With Prussian defects avoided, and Prussian excellencies copied, our schools, under a government as free as the air we breathe, must advance towards perfection.

The courses of study in the German secondary schools are planned with especial reference to the Universities, but are, at the same time, so ingeniously arranged, that a student who cannot advance to the University, may find all his wants met at home. Thus a double work is accomplished by the same school, without additional expense or serious embarrassment.

President McCosh, of Princeton College, an educator whose opinions we all revere, says: "The course of study in the Grammar and Real Schulen, continuing eight or nine years, embraces not only the branches taught in our Academies and High Schools, but those taught in the Freshman and Sophomore classes of our University courses. These institutions are to be found in every considerable town and populous center in Germany. It is by means of these schools that Prussia has been able to rear such a body of educated young men, who are destined to raise their country, both in the arts of peace and war above every other nation on the continent of Europe; and both Great Britain and America might find it for their good to study, and so far copy this peculiarity of Prussia, this essential element of her present greatness."

In our own country, true University work commences at about the close of the Sophomore year. At this point, optional studies are introduced, special courses commenced, the lecture system adopted, laboratories are thrown open, abstruse investigation begins, while previous to this, nearly all the studies pursued are required, and are almost exactly uniform with those of our best High Schools and Academies. In the year of 1870-71 there were 900 students in the Academies of New York who were pursuing successfully the studies, not only of the lower, but also of the higher college classes.

Harvard College has raised its standard of admission far above that of most of the colleges of the country, and yet Harvard proposes to do away with the work of the Freshman year just as soon as the Preparatory Schools can assume the responsibility. Even the youthful University of Minnesota announces its intention," says President Folwell, "of dropping off to the High Schools the first two years of its College course, as soon as they may be able to assume them." Superintendents of Public Instruction all over the East, especially in New York, Boston, Chicago, St. Louis and Philadelphia, are filling their reports with unanswerable arguments in favor of extending the work now accomplished in our High Schools, that the great body of the nation's youth may have a higher education, and that the Universities may at the same time be better able to enter upon the legitimate work of their calling. While our High Schools are educating ten who will enter the University, they also ought to be able to educate the ninety who will never advance so far. Let us look this matter squarely in the face, and be prepared to advance with the advancing demands of the times. It is within the memory of our fathers, that the Common Schools, all ungraded and unsystematized, had their day of travail, and were born to eke out, seemingly, a feeble existence. It is within our memory, that the germ of High Schools first opened its pale white leaf upon the rocky soil of New England, and was beaten upon by the

winds of prejudice and the storms of irony, until it well nigh died. Scarcely a score of years has passed since a few bold, brave men dared to suggest the propriety of an experimental unsectarian State University. The very idea was laughed to scorn, and all over the land a multitude of long-faced, straight-laced churchmen lifted up their hands in holy horror lest, if it should be adopted, our country would straight become a nation of infidels. What do we all see to-day? The brick school-house, with its modern furniture, its carefully selected apparatus, its ambitious teachers, and its throng of bright-brained children, stand in every hamlet all over the length and breadth of the land, and is the chief ornament in all our prairie towns. Courses of study, systematically graded, are prepared to suit the natural development of mind. The old cramming, cramming routine, slavish text-book methods of instruction are displaced by new, practical, inspiring, philosophical methods which demand in our teachers the best education of our University halls. High School edifices, the legitimate outgrowth of a successful system of Common Schools, vying with each other in architectural beauty, economy and convenience, have arisen with their majestic domes in nearly every county and town, until it was left for the most youthful State and the youngest representative city of the Union, to give a quarter of a million of dollars for the best Public School Building on the Continent. State Universities, the crowning glory of our free educational system, are almost as numerous as the stars upon our flag, and are yearly growing stronger and stronger, and are the toppling over and breaking down of the miserable host of petty Colleges which are a disgrace to the educational boast of the world's foremost Republic. Normal Schools, Training Schools, Educational Journals, County Institutes, State Associations, National Associations are being successfully promulgated and sustained, and the next step will be the establishment of a National University, and then the temple will be complete. Sooner or later all the children of the United States will enjoy and partake of the benefits of a free common school instruction, a majority will embrace the opportunities which the High School course of study, carried out as I have suggested, will afford; a multitude will be induced and enabled to seek the Universities, and a goodly number will continue their literary and scientific researches in a National University. There is room for all. Let us then, fellow educators, harbor no local feelings that are ungenerous, no prejudices that are unmanly, no ambitions that are unpatriotic, but hand in hand, head to head and heart to heart, plan, counsel and work together, with the single motive of advancing the educational interests of our State. Nebraska furnishes a most favorable field for a complete union of all her school interests. Her Common Schools are planted everywhere. High Schools are being established in all our large towns. She has one University. Those little affairs, the bane of many States, which unwise Legislatures have chartered as colleges, and which have been founded through church pride, or to gratify the ambitions of wealth, are few, and if we do our duty they will not increase. Our Common Schools will send their pupils to the High Schools, the High Schools will graduate many of theirs to the State University, and the State University will send out the representative men and women of the future, and thus, all the schools of Nebraska will be free, popular and thorough, and all the youth of the State, at the expense of the State, will enjoy the opportunities of a sound physical, moral and intellectual education.

REVIEWS.

Review notices have been crowded out of this issue, but will appear in the next. We can only mention that we have on our table from J. W. Schermerhorn & Co., New York, the new book entitled "How to Teach; a Manual of Methods," by the three leading Superintendents of the New York City schools. No teacher should fail to secure this best of guides from the best of educators. Also "Essays on Educational Reformers," published by Robert Clarke & Co., Cincinnati. No teacher's library would be complete without this book. The matter to be read, and the style in which it is written are both invaluable. It is one of the very best books ever published in the interest of the teachers.

We have also received this week, Superintendents' Reports from Fort Wayne, Ind., Rochester, N. Y., San Francisco, Cal., and the State Superintendent's Biennial Report of Iowa. We shall from month to month publish reviews of the best text books of the best publishers, as they come under our notice.

The High School.

OMAHA, NEBRASKA, FEBRUARY, 1874.

Published Monthly by the High School Publishing Association, and devoted to the interests of the Omaha Public Schools, and the dissemination of General Educational Intelligence.

Editor-in-Chief, HENRY ESTABROOK.
Assistant Editor, STACIA CROWLEY.
Local Editors, JOHN CRIGHTON, CHARLES REIDICK.
Culling Editors, GEORGE MEGRATH, KATE E. COPELAND.
Soliciting Agents, NATHAN CRARY, LUCIUS WAKELY.
Mailing Agents, ARTHUR HUNTINGTON, ERNEST KENISTON.
Advertising Agent, FRED KNIGHT.

TERMS INVARIABLY IN ADVANCE.

One Copy, One Year, \$1.00; Five Copies, One Year, \$4.00; Single Copies, 10 cents each.

All Communications should be addressed to the Omaha High School Publishing Association.

Contributions are solicited from all friends of Education. Short articles preferred. Every author must give his real name, which will be suppressed, when such request is made.

Advertisements are always welcome, charges reasonable, and payments monthly.

RATES OF ADVERTISING IN THE HIGH SCHOOL.

1 Column, One Year	\$100 00
" " " " " "	60 00
" " " " " "	35 00
" " " " " "	20 00
One Square, 1-16 column, 1 yr.	12 00
1 Column, Six months	\$60 00
" " " " " "	40 00
" " " " " "	25 00
" " " " " "	15 00
1 Square, 1-16 column, 6 months	8 00
1 Column, Three Months	\$40 00
" " " " " "	25 00
" " " " " "	15 00
" " " " " "	8 00
1 Square, 1-16 column, 3 months	5 00
1 Column, One Month	\$15 00
" " " " " "	9 00
" " " " " "	5 00
" " " " " "	3 00
1 Square, 1-16 column, 1 month	1 50

FRED. KNIGHT, Advertising Agent.

PROSPECTUS.

Some time ago it was fortuitously remarked by one of the students that a manuscript paper added to our Friday exercises would be interesting and instructive. Knowing that such a paper would require considerable labor, that the whole of the labor would devolve on the unfortunate editor, whoever he might be, that it would unavoidably interfere with the editor's studies, that anything transgressing this prescript of the Board would be discountenanced—knowing all this the idea was abandoned. The paper project, however, awakened great interest, and although the original suggestion was, to all appearances, dead, a greater project was in incubation. Prof. Nightingale, our Superintendent, who is ever on the alert to do all possible for the interests of our school, suggested the propriety of establishing a regular monthly Educational Journal, to be under the exclusive control of the High School pupils, and promised to it all the aid and counsel which he could give consistent with his regular work. The suggestion met with a hearty response from the pupils, and the "HIGH SCHOOL" makes its first bow to the people.

As a public institution, the High School should receive more of the people's attention. Many false rumors get afloat that are accepted as facts, because there is no opportunity to refute them.

Nearly every school in the country, of our educational standard, has a publishing medium of its own. Even in this State, educational journals are issued from towns of not half our population, and in schools not nearly as large, and, in many instances, not nearly as advanced. When we saw the excellent magazine published at Beatrice and the *Hesperian Student*, of Lincoln, our purposes, encouraged and sustained by the enthusiastic counsels of Superintendent Nightingale, took definite shape. A meeting was called, officers elected, advertisements solicited, and the project was hatched.

It is not necessary to grow prolix on the purposes of the paper, as its every object is comprehended in its motto and its name, nor to go into the micrology of our mode of management further than to state that the whole affair is owned, managed and edited by the students of the High School, that

they are responsible for all articles except those which may appear over the name or initials of some officer of the school or other contributor.

We would also state, for the satisfaction of the Board, that the offices are distributed among twenty-seven pupils, so the individual responsibilities of any one pupil are not engrossing enough to infringe on his regular school duties.

Thus our paper has started at an appropriate time and under favorable auspices. The success of the enterprise depends upon its patronage, its patronage upon its worth, its worth upon our efforts—the latter of which we vouch shall be fervent and indefatigable.

We expect some discouragement and some contumely, and shall endeavor to profit by criticism, but will never succumb to it. We can give earnest only for our exertions; our abilities will speak for themselves.

ELOCUTION.

Legislative bodies often go beyond the purview of their authority, and still oftener pass laws of weighty importance without a proper and sufficient consideration. An arbitrary precedent once established provides an excuse for succeeding movements, and the legislature, so far from proving an exponent of its constituents, is the means of gratifying the freaks and crochets of its capricious members. As an illustration of the above, we would cite the Board of Education. Granting a two weeks vacation at the close of last term without previous notice was arbitrary and without precedent. That it was generally licensed by the opinion of the people was, to be sure, a mitigating circumstance. An opposing sentiment was aroused, however, when it was publicly announced that the Board discountenanced all school exhibitions, save at the close of each year, deeming that they interfered with the best interests of the school. But inasmuch as the Board neglected to mention *how* and in what manner exhibitions interfered with the interests of the school, and inasmuch as we have racked our brain for a reasonable excuse, we would respectfully ask in what particular—in what possible particular—they can otherwise than benefit the schools. It has been intimated by individuals whom we know to have the welfare of the school and the progress of their children as much at heart as parents and patrons can have, that this movement was agitated by certain members who were actuated by personal rather than real interests in the matter; but we give no credence to such report, because a School Board should represent the *litterati* of a city, and such petty spleen is beneath great learning.

How often we hear a discourse, full of grand thoughts and noble sentiments, rendered ridiculous by poor delivery. Then, on the other hand, many speeches of but little merit often receive great eclat because the speaker was self-possessed and graceful, and gestured appropriate to the sentiment. At any rate a knowledge of elocution never injured any one, but the ignorance of it has proved the doom of many a public speaker.

It may be said that the Friday exercises are all that it is necessary to devote to this subject. This is a mistaken idea. Scholars recite their pieces on Friday as they do their lessons on Monday,—they feel no embarrassment before their school-mates, and but little concern as to how they speak. It is only before a strange audience, where success depends on effort, that scholars become emulous of applause. It has been remarked that this opportunity is afforded once a year. To a few (and that few the least in need of the experience) this opportunity is indeed afforded. It is easily seen how impossible

it would be for every scholar to take part in the exhibition, and those who do take part should be the representative declaimers. So the body of the school is either sacrificed, or eclipsed by the scintillations of these brighter stars.

By giving an exhibition at the close of each term, every pupil in the course of the year will have undergone the invaluable experience of facing an audience. Nor will these entertainments necessarily conflict with the course of study. It is the breaking into the middle of a term—preparing a long drama, new declamations and exhaustive essays, to which Professors Kellom and Snow objected. In a conversation with Prof. Kellom, he stated in substance that so far from discouraging exhibitions, he thought them, if properly conducted, as interesting and instructive as our term examinations. By taking some of the declamations learned during the term, and having them recited and read before a concourse of people in the auditorium does not interfere with the prescribed duties any more than a Friday exercise, but it gives the pupil the desired trial of public speaking, entertains the audience, and in a manner, is the epitome of the term's accomplishments. We cannot close this article without glancing at the actions of the newspapers on the matter of elocution.

During our short presidency in the sanctum, we have become convinced that an editor should know everything, and criticize everything, and what he don't know, he should put on an erudite expression and criticize more harshly. Judging from the articles that have appeared in our different papers, one would imagine that the authors of the articles had made the subject of elocution a life study, and it was only after mature reflection and deep research that they denounced it as trifling and of little value. Whereas, during our entire attendance at the High School (since its commencement), we fail to remember a single call (one editor excepted) the editors have made in the High School room; and we state authentically that never has an editor consulted Professors Kellom, Gaylord, Snow or Nightingale, as to their opinion on elocution. And the only excuse vouchsafed by either newspapers or Board of Education, is that it is of little consequence, and interferes with the regular order of affairs. If it was of such little consequence, why did the teachers, *en masse*, of the city, petition time and again to Prof. Nightingale to instruct them in elocution?

Pupils who enter the High School should be qualified to determine what studies are of the most benefit to them, and the voice and influence of the whole school ask that the action of the Board be reconsidered, and that exhibitions be allowed at the end of each term.

NIGHT SCHOOLS.

To the credit of the young men of Omaha, let it be said, that there are over one hundred pupils attending our night schools. This is something of which we may be proud; for it shows that while our city is advancing commercially, it is advancing intellectually and morally as well. That it shows intellectual advancement is evident. That it shows moral advancement is conclusive; for the surest index to the social status of a city, is the habits of its young men; where night schools are well filled, theaters and billiard halls are not; when knowledge is sought, dissipation is avoided.

Visit these schools, and you will find a room full of earnest men who have gathered from counting-house, sales-room, and workshop, that they may devote to study the hours we assign to rest and pleasure. Nothing is more to be honored than a struggle for intellectual improvement; and in none is it

more honorable than in those who, after a day of toil, are willing to pass an evening of study.

While we are glad to know that so many are availing themselves of the privileges these schools afford, we are sure that many more might do so if they would. Many who say, by way of excuse, "We know too little, and it is too late to begin." It is no disgrace to be ignorant, if you have never had an opportunity to be otherwise; but it is a disgrace to remain ignorant, when knowledge is attainable. Many young men endure the defects in their education rather than expose them by trying to improve. Be honest enough to acknowledge your deficiencies, and diligent enough to overcome them.

We know, that after a hard day's work, three hours of study may seem a great price to pay for a little information; but, in the end, you will find that though you might have spent your evenings more pleasantly, you could not have spent them more profitably. So, fill up our night schools, and for every new name on the roll we will feel that there is one less in the ranks of the tempted. Fill up our night schools; for they not only direct mentally, but protect morally. And let our citizens not be behind-hand in doing their part toward making these institutions successful. Let these be given the encouragement and support they deserve. While we ask for our day schools all the advantages possible, we do not forget those who are climbing the hill of knowledge in a more rugged path; and while we ask you to do all you can for us, be sure and remember the night schools.

THE NEBRASKA TEACHER.

This is the official educational organ of the State, and is published by Mr. C. B. Palmer, at Beatrice. We call the attention of all our readers to this excellent journal, and hope all the friends of education in the State will extend to it a liberal patronage. It ought to be in the hands of every teacher. Mr. Palmer is an enterprising man, full of energy and ambition, and we understand he intends to devote all his time to the success of the *Teacher*. It is the official organ of the State Superintendent, and State Teachers' Association, and therefore reflects the opinions of our leading educators. The High School does not intend to trespass upon its pre-empted field, but hopes rather to increase its circulation, and aid in making it a still greater power in the State.

WE offer an apology to our advertisers and patrons for the tardy appearance of the first issue of THE HIGH SCHOOL. This is largely due to the embarrassments occasioned by the recent printer's strike in our city. All arrangements were completed to issue the first number in January, but we were disappointed.

THE HIGH SCHOOL will be published on or about the fifteenth of every month in the future, and we hope to make it an educational paper of such interest, as to command a liberal patronage from the friends of education throughout the City and State.

We hope, also, to effect an exchange with the leading Educational Journals of the country, so that we may be able to serve up to our readers, the cream of educational news in every issue.

AN EXAMPLE WORTHY FOR THE PUPILS OF THE OMAHA SCHOOLS TO IMITATE.—"Sallie Thoburn, a pupil in one of the Schools in Wheeling, West Va., has not been absent or tardy in *six years*, and her Sister Annie has been absent but one-half day in the same time."—*The National Teacher, Columbus, Ohio.*

SUPERINTENDENT'S REPORT.

[CONCLUDED FROM FIRST PAGE.]

gymnasiums, cabinets and museums. The tower is 22 feet square, the spire on which from the ground is two hundred and three feet high, and above the brick and stone work are two stories of slate. The spire is crowned with an iron cresting of 30 feet. One hundred and fifty feet above the ground is a spacious lookout commanding the grandest view in the State.

There is another spire above the ventilating shaft which is one hundred and sixty feet from the ground.

On all the floors are corridors extending through the building at right angles; all the Mansard roofs are covered with slate. There are five entrances to the principal floor, all of which are covered with verandas, and all outside steps are stone. The entire length of the building is one hundred and ninety-five feet, width sixty-five feet, and Mansard roof eighty-two feet above the ground.

HEATING AND VENTILATING.

The entire building is ventilated by the celebrated Ruttan system, and was first heated by eight furnaces of the Boynton patent. These were soon found to be of insufficient power, and the schools were dismissed several times before the middle of November on account of cold school-rooms, the temperature with fire all night, not being above 40° at ten o'clock a. m. Four of the furnaces were therefore removed; two of which were sent to the North School to aid in heating that building, and two retained to aid in warming the corridors of this. The places of the latter were filled by the Hawley furnace, manufactured by the Ruttan Heating and Ventilating Company, of Bloomington, Ill., and designed to accompany this system of ventilating. They were placed in the North-east and North-west corners of the building, the rooms of which are the most exposed of any, being subjected at a high altitude to the fierce winds that blow unobstructed over the prairies; and yet from the very first the Hawley furnace gave out sufficient heat, to make the temperature of the rooms from 65° to 70° Fahrenheit at nine o'clock in the morning. That they have given the best satisfaction, attests better than any thing else to their excellence. Others were removed in the spring, and two more of the Hawley furnaces put in. We do not anticipate any trouble about heating the rooms the coming winter. The new furnaces burn soft coal, are more economical in the consumption of coal, and give out more heat than any with which I am acquainted.

FURNITURE.

All the school furniture of this building is from the manufactory of A. H. Andrews & Co., Chicago, Ill. The "Triumph" seat and desk is in every way suited to the health and convenience of the pupil and is in harmony with the architectural beauty and finish of the building. The proper seating of a school-room is of the utmost importance. Health, ease and comfort should all be secured if possible, and it is a matter of congratulation that these desks and seats have given the very best satisfaction.

CHANGE OF MANAGEMENT.

At the session of the Legislature of 1871 and 1872, a special law, dispensing with the Board of Regents for the High School, and the Board of Directors for the Common Schools and placing the management of all the schools under one Board of Education was introduced and passed, through the energetic efforts of Hon. Edward Rosewater. This went into operation in the spring of 1872. After the schools were organized it was thought that some slight changes were necessary in order to make the law perfectly constitutional, and a general law for cities of the first class was passed last winter, under which the schools are now managed.

GENERAL REMARKS.

The building in size, appointments and thorough construction, has no superior for the purpose designed, in the world viz: for a first class High School. It is justly the pride of Omaha, and is looked upon with surprise by those who are interested in education, that the youngest representative city on the continent should have a building so elegant, and yet combining in all its details, so much of utility and adaptedness to the wants of the people. It is a monument of the liberality and wise fore-thought of the business men and tax payers of Omaha, and will tell to future generations, of the gener-

ous care which the founders of this new city, midway between ocean and ocean, exercised for the free education of the youth committed to their charge. "It will be a perpetual reminder of the benefits of a free government, free institutions, and free schools for the education of a free people, and will place the education of the masses where it should be a bulwark against ignorance and vice, and as a tower of strength to a Republican form of government."

STATE CORRESPONDENCE.

We are permitted to publish the following correspondence between the Presidents of the Nebraska and Illinois State Teachers' Associations.

OFFICE OF SUP'T. PUBLIC INSTRUCTION,
OMAHA, Neb., December 27, 1873.

To the President of the Illinois State Teachers' Association, Bloomington Ill.: GREETING:—

At the session of the Nebraska State Teachers' Association, just closed, a resolution was passed instructing the President to write a brief letter of congratulation and greeting to the association of your State. In conformity with that resolution, it gives me great pleasure to be the medium of that communication. The infant State of Nebraska, with its sixty thousand children and two thousand teachers, recognizes and appreciates the great work which Illinois has accomplished in popularizing and perfecting the free school system in the great West, and it unites with you in doing honor to the Batemans, the Edwards, the Gregorays, the Pickards, the Allyn, and the host of other strong, effective, and faithful educators, who have labored so assiduously to make the common Schools, what Providence has designed them, the surest and strongest bulwarks for the perpetuity of free institutions and popular government. May your deliberations be marked for their charity, humanity, and success, and may indubitable progress be their legitimate result. Nebraska has just closed its fourth and most successful convention, and the spirit that prevailed, bids fair to show itself in every department of State education. May the increasing demands upon educators for advancement in Public School instruction, the necessity for unity of purpose, and sympathy in action, tend to unite the North Western States in a strong endeavor to lift the educational interests, of our rapidly developing country, above the sphere of politics, both in Church and State, and provide for our Common Schools, High Schools and State Universities, a complete system of free education, by the State for the State.

With sentiments of profoundest regard and extending to you the congratulations of the Nebraska Association of Public School educators,

I remain yours very truly.

A. F. NIGHTINGALE, Pres't.,
Neb. State Teachers' Association.

OFFICE OF BOARD OF EDUCATION,
CHICAGO, January 30th, 1874.

PROF. A. F. NIGHTINGALE,
Sup't. Schools, Omaha.

DEAR SIR:—Just at the close of our meeting in Bloomington, your kind communication was received and read by the Secretary. Its receipt was gratefully acknowledged and the good wishes of our teachers were expressed in a resolution which will doubtless be furnished you. As Presiding Officer of the State Association, it is a pleasure to me to return your cordial greetings. Your work as pioneers in the grand field you cultivate is worthy of our hearty sympathy. We feel that we may take lessons of you in earnestness, and we feel strengthened and aroused to greater activity by your example. May your association be a center of influence in your vigorous young State, and may your opportunity to correct the errors into which others have fallen be wisely improved. Thus may you lead in this noble work of popular education, and may the Giver of all good in kindness strengthen you all for his and our common work.

Very truly yours,

J. S. PICKARD,
Pres't. Ill. State Teachers' Association.

EDUCATIONAL MISCELLANY.

Women are admitted to fifty American Colleges.

Union College, N. Y., and the Indiana Female College, at Greencastle, Indiana, have each received a donation of \$100,000 with a request, in each case, that the name of the donor be not made public at present.

The handsome new building for the Normal College of New York City was formally dedicated on the 27th of October. It occupies one entire block of ground and will accommodate 1500 students. It is second to no building of the kind in the world.

President Lerdo, of Mexico, has issued a proclamation announcing the adoption of the constitutional provision, entirely separating church and state, perfect religious freedom, marriage a civil contract, and the abolition of the religious oath. Public education is now under the exclusive supervision of the state, and it will not be long before Mexico will have a public school system.

Whatever has been forced upon a child in opposition to his individuality, whatever has been only driven into him and has lacked receptivity on his side, or a rational ground on the side of culture, remains attached to his being only as an external ornament, a foreign outgrowth which enfeebles his own proper character.—*Philosophy of Education.*

The President, in his annual message, says of education: "The evidently increasing interest in the cause of education is a most encouraging feature in the general progress of the country, and the bureau of education is earnest in its efforts to give a proper direction to the new appliance and the increased facilities which are being offered to aid the country in their great work."

The new Scientific Hall, of Lafayette College, Easton, Pa., was dedicated on the 20th of October. The total cost of the building was \$360,000. The first floor is devoted mainly to mining and metallurgy; the second contains geological and mineralogical cabinets, a spacious hall, lecture rooms, etc.; the third is to be used for the engineers' department; and the fourth for the chemical department. The scientific department was founded by Mr. Pardee, with a fund of \$200,000.

A special worth is often attached to study far into the night. The student's "midnight lamp" always claims for itself a certain veneration. But this is vanity. In the first place, it is injurious to contradict Nature by working through the night which she has ordained for sleep; secondly, the question is not as to the number of hours spent in work and their position in the twenty-four, but as to the quality of the work.—*DR. CARL ROSENKRANZ.*

A tour to Europe is projected by Dr. L. C. Loomis, of Washington, the party to start about July first, and travel for two months. It is proposed to visit London, the Rhine, Switzerland, and Paris, allowing a week each to the two former, and ten days each to the latter. As will be noticed, it is proposed to visit only a few places, but it will undoubtedly prove more satisfactory than a longer, and consequently more rapid, journey. The round trip ticket, costing \$350 includes ocean passage out and back railway and steamboat tickets, and hotel charges. A circular of information is to be issued soon.

ILLINOIS.—The report of the Peoria County Normal School shows an enrollment of one hundred and fourteen. The number of graduates in the full course is six.—Fifty per cent. of these receiving certificates to teach in the county in 1872 were graduates of the school. The salutary influence of the school is seen in the greater perma-

nence of teachers. At the recent election, thirty-four ladies in thirty counties were candidates for the office of County Superintendent, and eleven were elected; five of these were married.

ALABAMA.—MONTGOMERY.—At a meeting of the Board of Education, held Nov. 18th, Hon. Joseph H. Speed made an address in which he referred to the working of of the school law forbidding the employment of teachers unless there is money to pay them. The State has used more than \$1,250,000 of the school fund, and in consequence of the bankruptcy thus produced all the schools have been closed during the year. It was proposed to issue interest-bearing warrants to the teachers, that they might be able to procure the necessaries of life.

NEW YORK.—The Governor's Message gives a short account of educational matters, which is, on the whole, very satisfactory.—Of the 1,545,260 persons between the ages of 5 and 21 years, 1,166,991 attend public, private, or normal schools. Of the latter, some are over 21, and should not, strictly speaking, enter into the computation, but this number is more than balanced by those in charitable institutions which the estimate omits. This leaves about 378,000 who do not attend school, a large number certainly, but not as great as was supposed. There are in the State 22 literary colleges, 13 medical schools, and 5 law schools. The grade of the academies has been raised, a great gain to the common schools, inasmuch as many teachers, especially in the rural districts, are graduates of those institutions.

MASSACHUSETTS.—WORCESTER.—Five hundred teachers were present at the Association which assembled December 29th. On the question: "Would the interests of education be promoted by increasing the relative number of male teachers in our public schools?" there was much lively discussion. The general opinion seemed to favor an increase in the number of male teachers, who generally teach longer than ladies, and who, because of their better opportunities, are better educated. They have, too, more nervous energy and physical strength. Foreign education was discussed in a paper read by Mr. Philbrick, of Boston. He contrasted the American and European systems, saying, while we spent money more freely, the Europeans made theirs go farther, and understood pedagogics as a system better than we. Educational periodicals are well supported, especially in Prussia, where there are seventy-four. Massachusetts has only one, and not one teacher in ten reads that. The Convention generally favored co-education, the discussion on that subject being opened by Prof. Bascom, of Williams College, in a paper entitled, "How shall the demand for the higher education of girls be met?"

The most stupendous canal in the world is one in China, which passes over two thousand miles, and to forty-two cities; it was commenced as far back as the tenth century.

NATIONAL EDUCATIONAL ASSOCIATION,
PEORIA, ILL., Dec. 22, 1873.

The Fourteenth Annual Meeting of the NATIONAL EDUCATIONAL ASSOCIATION will be held in DETROIT, MICHIGAN, on the 4th, 5th and 6th days of August, 1874.

The Governor of the State, the Mayor of the City, the State and City Superintendents of Public Instruction, and the Board of Education of the City of Detroit, have extended a very cordial invitation to the Association to meet in that place. Free use of assembly halls has been proffered, and every effort will be made to secure a successful and profitable meeting. Announcements concerning programme, facilities for travel, hotel accommodations, etc., will be made in due season.

S. H. WHITE, President.
A. P. MARBLE, Secretary.

A Polytechnic School has been opened in Japan with 3,000 students.

The High School.

JOHN CREIGHTON, CHARLES REDICK,
LOCAL EDITORS.

LOCAL NEWS.

All communications should be addressed to the High School Publishing Association.

—In the next issue will appear a review and description of the different grades in the High School Building.

—Prof. Nightingale gave an Evening of Readings at the State Normal School, at Peru, on the 18th, for the benefit of the Literary Society of that Institution. He read principally from Dickens.

—Miss Balcombe has upon the Black-Board in her School room, some of the finest maps we have ever seen, which speaks well for that grade and also for the teacher who has proven herself to be one of Omaha's best educators.

—We hope a room will be set apart in the High School building as a reading room, and library. All our exchanges will be reserved for this purpose and thus the students of the school will have the benefit of all educational news.

—Miss Celma Balcombe, a former student of the High School, will teach school near Wisner, in this State during the Spring. She has already passed a highly satisfactory examination, and will take charge of her department about the first of April.

—Prof. A. Fred. Nightingale, formerly of Upper Iowa University, Simpson College and also the Ladies' College, at Evanston, has just been elected President of the Nebraska Educational Association. The right man in the right place.—*Mount Vernon Collegian.*

We would add to the above, that the gentlemen referred to is also Superintendent of the Public School of Omaha, and in the State, not only as an official, but also as a gentleman.

—So far as we have visited the schools, we feel that we must acknowledge that for order, neatness, beautifully ornamented black-boards and general enthusiasm in work, the second grade of the North School, Julie Adriance, teacher, is far ahead of the rest.

—During our visit to the Bluffs we became fully cognizant of the fact the Council Bluff youths have little or no respect for the journalistic progeny by the fearful array of rheumatic rhetoric with which we were assailed when we approached the school building.

—The action of the Board of Education in abolishing school exhibitions and thereby trying to suppress the study of elocution, has already called forth considerable opposition from the citizens, and it is to be hoped that the article which appears in this issue will at least draw out their reasons for so doing.

—The High School Literary Society met on the 12th, and elected their officers for the ensuing term. The following result was attained: President, Alexander McCartney; Vice President, Chas. Redick; Recording Secretary, P. A. Gusheust; Corresponding Secretary, James. Ross; Treasurer, Fred. Knight.

—We noticed, during our late visit to some of the rooms in the Central school, a very handsome crayon drawing of the High School Building, as executed by Miss Jessie L. Wright, of the fifth grade. Miss Wright has shown herself to be possessed of more than ordinary artistic powers and she certainly deserves credit for her undertaking.

—We are glad to learn that the Omaha Sportsman's Club have unanimously volunteered, as soon as the spring hunting season sets in, to furnish Prof. Nightingale with the best specimens of game to be found in the State which will be immediately put into the hands of an experienced taxidermist who will prepare them for exhibition, thereby forming the nucleus for a School Museum.

—If the pupils of the public schools wish to secure the best photographs, and on the best terms, we advise them to call at E. L. Eaton's Photographic Rooms, on Farnam street. He is invariably attentive to his patrons, and gives perfect satisfaction. He has photographed all the School Buildings, and will sell them to pupils, as well as execute their photographs at reduced rates.

—Last week at the instance of Professor Bruner of the North School, we went into the sixth grade room of that school, and were entertained by the spelling class. Prof. Bruner makes spelling a specialty and in his department are found the best spellers in the public schools. Miss Barnette formerly teacher of calisthenics assists the Professor in the management of the sixth and seventh grades.

—The philosophical apparatus for the High School has arrived and a contract has been made with Messrs Edgerton & Burgess, to put up an excellent case for its reception in the Apparatus room, immediately in the rear of the High School room. This Apparatus is from the best manufactory in the United States, and was purchased through Mr. Edgerton, the agent for the "Excelsior" School Furniture. The class in physics is anxiously awaiting experiments.

—Arrangements are in active preparation for an exhibition which will be given by and for the benefit of the High School Literary Society. Professor Nightingale has kindly consented to assist in the elocutionary training and the parts will soon be assigned. It will be of a like nature of that lately given by the High School, and as the Society has the combined talent of several grades and of many who have no connection with the public schools, it is rational to expect that the exhibition will eclipse any thing of the kind that has ever been given. The proceeds will go towards purchasing a library.

—We are experiencing no cold rooms in the High School Building this Winter, but were nearly frozen out last year. What makes the difference? The answer is very simple. The Board of Education has put in the Hawley Furnace, manufactured by the Rutan Heating and Ventilating Co., Normal, Ill. We believe it is the very best furnace for Schools and Churches that has yet been put into the market. Our High School, the Lincoln High School, the Normal School at Peru, and others in the State are using it. It burns soft coal, and is a very economical consumer. We say this without solicitation, and only in the interest of schools which are suffering with cold, or which are looking around for the best furnace.

SCHOOLS OF COUNCIL BLUFFS.—Last week the youthful innocents who conduct the local columns of the High School visited the public schools of Council Bluffs. Having business of another nature to attend to, we found time only to step into the room occupied by the highest department. Presiding over the High School is Mrs. Armstrong, a lady whose ability as a teacher was fully demonstrated by the advancement and general intelligence of her pupils. There were enrolled in this room 118 pupils, the highest class among which are studying Higher Algebra, Analytical Geometry, Natural History, German and Latin. This year the school sends out a graduating class, the members of which are supposed to be fitted for entrance into any of the eastern colleges. Our space prevents us from giving a more extended notice, but hereafter the schools of our sister city will have special attention in these columns, which we hope, will tend to unite as near as possible, the educational interests of the two cities.

THE HIGH SCHOOL CABINET.

Through the earnest efforts of Superintendent Nightingale, aided by the generous intercessions of Dr. Miller, to whom we are often indebted, and of Gov Saunders, President of the Board of Education, the High School is in daily anticipation of a rare collection of specimens, which will form the commencement of a Cabinet.

The following correspondence explains itself:

Jan. 14, 1874.

Prof. Hayden, U. S. Geologist, Washington, D. C.

MY DEAR SIR:—During the Summer, just after you left Omaha for the West, our mutual friend, Dr. Miller, of the *Herald*, wrote you in our behalf regarding Mineralogical and Geological specimens, fossils, etc., etc., for the nucleus of a Cabinet for our magnificent High School. You wrote him that you would send us a box in the Fall, when you returned. I sincerely hope you have not forgotten us, and that we shall be honored with the "Hayden Collection" as the first contribution to our Cabinet. You will thus confer a blessing upon our city and its youth, which will ever be remembered with gratitude.

Hoping soon to hear from you,

I remain most respectfully,

A. F. NIGHTINGALE, Sup't.

Washington, Jan. 19, 1874.

MY DEAR SIR:—Your letter came duly to hand. I will make an effort to have a collection made up soon and sent on to you. Please state to me in another letter if your Institution is prepared to pay the freight or expressage on any box or package that may be sent to you. Have you a permanent Library? I shall be glad to do all I can, not only on account of the wishes of my excellent friend, Dr. Miller, but because I think it due the good people of Nebraska.

Your Friend,

F. V. HAYDEN.

To A. F. NIGHTINGALE,
Sup't. Pub. Inst.

GRADE INSTITUTE.—According to appointment, the Teachers of the first and second grades met at the High School Building, the 7th inst., and were organized into a body called a Branch of the General Teachers' Institute, and Miss Drake was elected Secretary of the same.

The Institute was called to order at 10:15, by Superintendent Nightingale. Teachers present: Miss Stull, Miss Slaughter, Miss Davis, Miss Meyers, Miss N. L. Adriance, Miss J. T. Adriance, Miss Richards, Mrs. Parker and Miss Drake; those absent, Miss Honey and Miss H. McKoon. Professors Bruner and Rose were also present and took part in the proceedings.

As the meeting was called for the purpose of uniting the teachers into a kind of co-operative band in the great work of "teaching the young ideas," the Superintendent proceeded at once to speak upon the subject of writing numbers as given in the Course of Instruction, and called upon several of the teachers, individually, to give their methods of teaching them.

He expressed his desire that the teachers would give their earnest attention to this subject, so that in the future he might find among scholars of the higher grades, more thorough arithmeticians than he had found in the past.

The next exercise in order was an object lesson upon the subject of colors, given by Miss J. Adriance, teacher of the Second Grade at the North School. The lady had arranged for several members of her class to meet her at the Institute, that she might the more easily develop the subject. She had for the occasion, colored objects of different kinds, with which she proceeded to the development of her subject, which she did in a manner both instructive and entertaining. She is very thorough in methods.

One very slight criticism was made upon the lady's method upon this occasion, then the attention of the Institute was turned toward other matters.

Owing to want of time, an object lesson upon weight and measure, to be given by Miss Slaughter, was postponed until the next meeting. Mrs. Parker, of the South School, was appointed to prepare a lesson for the next meeting upon the subject of sentence building. A number of the teachers acknowledged this to be a very difficult subject to develop among the younger pupils.

At 12:15, the Branch Institute was adjourned to meet at the call of the Superintendent.

F. C. DRAKE,
Secretary.

TEACHERS' INSTITUTE.

Mr. T. N. Snow will please accept our thanks for the following report of the proceedings of the Teacher's Institute.

Omaha, January 24, 1874.

The regular monthly meeting of the Omaha Teachers' Institute, was held this morning in the High School building, and was called to order at 10 o'clock by Superintendent Nightingale.

The minutes of the last meeting were read and approved.

The roll call showed eleven teachers absent and two tardy.

As the Special Committees had no reports to present, the Superintendent occupied the entire time of the two hours in addressing the teachers upon several important subjects pertaining to the welfare of the schools. The entire address abounded in valuable suggestions, and some emphatic directions, but we can only give a brief synopsis of this interesting Institute lecture. He referred to a laxity of discipline which he had observed on the part of many teachers, both in their rooms and at intermissions. There were no great outbursts of disorder, no open rebellion, but an irregular discipline had obtained in many of the schools, such as is often seen in many homes at the present day. What is severely censured and condemned one day, is passed over in silence at other times. A teacher must be uniform in the enforcement of all rules of order, if the decorum of the school is to be maintained. The same irregularities are noticeable at the various dismissals, both as to time and manner of pupils' leaving the rooms. He referred also to the few cases that had occurred, of transferring pupils from higher to lower grades, for want of ability and other reasonable causes. Some teachers had been censured, (whether justly or otherwise might not be known) for not having given that special attention which some pupils required. The printed rule, that "No teacher shall permit pupils to remain after school, either for correction, for study, &c.," could be modified, so as to allow scholars to remain to receive assistance from teachers, with the consent of parents.

The Superintendent then spoke of "Object Teaching" as taught in our schools, and as it should be taught. He gave illustrations of what he saw in a second grade, where colors were taught as an object lesson. The words representing the primary colors were placed on the board in their respective colors. Then in the presence of the class, the primary colors were mixed so as to form the secondary, and these were then combined so as to form the tertiary, and formulas were introduced showing the result of each proper combination. He believed the same principles should be observed in all object teaching.

He informed the teachers that the School Board had passed a resolution that "Monthly Reports" of all pupils shall be sent to their parents by teachers in the various grades. Teachers were directed to place upon their black-boards, immediately, a full programme of all daily exercises; also, a prepared list of the three series of free gymnastics, as taught by Miss Barnette, and to see that the pupils practice some portion of them daily, as prescribed by the Rules of the Board.

Teachers shall not lay aside their usual order of exercises when visitors are present unless requested to do so; nor is it desirable or advisable that they abound in apologies for anything that may occur in their schools at such times.

They shall exercise great care that no pupil may be suspended or degraded until the parent has been duly informed of the disobedience, or neglect, or inability of the child.

Teachers were requested to hand to the Principals, lists of questions for first monthly examination, as early as January, 26th.

Reference was also made to the dismissing of

schools in the primary grades before 4 o'clock; and although the younger pupils were thus dismissed, yet the teachers of such grades were not necessarily excused, but could be detained to assist in any work which the Superintendent or Principals might desire to have done.

The subject of music was next brought before the Institute, and it was ascertained that only one teacher instructs her pupils in this important branch, by note and rule. All who are able to teach it in this manner were urged to do so, as the Superintendent thought more interest as well as knowledge would thus be imparted to the children.

The Committee on Subjects then reported the following:—"What preparation does a teacher need for hearing his daily recitations?"

Messrs. Bruner and Rose were appointed to write articles upon the subject, and read them at the next meeting.

The teachers of the second and third grades were directed to meet at the Central School on Saturday, Feb. 6th for special work pertaining to those grades.

Miss Hatie Slaughter was requested to give a lesson in weights, measures, &c.; and Miss Julia Adriance, to give a lesson in colors.

All teachers in the Central and High Schools were directed to meet at the Central Building on Monday, January 26th at 8 o'clock, sharp, to confer with the Superintendent on matters of special interest to the schools.

T. N. Snow, Sec'y.

—It has been decided that the argumentative powers of the High School Debating Society will be compared with those of a literary association of Council Bluffs. The compulsory education question will be discussed, and three representatives from each society will take part. It will come off in Omaha during the first week in March, and will be decided by judges to be chosen hereafter.

"In a recent number of the *Indiana School Journal*, the editor says that, while attending the State Institute at Vincennes, Ind., he offered a premium to any member who could spell correctly 95 per cent. of the following words: Emanate, surcingle, siphon, conferrable, repellent, transcendant, ellipses, resurrection, resistible, salable, incorrigible, refutable, indispensable, discernible, chargeable, ostentatious, caterpillar, tranquility, admissible, tenet." The test was made, and singular to relate, out of eighty-nine teachers present, but one was able to perform the feat. Thirty-nine mis-spelled more than half of the words, and one missed all of them.

J. B. Bruner, Principal of the North School, pronounced the above list of words to the members of the seventh grade of his school with better results than were obtained by the teachers of Indiana. The highest number missed was thirteen, and Miss Annie Latey missed but one, Miss Mollie Dasher but three, and five others but four each.

CORPORAL PUNISHMENT.—Twelve hundred principals of the schools, in New York, have petitioned the BOARD OF EDUCATION for the restoration of corporal punishment. We have not learned up to the present time, what the decision has been.

Chicago has voted not to abolish it, but the teachers have voluntarily discarded it except in the most extreme cases. Omaha prefers the "Chicago plan."

San Francisco employs two teachers for its city Reform School; five special teachers of Drawing; four special teachers of vocal music and one teacher of Phonography. This shows a part of the "Practical work" which this city is doing educationally.

From the Superintendent's report of San Francisco Schools just received, we extract the following from the Rules?

"In schools having eight or more classes, an assistant may be appointed to take charge of the highest grades that the time of the Principal may be devoted to the supervision of the School.

"Principals in Grammar Schools are required to instruct the highest class of the most advanced grade in Arithmetic, Book-keeping, and Grammar, or in studies equivalent to these as may be allowed by the committee on Classification. In Schools having two or more Vice Principals the Principal may devote his whole time, to the supervision and direction of Assistants and their classes?"



Get the Best.

WEBSTER'S

UNABRIDGED DICTIONARY.

10,000 Words and Meanings not in Other Dictionaries.

3,000 ENGRAVINGS,

1840 PAGES QUARTO,

PRICE \$12,

A National Standard. The authority in the Government Printing office at Washington, and supplied by the Government to every pupil at West Point.

GOVERNMENT PRINTING OFFICE, Washington, April 23, 1873.

Webster's Dictionary is the standard authority for printing in this Office, and has been for the last four years.

A. M. CLAPP, Congressional Printer.

Warmly recommended by Bancroft, Prescott, Motley, Geo. P. Marsh, Halleck, Whittier, Willis, Saxe, Ellhu Burritt, Daniel Webster, Rufus Choate, and the best American and European scholars.

Can Teachers or School Boards as effectually or as cheaply, in any other way, promote the educational interests of the school under their charge, as by requiring every pupil of a suitable age to possess a good hand-dictionary, for daily use in studying his lessons, and by placing upon the teacher's desk, as the authoritative guide and standard of the school, a large and complete work—

THE BEST ENGLISH DICTIONARY?

Other features of excellence in this Dictionary might be pointed out, but it is perhaps sufficient to say, that in getting Webster you

"GET THE BEST."

1. IN AMOUNT OF MATTER.—It contains one-fourth more than any other published.

2. IN ITS VOCABULARY.—It contains several thousand living, current words, not found in any other dictionary.

3. IN ITS DEFINITIONS.—"Webster is the best defining dictionary."—New York Observer, and general testimony.

4. IN ITS ETYMOLOGY.—"On this ground it stands, not only unrivalled, but alone."—North American Review.

5. IN PRONUNCIATION.—"It is received as supreme authority for the origin, spelling, pronunciation, meaning, and use of words by seven-eighths of the people of the United States."—Five Principals of Academies in Washington.

6. IN ORTHOGRAPHY.—"It is almost universally recognized in our schools as the standard of orthography and pronunciation." H. H. VAN DYCK, late Superintendent of Public Instruction, State of New York. "Its orthography has gradually come to be settled upon as authoritative by a large majority of American authors and publishers."—Washington Evening Star.

7. IN SYNONYMS.—"We regard this last monograph by Prof. Goodrich (the Synonyms in Webster's Pictorial), as the best on the subject."—PROF. GIBBS, in the New-Englander for May. Prof. G. is as good authority on this point as any in the United States.

8. IN PICTORIAL ILLUSTRATIONS.—"The eighty pages of illustrations, comparable in fineness to those of bank notes, are worth the price of the book."—Christian Herald.

9. IN PRICE.—No volume, save the Bible, is probably sold so low, considering the quantity, matter, and literary labor embodied.

10. IN UNIFORMITY OF USAGE.—Webster's Dictionaries are now sold and used many times more than all others combined. Seven millions of school text-books, and thirty million copies of periodicals are published annually, following Webster.

A necessity for every intelligent family, student, teacher, and professional man. What Library is complete without the best English Dictionary?

Published by

G. & C. MERRIAM, Springfield, Mass.

Sold by all Booksellers.

WEBSTER'S SCHOOL DICTIONARIES,

ILLUSTRATED EDITIONS.

Webster's Primary School Dictionary 204 Engravings

" Common School " 274 "

" High School " 297 "

" Academic " 344 "

" Counting House " with numerous

illustrations and many valuable tables not to be found elsewhere.

Published by

IVISON, BLAKEMAN, TAYLOR & CO.

New York.

A. H. ANDREWS & CO.,

166 to 170 State Street,

CHICAGO.

Manufacturers of the LARGEST VARIETY of

School, Church and Office

FURNITURE



"Triumph" Slat Seat and Back School Desks

Used exclusively in the Omaha High School Building. Also

Desks of all kinds, Settees, all lengths, Church Chairs, plain or elaborate Church Pews, largest variety, Pulpits, Lecterns, book Racks, Library and Office Fittings.



School and College Apparatus.

GLOBES OF ALL SIZES, the only 8 inch extant.

MAPS, CHARTS, GLOBES, etc., etc.

Send for our Illustrated Catalogue.

Educational Publications

OF

LEE & SHEPARD,

BOSTON.

HAND-BOOKS OF ENGLISH LITERATURE.

Intended for the use of High Schools, Academies, and Colleges, as well as a companion and guide for private students and for general readers.

UNDERWOOD'S AMERICAN AUTHORS. Hand-book of English Literature (American Authors) by Francis H. Underwood, A. M. Crown 8vo, \$2.50; half morocco or half calf \$4.50.

UNDERWOOD'S BRITISH AUTHORS. Hand-book of English Literature (British Authors), Francis H. Underwood, A. M. Crown 8vo, \$2.50; half morocco or half calf, \$4.50. From an extended notice in the Christian Union, we extract the following:

"The author of this manual (Hand-book of English Literature, American authors), has already attracted notice by a volume similar in size and style to the present one, and devoted to the British authors of English literature. In his former work he showed certain qualities which peculiarly fitted him for success in this kind of book making—a sufficient acquaintance with the immense literary province he has undertaken to describe, a fine eye for detecting happy illustrative passages, great clearness in the presentation of the necessary biographical bibliographical facts, and such a cordiality of literary enthusiasm as brightens the dullness of every topic, and awakens and retains the interest of the reader."

LATIN SCHOOL SERIES.

SELECTIONS FROM LATIN CLASSIC AUTHORS.—PART FIRST.—Phaedrus, Justin, Nepos. With Notes and a Vocabulary; by Francis Gardner, LL.D., Head Master; A. M. Gay, A. M., and A. B. Buck, A. M., Masters in the Boston Latin School. 16mo, cloth, 287 pages, \$1.25.

SELECTIONS FROM LATIN CLASSIC AUTHORS.—PART SECOND.—Quintus Curtius, Ovid, Cicero, including all of De Senectute, and De Amicitia; by the same editors; with notes and a Vocabulary. 16mo, cloth, 448 pages, \$1.50.

"We believe the use of this series will tend to make a Latin course more interesting to both teachers and scholars; while the latter, by reading the selections from different authors, instead of spending the time upon two or three, will acquire a more extensive vocabulary, a better acquaintance with Latin grammar, and necessarily a greater facility to read Latin. We desire especially to commend the convenient size of the book and the admirable typography.—Rhode Island Schoolmaster."

PRONOUNCING HANDBOOK of words often mispronounced and of words as to which a choice of pronunciation is allowed. By Richard Soule and Thomas J. Campbell. (Contains 3,000 words.) 18mo, 114 pages, cloth flexible, 60 cents—school edition, 35 cents. Liberal discount to those ordering this book in quantities.

"This is one of the most valuable hand books we have ever seen. It is well conceived, well arranged, and well carried out in all its details. It comes the nearest to our ideal of a 'help' of a any book of which we know. To a teacher, it will prove of the greatest assistance. We are sure no one will ever regret the trifling investment necessary to procure it."—Rhode Island Schoolmaster.

Copies of Text-Books, when desired for examination with a view to introduction, will be supplied at reduced rates. Teachers who wish to avail themselves of these reduced rates for examination, are requested to furnish evidence of their position.

LEE & SHEPARD, Boston. LEE, SHEPARD & DILLINGHAM, New York.

COWPERTHWAIT & CO'S

EDUCATIONAL SERIES

WARREN'S GEOGRAPHIES.

New Primary Geography, - Retail Price, 75
New Common School Geography, - 1.88
New Physical Geography, - 1.88

MONROE'S READERS.

First Reader, - - - - - 30
Second Reader, - - - - - 50
Third Reader, - - - - - 75
Fourth Reader, - - - - - 1.00
Fifth Reader, - - - - - 1.25
Sixth Reader, - - - - - 1.50

HAGAR'S ARITHMETICS.

Primary Lessons in Numbers, - - - - - .30
Elementary Arithmetic, - - - - - .50
Common School Arithmetic, - - - - - 1.00
Dictation Problems and Key, - - - - - 1.00
Elementary Algebra and Key, (each) 1.25
Elementary Geometry, (in press.) - 1.25

GREENE'S GRAMMARS.

New Introduction to English Grammar, .56
New English Grammar, - - - - - 1.05
New Analysis of English Language, - 1.20

The Books are already in very extensive use, and their sale is rapidly increasing. If you are contemplating a change in any of your school books, don't make it until you have examined ours.

SPECIMEN COPIES.

Our list is now so large and many of the books are so expensive to manufacture, that we cannot afford to present copies of our publications to all our friends; but in order that every one may have full opportunity to examine them, we will send copies by mail or express, prepaid, for Two-Thirds of the Retail Price or when changes are proposed we will supply the specimens for examination and comparison FREE OF CHARGE on condition that if our books are not adopted these specimen copies shall be returned to us at our expense.

Address, COWPERTHWAIT & CO., Philadelphia, Or A. J. WALKER, Western Agent, 216 Delaware St., Leavenworth, Kansas.

ANDERSON'S

HISTORICAL SERIES

In whole or in part, are used in the Public Schools of 103 of the 171 cities which according to the last United States census, contain more than 10,000 inhabitants each.

The total population of these 171 cities amounts to 7,574,921.—The total population of the 103 cities using Anderson's Histories is 5,810,754.

Anderson's Historical Series are also used in the Public Schools of thousands of smaller cities and towns, as well as in numerous Colleges, Academies and Seminaries, in all parts of the country.

THE SERIES CONSIST OF THE FOLLOWING WORKS:

GRAMMAR SCHOOL HISTORY OF THE UNITED STATES With one series of maps showing the location of the places referred to, and another, beautifully colored, showing the progress of the country in its territorial acquisitions and political divisions. 252 pp. 16 mo. Price \$1.20.

This work on the narrative plan, with a set of questions for topical review at the end of the sections. It will meet all the wants of graded schools and academies.

PICTORIAL SCHOOL HISTORY OF THE UNITED STATES Fully illustrated with maps, portraits, vignettes, etc. 404 pp. 12 mo. Price \$1.65.

This work is also on the narrative plan, but more circumstantial in its statements than the preceding. Designed for High Schools and Academies.

A MANUAL OF GENERAL HISTORY 419 pp. 12 mo. Price \$1.60. Illustrated with beautifully colored maps, showing the changes in the political divisions of the world, and giving the location of important places. Various tables of chronology and contemporaneous events are also given, with a complete pronouncing index. Designed for classes of advanced grade.

A SCHOOL HISTORY OF ENGLAND. 300 pp. 12 mo. Price \$1.60. Illustrated with colored maps, showing the geographical changes in the country at different periods. Chronological and genealogical tables are given; also a complete pronouncing index. Designed for classes of advanced grade.

ANDERSON'S BLOSS'S ANCIENT HISTORY. Illustrated with colored maps and a chart 415 pp. 12 mo. Price \$2.00. Designed for classes of high grade.

THE HISTORICAL READER embracing selections in prose and verse, from standard writers of Ancient and Modern History, with a Vocabulary of Difficult and Unusual Words, and Biographical and Geographical Indexes. 12 mo. 544 pp. Price \$1.80.

THE UNITED STATES READER embracing selections from eminent American historians, orators, statesmen and poets, with explanatory observations, notes, etc. The whole arranged so as to form a complete class manual of the United States History, to which are added a vocabulary of difficult words and a biographical index of authors. 12 mo. 414 pp. Price, \$1.50.

One of the leading aims in all of Anderson's Histories is to connect the geography with the chronology.

SPECIMEN COPIES

Sent to Teachers for examination at Half Price. Copies for introduction delivered to any school free of all expense, at two-thirds the retail price.

CLARK & MAYNARD, Publishers, NEW YORK.

ECLECTIC

Educational Series,

The Best: The Most Popular: The Cheapest.

McGUFFEYS NEW ECLECTIC READERS

By W. H. McGuffey, LL. D., late Professor of Mental and Moral Philosophy in the University of Virginia. A Series of six books, adapted to the use of school of every grade. Rigidly uniform in orthography, pronunciation, and syllabication, and comprising spelling and defining lessons, exercises in articulation, emphasis, etc., and appropriate suggestions to teachers, in addition to choice selections for reading from the classic authors of the English language. Copiously illustrated. Used in more Schools than any other similar works published in America.

McGUFFEY'S ECLECTIC SPELLING BOOK.

DEWOLF'S INSTRUCTIVE SPELLER. TEST SPELLING-BOOK.

For the use of advanced classes. By W. D. Henkle, late Ohio State commissioner of common schools. Over 5,000 difficult words arranged in short lessons, including many proper names; also, a number of Dictation Exercises.

McGUFFEY'S NEW PRIMARY CHARTS. Ten numbers, including a large Alphabet and Multiplication Table.

LESIGH'S McGUFFEY'S NEW ECLECTIC PRIMER.

In Phonetic Pronouncing Orthography.

LESIGH'S McGUFFEY'S NEW PRIMARY READER.

RAY'S SERIES OF ARITHMETICS.

WHITE'S GRADED SCHOOL ARITHMETICS.

Complete in three books. Mental and written Arithmetic combined. Illustrated.

RAY'S NEW ELEMENTARY AND HIGHER ALGEBRAS.

For high schools and colleges.

SCHUYLER'S COMPLETE ALGEBRA.

Sufficiently elementary for beginners who have a practical knowledge of Arithmetic, and sufficiently advanced for those who intend to pursue the Higher Mathematics. By A. Schuyler, M. A.

RAY'S PLANE AND SOLID GEOMETRY.

Elementary Treatise, by Eli T. Tappan, A. M., President of Keuon College.

RAY'S GEOMETRY AND TRIGONOMETRY.

By Eli T. Tappan, A. M. Plane and Spherical Trigonometry, with their applications. Complete set of logarithmic tables carefully corrected.

RAY'S ANALYTIC GEOMETRY.

A Treatise on Analytic Geometry, especially applied to the properties of Conics, including the modern methods of Abridged Notation. By Geo. H. Howison, A. M., Professor in Massachusetts Institute of Technology.

RAY'S ELEMENTS OF ASTRONOMY.

By S. H. Peabody, M. A., Professor in Massachusetts Agricultural College. Illustrated with numerous Engravings and Star Maps.

RAY'S SURVEYING AND NAVIGATION.

With a preliminary Treatise on Trigonometry and Mensuration.

By A. Schuyler, M. A.

PRIMARY ELEMENTS OF PLANE AND SOLID GEOMETRY.

By E. W. Evans, M. A., Professor of Mathematics in Cornell University. A concise elementary treatise, prepared chiefly for students who cannot spare time to master the larger works.

HARVEY'S ELEMENTARY GRAMMAR.

HARVEY'S ENGLISH GRAMMAR.

By Hon. Thos. W. Harvey, Ohio State School Commissioner.

PINNEO'S PRIMARY GRAMMAR.

By T. S. Pinneo, M. A., M. D.

PINNEO'S ANALYTICAL GRAMMAR.

PINNEO'S ENGLISH TEACHER.

PINNEO'S GUIDE TO COMPOSITION.

PINNEO'S EXERCISES IN FALSE SYNTAX

PINNEO'S EXERCISES IN PARSING AND ANALYSIS.

ECLECTIC PRIMARY GEOGRAPHY, No. 1.

ECLECTIC INTERMEDIATE GEOGRAPHY, No. 2.

ECLECTIC SCHOOL GEOGRAPHY No. 3.

VENABLE'S SCHOOL HISTORY OF THE UNITED STATES

Illustrated with Maps and Engravings.

THALHEIMER'S MANUAL OF ANCIENT HISTORY.

With full page Engravings and accurate double-page Maps.

ECLECTIC COPY BOOKS.

ECLECTIC PRIMARY COPY BOOK.

Designed to be written with Lead Pencil, early in school life.

ECLECTIC EXERCISE-BOOK.

To accompany Eclectic copy books.

ECLECTIC WRITING CARDS.

72 No's on 36 cards. One Letter or Principle on each card; capital letter on one side, small letter on the reverse. Each illustration accompanied with appropriate explanations and instructions. Size of cards, 9x13 inches; packed in a neat box.

Hand-Book of Eclectic Penmanship. A Key to the Eclectic System, containing a full Analysis of Form and Movement, and a brief summary of what is required in teaching penmanship; Sample book of Eclectic Penmanship, containing nearly 200 copies selected from all the copy book in the series. Will be sent by mail for 10 cts., to any teacher or school officer desiring to examine it with a view to introducing the Eclectic Penmanship; Phillips's Day School Singer; The Young Singers, parts 1 and 2, and manual; McGuffey's New Juvenile Speaker; McGuffey's Eclectic Speller; McGuffey's New High School Reader; McGuffey's Rhetorical Guide; Kidd's Elocution and Vocal Culture; Kidd's Rhetorical Reader; Cole's Institute Reader and Normal Class Book; Heman's Young Ladies Reader; Venable's School Stage, 27 new juvenile acting plays; Norton's Natural Philosophy, 350 illustrations; Schuyler's Principles of Logic; Brown's Physiology and Hygiene, divided into 50 lessons, and excellently adapted to common school use; Bartholomew's Latin Grammar; Bartholomew's Latin Gradual; White's School Registers and Records; Smart's Examiner or Teacher's Aid; William's Parser's Manual; Smart's Free Gymnastics; Lilienthal and Allyn's Object Lessons; Gow's Good Morals and Gentle Manners; Halliman's Kindergarten Culture, Eclectic Pens, School Pen, Commercial Pen, Ladies Pen, \$1.25 per gross.

SEND FOR DESCRIPTIVE PRICE LIST.

The Eclectic Series is used wholly or in part, in the public schools of New York City, Brooklyn, Harrisburg, Cincinnati, St. Louis, Omaha, Kansas City, San Francisco, Des Moines, Cleveland, Milwaukee, Detroit, etc., etc.

WILSON, HINKLE & Co., PUBLISHERS, CINCINNATI AND NEW YORK, 137 Walnut St. 28 Bond St.

NEW YORK DRY GOODS STORE.
WEINSTEIN & KOLLS,
 Dealers in Staple and Fancy
Dry Goods,
 228 FARNAM STREET,
 OMAHA, NEB.

No Goods Sold on Credit.
R & J. WILBUR,
BOOKS AND STATIONERY,
 Wholesale and Retail.
 FOURTEENTH ST., OMAHA, NEB.
 General Agents for all
SCHOOL BOOKS.

HENRY L. LATEY,
 Wholesale
MANUFACTURING CONFECTIONER,
 Dealer in Fruits and Nuts.
 Wedding Cake packed for shipment. Fresh Candies, strictly pure. A trial is solicited. Satisfaction guaranteed.
 197 DOUGLAS STREET, COR. TWELFTH,
 OMAHA, NEB.

SAM'L BURNS.
 Importer and Dealer in
CROCKERY, CHINA, GLASS AND PLATED WARE,
LOOKING GLASSES AND GAS FIXTURES,
 237 Farnam St., Central Block, Omaha, Neb.
 Keeps constantly on hand a large stock of School Furniture, such as Chandeliers, Brackets, Lamps, Call Bells, Spittoons, Water Coolers, Ink Stands, etc.
SPECIAL PRICES AND TERMS TO SCHOOLS.

H. PUNDT & CO.,
 Dealers in
GROCERIES, TEAS AND SPICES,
 212 FARNAM STREET,
 OMAHA, NEBRASKA.
 ESTABLISHED 1856.

A. B. HUBERMANN & CO.,
Jewelers,
 COR. THIRTEENTH & DOUGLAS STS.,
J. H. STEIN,
MERCHANT TAILOR,
 No. 234
 Farnam Street, CLOTHIER.
 Between 13th & 14th Streets,
OMAHA, - NEBRASKA.

MAX MEYER & BRO.,
 Wholesale and Retail Dealers in
Musical Merchandise,
 229 Farnam St. (Central Block.) OMAHA, NEB.
 Large and select stock of Watches, Jewelry and Fancy Goods constantly on hand.

W. T. SEAMAN,
PAPER WAREHOUSE,
 Blank Books, Envelopes, Twines, Paper Bags,
 181 FARNAM STREET, OMAHA.

RICH FARMING LANDS,
 FOR SALE VERY CHEAP.
THE BEST INVESTMENT!
 NO FLUCTUATIONS!
 ALWAYS IMPROVING IN VALUE!
 The wealth of the country is made by the advance in Real Estate.
 NOW IS THE TIME!
 Millions of acres of the finest Lands on the Continent, in Eastern Nebraska, now for sale—many of them never before in market—at prices that defy competition.
FIVE AND TEN YEARS CREDIT GIVEN WITH INTEREST AT SIX PER CENT.
 The Land Grant Bonds of the Company taken at par for Lands. They can now be purchased at a large discount.
 Full particulars given, new Guide with new Maps mailed free by addressing
O. F. DAVIS,
 Land Commissioner U. P. R. R.
 OMAHA, NEB.

H. HOUSTON & GARRISON,
 Dealers in
DRY GOODS,
 CARPETS, HOSIERY, NOTIONS, &c.
 227 FARNAM ST.,
 OMAHA, NEBRASKA.

JAMES K. ISH,
 WHOLESALE DRUGGIST,
 No. 241 FARNAM STREET.
 Retail Stores corner Twelfth and Douglas, and Ninth and Howard Streets.

C. S. WHIPPLE,
Jeweler and Silversmith,
 264 DOUGLAS STREET,
 All kinds of Work Made to Order and Repaired

WATCHES AND CLOCKS
 ADJUSTED & WARRANTED.

E. L. EATON,
 PHOTOGRAPHER,
 238 FARNAM STREET, OMAHA.

WM. T. CLARKE. CHAS. K. COUTANT.
CLARKE & COUTANT,
 FIRE AND LIFE INSURANCE AGENTS,
 512 Thirteenth Street, West side, between Douglas and Farnam, Omaha, Nebraska.


GRAND CENTRAL HOTEL,
 OMAHA,
 Pre-eminently the leading Hotel of Nebraska.
 GEO. THRALL, Prop.

FRANK J. RANGE,
DRAPER AND TAILOR,
 Keeps a full assortment of Imported Woollens for Gentlemen's use. Wedding Outfits a specialty.
 232 FARNAM STREET.

PUPILS OF THE PUBLIC SCHOOLS
 Should go to
S. C. ABBOTT & CO'S,
 188 Farnam Street,
 To buy School Books, Blank Books, Slates, Black Boards, etc., etc.
 Large supply always on hand at lowest prices.

D. DEWEY & STONE,
 FURNITURE DEALERS,
 187, 189, 191,
 FARNAM STREET,
 OMAHA.

FAIRLIE & MONELL,
BLANK BOOK MANUFACTURERS,
 STATIONERS.
SCHOOL BOOKS.
 PERIODICALS AND MUSIC BOUND IN ANY STYLE.
 Masonic, Knights of Pythias, Odd Fellows' Uniforms, Regalia and secret society property of all kinds.
 LODGE, SOCIETY AND NOTARIAL SEALS.

C. F. CATLIN,
 SCHOOL BOOKS, STATIONERY,
 WALL PAPER,
 223 DOUGLAS STREET, CALDWELL BLOCK.

CHARLES SHIVERICK
Furniture, Bedding, Mirrors
 And everything pertaining to the
FURNITURE AND UPHOLSTERING TRADE,
 203 Farnam Street, - OMAHA, NEB.

GEO. ZANNER,
 JEWELER.
 EYE GLASSES AND SPECTACLES.
 509 THIRTEENTH STREET.
 Watches, Clocks and Jewelry repaired and warranted.

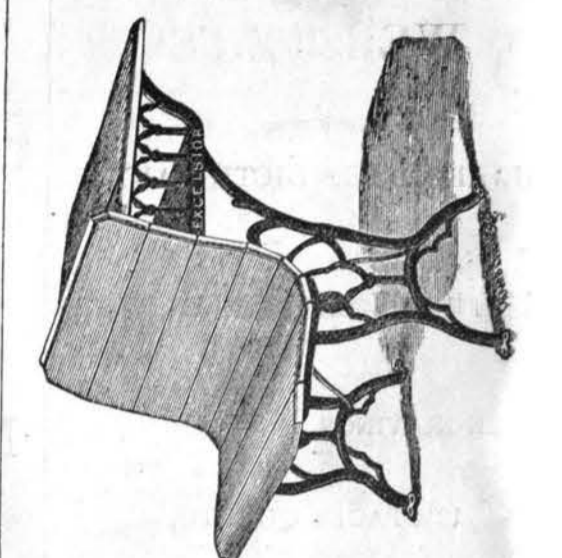

LEADING HATIER!
 FREDERICK,
 Opposite Grand Central Hotel, OMAHA, NEB.

M. HELLMAN & CO.,
 Dealers in
Clothing & Gents Furnishing Goods
 221, 223 Farnam St., Cor. 13th St.
 OMAHA, - - - NEBRASKA.

UNITED STATES DEPOSITORY.
 First National Bank of Omaha.
 Capital Paid up.....\$200,000
 Undivided Profits, including Premiums on Bonds.....100,000
 Average Deposits over.....1,000,000
 EDWARD CREIGHTON, President.
 HERMAN KOUNTZE, Vice President.
 AUGUSTUS KOUNTZE, Cashier.
 H. W. YATES, Ass't. Cashier.
 A. J. POPPLETON, Attorney.

OMAHA NATIONAL BANK,
 United States Depository,
 OMAHA, NEBRASKA.
 Capital.....\$100,000
 Surplus and Profits.....50,000
 EZRA MILLARD, President,
 J. H. MILLARD, Cashier,
 W. WALLACE, Ass't. Cashier.
STATE BANK OF NEBRASKA,
 A. SAUNDERS, President. BRN B. WOOD, Cashier.
 Capital.....\$100,000
 Authorized Capital.....\$1,000,000
 Transacts a general Banking business. Issues Certificates of Deposit and Savings Books bearing interest.
 Deposits as small as One Dollar received and compound interest allowed.

EXCELSIOR SCHOOL FURNITURE MANUFACTURING CO.,
 CINCINNATI, - - - OHIO.
 -BRANCH-
 North East Corner Douglas & Fourteenth Sts.,
 OMAHA, - - - NEBRASKA.



The Best School Desk in the Market, and for comfort stands Unequaled.
FURNITURE FOR SCHOOLS, CHURCHES, OFFICES AND PUBLIC HALLS.
 Patent Adjustable Folding Seats and Desks, with Curved Slat Seats and Backs. Also, Folding Seats and Stationary Desks. Seats and Desks Adjustable to suit pupils of different sizes.
Supplies of all kinds for Day and Sabbath Schools constantly on hand. Chairs for CHURCHES and HALLS.
BELLS—Church, School, Farm, Hand and Call Bells.
 Price List Sent on Application.
 Address,
C. W. EDGERTON, State Agent,
 OMAHA, NEBRASKA.

JOHN B. DETWILER,
 DEALER IN
CARPETS, OIL CLOTHS,
 WALL PAPER, &c.
 504 FOURTEENTH STREET, OMAHA.

John A. Creighton. F. C. Morgan
CREIGHTON & MORGAN,
WHOLESALE GROCERS,
 -AND-
Commission Merchants,
 Dealers in Provisions, Liquors, &c.,
 205 Farnam Street, OMAHA, NEB.

WM. STEPHENS. W. P. WILCOX.
STEPHENS & WILCOX,
 Dealers in
Staple and Fancy Dry Goods,
CARPETS, NOTIONS, INDIAN GOODS
 ROBES AND FURS,
 239 Farnam Street, Omaha.

WARRANTED BOOTS & SHOES,
 LOW PRICES!
 FOR MEN!
 FOR WOMEN!
 FOR CHILDREN!
 CHEAP!

We have at all times the newest and choicest assortment of Ladies', Gents', Misses' and Childrens' Boots, Shoes, Slippers, etc.
W. B. LORING & CO.,
 Corner Fourteenth and Farnam Streets,
 Opposite the Grand Central Hotel.

