

# The High School.

PUBLISHED UNDER THE AUSPICES OF THE OMAHA HIGH SCHOOL.

*Legendo, Cogitando, atque Scribendo vere docti fitemus.*

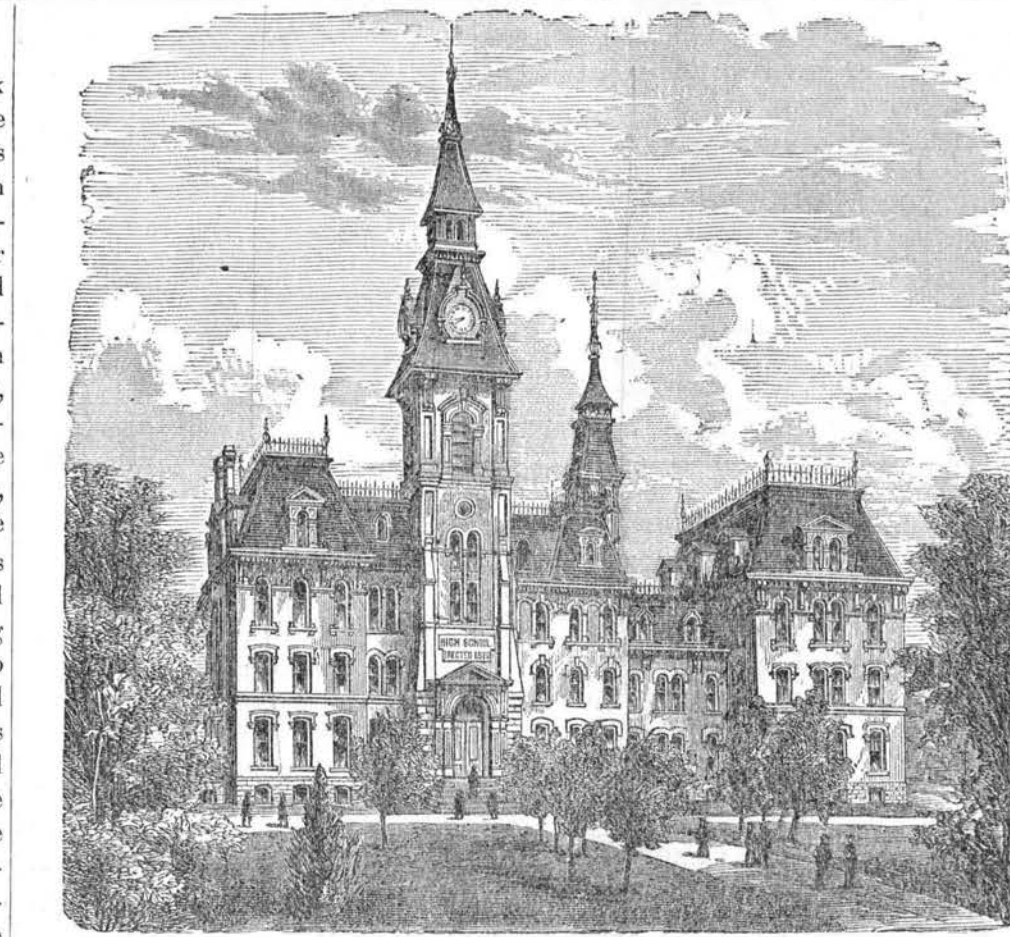
VOL. I.

OMAHA, NEBRASKA, APRIL 15, 1874.

No. 3

## COMING OUT.

Events are occurring daily which mark for us, either pleasantly or otherwise, the swiftly fleeting time. There are events haunting the dim corridors of the past, which we often recall with a pleasurable satisfaction in the remembrance; and again, other scenes of the misty long-ago, are so sad and dreary that memory recoils from the slightest recollection. Then there are events in the undefined future which we anticipate, and even the thoughts of which bring happiness. To this latter class belongs the one to which I more particularly refer, namely, the debut of a girl into society. From the time she has the slightest knowledge of this event, it forms the brightest era in her ideal life, and is the subject of her most glowing day dreams. Of the enjoyment which is to follow its occurrence, she has an exaggerated idea. There is to be, of course, an endless round of unalloyed pleasure; parties and gallants unnumbered, her wardrobe is to be composed literally of "purple and fine linen," and in unrestrained freedom she expects to follow the bent of her own inclinations. With this view of the affair, it is little wonder that girlish brains find so much delight in the fascinating but unstable occupation of building "air castles." In spite of this brilliant prospect, *in futurum*, the waiting for its consummation is a tiresome task. The dull routine of school life a girl must submit to in order to prepare for a creditable "coming out," is anything but agreeable to her. There is a great difference between boys and girls in this respect. A boy lives the greater part of his life in the open air, enjoying sports from which etiquette bars a girl, such as hunting, fishing, playing ball or marbles, and the result is that instead of acquiring a love for gayeties and society, he rather avoids them. A girl, on the contrary, pursues her employments almost entirely indoors, and is constantly being reminded of what is, or what is not proper. Her daily occupations and the conversation of her elders are, in the generality of cases, well calculated to implant in her that excessive love for outward adornment and fashionable society, so much deplored in women of our day. One of a boy's earliest troubles is his inability always to keep the weather in a favorable condition for football; one of a girl's, the indecision whether to trim her doll's frock with ruffles or pleatings. The most unhappy period of a girl's life is from the age of thirteen until the undefined time of her "coming out." Mamma has dispensed with dolls as too childish, and substituted instead, long seams to be overhanded with needles which "will break," and thread which "won't stand pulling." She is not unfortunate only in her employments, but sadly so in appearance. The mighty Fashion decrees that school girls shall wear their dresses evenly clipped around the bottom, thereby showing to the owner's disadvantage number two or three shoes. On most occasions she seems to be at a loss how to dispose of her hands, and her movements are anything but the "poetry of motion." chairs, tables and other articles of furniture



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

seem to have a troublesome habit of flying against her whenever she moves. Added to these annoyances the treatment she receives from her sister and friends who are "out," is quite unbearable. Of her girlish griefs and trials, their extended experience gives an utter contempt which they do not hesitate to show. Her awkwardness furnishes an excellent subject for their refined wit, and she is constantly being informed that she is "all eyes," and that "studying doesn't seem to improve her personal attractions." If the aforementioned sister has comapay to entertain, the school-girl is politely requested to adorn the dining room, and if perchance the queens of the domestic regions are holding their reception, she is again requested—and by "Biddy"—to "lave." As a last resort she seeks her "little bed," to forget her vexations in dreams all golden and rosy, wherein she sees herself courted and admired, even by those who had so lately overlooked her importance. But with breaking light comes the recollection of tiresome problems to solve, and difficult Latin exercises to be translated, and with an impatient exclamation, she makes a hasty toilet, leaving her privileged sister to enjoy some two or three hours more repose before breakfast. So the days pass, their monotony varied, occasionally, by her sister requiring her services in the capacity of a dressing maid, and as she arranges the folds of faultless silks and laces and adjusts the dainty ornaments in the sunny hair, she mingles a good share of discontent with the task, when contrasting the brilliant party goes probable evening with her own. This lot seems to her a very hard one, and in her ignorance thinks she could plan a far better mode of life for herself than her parents have done, but to my limited observation it seems far preferable to the one of a girl whose parents are foolishly fond of her, and who imagine the best way to show their devotion, is to allow her

to do exactly as she wishes. What is the result of this mistaken kindness? It is easily foreseen. She enters the gayeties of life at the age of thirteen; at fifteen is fully initiated in the mysteries of society, and wholly educated in its ways; and, at seventeen, finds herself in the deplorable condition of the little girl who declared she wanted to enter a nunnery as her "doll was stuffed with sawdust, and the world as hollow as a broken cordial drop." She has gathered all the honey such an existence contains, and unsatisfied, possesses no education or accomplishments to serve as substitutes for her happiness. On the other hand, the girl whose parents know how to choose well and wisely for her, arrives at the years of discretion prepared, with a thorough education, to enjoy the good things of life moderately. They have the charm of a novelty for her, and, with the free abandon of youth balanced by a steady judgment, she can use them rightly. The "Coming Out" party of every girl's life is looked forward to with joyful emotion, and many a time does she fancy just how she will look with a sweeping train and glittering jewels. At last the time does come—the day, the hour—and, with her heart throbbing a tumultuous accompaniment to music wildly sweet, she takes her place by her anxious Papa and Mamma. One glance around the room at the many persons, on whom, for her own and her parents' credit, she must make a favorable impression almost deprives her of self possession. There are so many curious glances to meet, and so many criticising remarks to endure. Notice that blase gentleman, opposite, dressed in such faultless taste. He raises his eye-glass and says to a gentleman near, with a provoking, nonchalant air: "H'm—aw—guess she'll do; but you should weally have seen Miss So and So come out some seasons ago;" hereupon he resumes his world-weary air. Also gaze on

that spinster who adorns the wall so diligently. From her would-be juvenile appearance you may decide that her reign was in its bloom some ten summers ago. Her remarks are characteristic—"Before I would allow Capt. D—to toy with my fan in that familiar way," and as if to render her disapproval more forcible, she waves her own article of that name vehemently. And that young lady, who bore her honors so blushing last season, and who now considers herself quite a veteran in the war of hearts, remarks that "she is a nice little creature," in a tone intended to convey the opposite opinion. Then there is usually some ancient relative who disconcerts the young lady, by remarking in an uncommonly loud tone of voice, that "It 'pears like gals got the hull dry goods' store on their back now-a-days. 'Twant so in my time," and then he launches into a tiresome description of how things were conducted in "his time." But I must not forget to mention the young limbs of the law—of whom by the way there is no scarcity—who, while whispering pretty nothings to our young debutante, are speculating anxiously on the probable amount of her jointure. But the most interested observer of this festive occasion is undoubtedly the bright sixteen year old who hopes to come out next season. Her glimpses of the scene, however, are rare and fleeting, being caught as the door is occasionally opened. But she mentally resolves to "create more of a sensation than Sis seems to be doing, or spend her days in the nursery. A few brilliant hours and all is over; the wish of girlhood is realized, and she has "Come Out." Her fond parents assure her again and again that she has made a complete success. When she closes her eyes in sleep it is only to re-enact the feverish, excited scenes of the evening. Again, she is obliged to smile sweetly on one guest while she is inwardly indignant as she overhears Mrs. Jones say, spitefully, that she is sure Miss M—'s dress is American silk," and Mrs. Smith to add in the same tone, "Yes, and she's only got five buttoned gloves and my Arabella's got six." Oh! human inconsistency—but I do not intend to moralize, and would only say, in conclusion, a word or so to my friend—the girls who have not, as yet, made their debuts. I sympathise with you all for I know exactly how you feel when obliged to spend your evenings with your Algebra and Latin, instead of keeping time to Strauss' irresistible waltzes and polkas or at an entertaining concert. And I know, also, how difficult it is at times to act entirely on the advice of your elders; but, on the whole, these are but little annoyances, and how well and wisely would we act if we could accept this advice and follow its teachings: "Wisely improve the present while it is thine; so that thou mayest go forth to meet the shadowing future without fear, and with a hopeful heart."

ELTA HURFORD.

Coleridge, when lecturing as young man, was once violently hissed. He immediately retorted: "When a cold stream of truth is poured on red-hot prejudices, no wonder that they hiss."



## POLITICAL REFORM.

Theory teaches that politics are the science of government. Theory employs capable, honest and honorable men in the supervision of such government. Practice teaches that politics are the most convenient method of corrupting government and draining the national exchequer. Practice employs, unqualified, dishonest and venal men in offices of the most sacred trust. Theory and practice will differ, but they should never be so directly antagonistic. In all ages of the world men have preached reform, and proposed methods to reconcile theory and practice, but the people are so impressed with the selfish interest of these amenders, so solicitous of being humbugged, so conservative and misanthropic, that the sophistic adage "Let good enough alone," which, perhaps has done more to oppose moral, social and political progress, than the licentious forces of every government, has deafened their ears, and they rest content with their inherent morality.

Where is that constellation of great men whose scintillations brightened the zenith of American statesmanship, till we almost eclipsed the brilliant lights of the Roman Empire? The last of American statesmen is dead. Melancholy and impressive is the death of Charles Sumner, for with him was buried the remaining representative of legitimate politics; a man willing to make any personal sacrifice, willing to immolate the hopes and aspirations of an ambitious soul, willing to endure the scoffs and contumely of an uncharitable public for the sake of principle and his beloved country. Have we, in all the concretion of parasites and sycophants and sinecures which through the offices of our government, another such man? It is high time for reformation. When God is deposed in our Constitution, when open infamy and brazen wickedness brawl in the streets, when fraud and corruption are the looked-for characteristics of all our elections, when gilded brothels and glittering saloons open their seductive portals to man, woman and child—where all these are *protected* under the legal aegis of our judicature, to cauterize this fungus of corruption is the only hope for a languishing and moribund republic. How to accomplish this is the all important question. Clearly it belongs to the *men* of to-day—to the enfranchised and qualified voters to whom the government of our nation is entrusted, to effect the remedy. If they fail in this, if with their characteristic procrastination and easy shifting of responsibility they refer it to the succeeding generation, then let us, as the prospective pilot of this ship of state, take the subject into our own consideration. We may be accused of trespassing beyond the province of an educational journal; but what more important study is there to the American student than that of politics? And where is this subject more properly deliberated than in a journal of our nature. We have long looked upon our government as a vast machine, too complicated to be understood, too dangerous to experiment with, too ponderous to be utilized. Our lives are leaving their hobbledehoy-hood to dawn upon the broader horizon of manhood; then let us be prepared to meet the broader responsibilities of the life before us, and determine what shall be the government for ourselves and our posterity.

No rank fraudulently acquired, obtains respect. The man dignifies the position and not the position the man. The very presidential chair becomes a dunce-block when occupied by a dullard. Mind, not money, should be the credential of every ruler. This is the great desideratum, to consummate which is our future work. It is not that the great men of America are all dead, that our legislatures are so poorly represented,

for to-day our country is as prolific in minds, rich in purity and knowledge as any that has ever flourished; but that there is so much of chicanery and circumvention, that honest men are cheated, we are cheated, our whole government is robbed of its proper rulers. A government upon such a polity is nugatory and vain. No matter how good its principles, or how strong its constitution, politicians whose only interest in its welfare is measured by their own, vitiate the whole. There is actually a feeling of relief when a modern politician dies. How different is this from the "earthquake throb" that thrilled every American heart at the death of Charles Sumner. He will be the Pharos to light our ship of state through this sea of troubles into the haven of the grandest, noblest, strongest nation on the globe.

## OVID'S "FOUR AGES."

Of the remarkable array of gifted poets who lived and wrote during the Golden Age of Roman literature, and the brilliant reign of Augustus, Publius Ovidius Naso was one. He was born 81 B. C., and was of the equestrian order of the Roman nobility. His poetical taste interfered sadly with his practice of the profession of the law, for which he had been educated, his speeches being rather *soluta carmina* than legal arguments. His father endeavored, without success, to draw his mind away from the influence of the muse, in vain placed before him the poverty of poets, and he was finally wisely left to follow his inclinations.

Completing his education in Athens, he returned to Rome, when he remained till 8 A. D., where he was banished to Tomé, a town on the Euxine, where he died in the year 18. There seems to be no good reason given for this banishment, which was for life.

His first works were the *Amores*, or "Loves;" the *Medicamina Faciei*, or "Cosmetics of the Face," and the *Heroides*, or "Heroines," legendary love stories. Then were written the more finished *Ars Amandi*, or "Art of Loving;" *Remedia Amoris*, or "Remedies of Love." *Medea*, a tragedy which was supposed to be lost, is said to have been recently found. During his exile he wrote *Tristitia*, or "Sadness," and *Epistotae ex Ponto*, or "Letters from the Sea." But more important than all the rest are two works of a widely different character, the *Fasti*, or "Festival Calendar," a summary of the religion, history, and civil institutions of Rome, and the *Metamorphoses*, or "Transformations," in which the poet treats with masterly skill and luxuriant fancy of those transformations which formed so large an element in the ancient mythology, and for the material of which he was largely indebted to the Greeks.

The works mentioned above were written in elegiac metre, with the exceptions of *Medea* and the *Metamorphoses*. This last was composed in heroic verse, the same as that of the *Aeneid* of Virgil, and it is of one of the poems in it, entitled "The Four Ages," that we offer the following translation. This little poem certainly possesses a charm, and shows a wonderful facility of composition, and its poetic beauties cannot be overlooked. Yet these beauties can be but faintly revealed in prose, and it is true that all such productions must be translated by the individual student from the original, to be fully understood, appreciated, and enjoyed.

"The first age was the golden. With no avenger of wrong, by its own free will, without the force of law, it cherished fidelity and virtue. It was free from penalty and dread, nor did men read threatening words graven upon brass, nor did the suppliant crowd fear the countenance of their Judge, but men were secure without a judge. Not yet had the pine tree (or ship) descended

from its native mountains, that upon the liquid waters it might visit a foreign land, and men knew no shores save their own. Not yet did steep trenches encircle the towns; there was neither the trumpet of straight brass, nor the horn of curved brass, nor the shield, nor the sword. Without the soldier's art the nations securely enjoyed calm repose. The earth itself also, free from and untouched by the mattock, and unwounded by the ploughshare, brought forth spontaneously all things. Men content with the good which the earth produced without constraint, gathered the fruit of the wild strawberry tree, and the strawberries of the mountain, and the cornet-berries, and the blackberries, pendant in the harsh bramble-thickets, and the acorns which fell from the wide-spreading tree of Jove. Spring was eternal, and gentle zephyrs dressed with warm winds the flowers born without seed. Forthwith also the fallow-ground yielded fruit, and the unrenewed fields glistened white with the ripened grain. Rivers of milk and rivers of nectar flowed, and golden honey distilled from the green holm-oak.

Afterward, the god of Time was hurled down into the gloomy Torturas, the world was under Jove, and the silver age followed, inferior to the golden, yet superior to the tawny brazen age. Jove contracted the vernal time, and through winter, and summer, and varying autumn, and brief spring, measured the year with four spaces. Then first men entered habitations; and their houses were caverns, and dense thickets, or were covered with the bark of the twig. Then first the seeds of grain were buried in long furrows, and the young bullocks groaned under pressure of the yoke.

After these there followed the third age—the brazen, more violent in character, more ready for frightful arms, but not yet impious. This is the last without the dire sword.

Presently there burst upon the age every wicked of a worse vein; shame and truth and faith fled; in their place entered error, and deceit, and artifice, and violence, and accursed love of possession. Sails were given to the winds, nor until now had the sailor well learned them, and the ships which had long stood on the lofty mountains, danced upon the unknown waves. The wary surveyor marked with long boundaries the land, as common in former time as the light of the sun and the air. Not only were crops and food demanded of the rich soil as a debt, but a way was made into the viscera of the earth; and riches, the incentives of evil, were brought forth, which had been concealed and hidden away in Stygian shades. Already had appeared the hurtful sword, and gold more hurtful than the sword; war appears, which battles with both, and violently shakes the clashing arms with a bloody hand. Life is sustained by plunder; neither is the guest secure from his host, nor the father-in-law from his son-in-law; brotherly love is rare; the husband threatens the destruction of the wife, she of her husband; frightful step-mothers mingle ghastly poisons; the son inquires of the astrologer the length of his father's life. Filial love lies vanquished; and the virgin goddess of Justice, the last of the celestials, forsakes the earth, dripping with gore."

R. E. GAYLORD.

## OUR EXCHANGES.

We welcome several new exchanges; we also welcome the criticisms which some of them contain. If our efforts were not criticised we would not feel that they were successful.

Among our new exchanges we mention the *College Chronicle*. This paper contains more reading matter than any we have yet received, and the quality is equal to the quantity.

The *Alumni Journal* says that the written declamation system was introduced into the Fayette University this year. The students did not say "happy to make your acquaintance."

The *Trial* states that \$1,510 have been subscribed for the support of a lady professorship in their University.

The *Annualist* contains many good things, among the best we note, an editorial on "The Ideal Student." We quote one sentence: "Every man is an ideal who does the very best he can under all circumstances."

The *Collegian*. This paper would be more interesting abroad, if less interesting at home.

The *Common School* contains an article on "Fiction as a Teacher," that made such of us as are addicted to novel reading, happy. This paper is a delightful combination of instruction and entertainment.

*University Gazette*, Montreal, Canada. This shows us what Canada can do in the way of a University paper. It is a sixteen page journal, full of substantial matter; however, if the article on "Birds of Montreal and Vicinity," were shorter, we would not refuse to be consoled.

The *National Teacher*. This journal discusses ably all the educational questions. If we attempted to mention the good articles in the last number, we would have to print the Table of Contents.

The *McKendree Repository*. We must say of this as we have of others, that it is too good locally to be interesting generally.

The *Western*, St. Louis, reviews education, science, literature and art, and is a valuable journal to all who wish to be posted on current topics.

The *Parhelion*, Westfield, N. Y. The editorials and essays reflect credit on the Institution, by whose students the paper is conducted.

The *Asbury Review*, sixteen pages, well written editorials, spicy locals and excellent selections.

The *Packer Quarterly*, Brooklyn, N. Y. This journal is conducted by the young ladies in Packer Institute. It is fully up to our other exchanges in many things, and a little bit ahead of them in some. We have but one fault to find—that "Quarterly" ought to be monthly.

The *Register*, Hedding College. The articles are all on religious subjects, and are well written.

The *New York School Journal*. The editor of this paper has found out how to instruct and entertain simultaneously.

The *Educationalist*, Indianapolis, Ind., publishes in the March number a very complimentary account of Omaha Schools. We recommend this journal to all persons interested in educational matters.

The *Woman's Journal*. All our girls believe in woman's rights; what her rights are is the point they differ on. But they all agree in pronouncing the *Woman's Journal* "splendid."

The *New York State Educational Journal*, an excellent journal for teachers.

The *College Courant*, New Haven, Conn. This paper, coming as it does from the great educational centre of the United States, is of course the leading educational journal of the United States. Thanks for back numbers.

The *Gargum*, Rutgers College, contains an interesting account of the Inter-Collegiate convention recently held at Hartford to discuss the subject of inter-collegiate literary contests. Delegates were present from Amherst, Bowdoin, Brown, Columbia, Cornell, Hamilton, Lafayette, Princeton, Rutgers, Syracuse, Wesleyan, Williams, Trinity and University, of New York. It was decided that the first contest should take place during the coming winter, in New York city.

The *Wittenburg*, Springfield, Ohio. Th



paper has been mislaid. We fear that the "culling editors" have clipped it all to bits. Please send us another, Marchus.

We have received the following list, too late for further notice in this issue: *The College Herald*, Lewisburg, Pa.; *Westminster Monthly*, Fulton, Mo.; the *Cornell Era*, Ithica, N. Y.; the *High School Index*, Wilmington, Del.; the *Newark Manufacturer*, Newark, N. J.; the *Temperance Blessing*, Philadelphia.

This ends our list of new exchanges.

The *Brownville Lyceum* comes to us this month greatly improved in typographical appearance; as for the reading matter, that cannot be improved.

It impresses us that if the *Simpsonian*, for April, had been printed with a "little more impression," it would have impressed us more favorably. We always speak impressively.

The *Fremont Tribune* says: "The Omaha HIGH SCHOOL, we fear, is fated to an untimely end. As proof of our assertion, we clip the following from an article which they head, 'Our Exchanges': 'We are under obligations to many of the above for complimentary notices, many of which we would like to re-print, but fearing that they would not be of quite so much interest to the public as they are to us, we desist.' Such modesty would be commendable in a divine, but no newspaper, educational or otherwise, can stand it." Your fears are groundless, Mr. Editor. Modesty cannot obscure merit. If our paper is a good one, we will not need to occupy a column in each issue, informing our readers that such is the fact. Props are not needed until an edifice begins to totter; and laudatory notices of a paper, published in that paper, always remind us of props. We intend to give, and expect to receive, notices, complimentary and uncomplimentary, but we will not reprint any, especially uncomplimentary ones.

We also receive, *National Normal*, *Tripod Reporter*, *Nebraska Teacher*, *Michigan Teacher*, *Bradonian*, *College News Letter*, *Hesperian Student*, *University Press*, *Maine Journal of Education*, *Eastman's Journal*, *Nebraska Farmer*, *Saint Joseph Standard*, *Nemaha Journal*, *Daily Press*, and the *Pleasant Hill News*.

#### TEACHERS' PREPARATION.

The following paper was prepared by James B. Bruner, Principal of the North School, and was read at the General Teachers' Institute, held March 7, 1874:

"What preparation does the teacher need for hearing his daily recitations?" is a question of vital interest to every teacher and pupil in the land.

In the whole school economy there is nothing so important as success, here; for failure, in this particular, results in failure in everything.

"No teacher can make good scholars who does not manage the recitation skillfully."

In the recitation the teacher is brought in closer contact with his pupils than anywhere else, and here the greatest tact is required, for the manner in which the recitation is conducted will result either in inspiring his pupils with a love for study and school, or in making them hate books and the means essential to the acquirement of knowledge. If the teacher succeeds here, he has the proud satisfaction of seeing the tender buds of the human faculties unfold and blossoming under the skillful culture of his hands, and of beholding young hearts made happier, wiser, and better.

No person can succeed in the accomplishment of a purpose without having first made ample preparation. The lawyer devotes many anxious hours, and even days and weeks at times, to the study of his case, and to the arrangement of his questions and points of law, before he pronounces himself ready to proceed with the trial.

The skillful physician devotes hours of careful study to ascertain the cause and nature of the disease of his patient, in order

to determine the proper remedies necessary to effect a cure.

Neither is the minister of the gospel able, reclining "on flowery beds of ease," to transport his congregation to the celestial world above, without previous preparation. He, too, to be successful in his calling, must have his hours for preparation.

It is said that the most polished orator in the United States Senate, Hon. Charles Sumner, before making an elaborate speech in the Senate, not only prepares his address with the greatest of care and thoughtful research, but also rehearses it to himself standing before a looking-glass, that he may perfect himself in the use of appropriate gestures, and that his manner of delivery may be above criticism in every particular.

If the lawyer, the physician, the clergyman, and the statesman, who, in most instances, enjoyed better advantages to fit themselves for their respective callings than the teacher, deem it necessary to make such preparation, at the expense of time and ease, how much more necessary is it that the teacher, before entering upon a recitation, should have made ample preparation, so that he may be able to present the subject, under consideration to his class, in the best, most interesting, and, at the same time, most profitable manner to all concerned?

All will readily admit, as an indisputable fact, that the teacher should be master of the subject under consideration by a class, in order that the best results may be attained; and yet it is of quite too frequent occurrence that there are teachers employed in the schools, every where, who are far from being masters of what they are required to impart to others; and, who, instead of affording aid to those in their charge, and of simplifying the matter contained in the text-books used, render what is already mystical to the learner, more incomprehensible still.

This class of teachers certainly needs a great deal of preparation to hear their recitations, and yet, it is this class, that deems it a great hardship to spend two or three hours each day in this preparation.

When will they relinquish the profession and make way for others who are willing to make this sacrifice, if sacrifice it be?

The more any person studies any one subject, the better he will understand it, and the better qualified he will be to impart to others what he knows, and fortunate, indeed, are those pupils who have the honor and privilege of receiving instructions from a teacher who does prepare, before hand, every lesson he gives, and arranges methodically, and in the best and most appropriate form, every question propounded.

It is not enough that the teacher should fully understand the subject in hand, but he should also be prepared to impart to his class in the best and most interesting manner, what he knows about it, as far as practicable.

Nor, is this enough. All interesting facts bearing upon the subject, and appertaining thereto, should be sought after by the teacher, and be ready at his command, to interest and instruct his class. And this can only be attained, on the part of the teacher, by careful study and laborious research; and, that teacher who does thus prepare himself, will have no cause to complain of a listless, inattentive class, but, on the other hand, a class inquisitive and thirsting after knowledge, and whose intellectual appetites refuse to be appeased by what appears only in the text-books they study.

It is, moreover, true that some teachers have the natural ability to succeed admirably without this daily preparation, but how much greater would their success be if they would spend a portion of their time in arranging and planning for their recitations, and how much do the pupils lose by the indifference of such teachers in this matter?

Take for example those professors of our colleges, who, for years, are kept in the same chair and teach the same subjects.

They become better qualified and more successful instructors every year, by reason of their continuance of teaching the same subject, and, as their subjects are inexhaustible, they continue to add to their stock of knowledge, day by day, and when they are best prepared to instruct others, their usefulness is ended by the relentless foe of all mortals, and "are gathered unto their fathers."

It is a mistaken idea, that is entertained by some school officers, that when a teacher is once fitted to teach, that it is not necessary that he, himself, should study the lesson

before he hears a class recite, and rather consider it a confession of incompetence on the part of the teacher, while, in my opinion, it is one of the requisite elements in every successful teacher's character.

I always entertain serious doubts of a teacher's ability as a teacher of any grade, who sneers at the idea of preparing the lesson with his pupils. The teacher of the first grade needs this preparation fully as much as the teacher of the eighth grade. But the teachers of all the grades need it, and it would perhaps be difficult to say what grade teacher needs the most or the least of this preparation. It is safe, however, to state that the teacher should make all the preparation he possibly can, and of the good results there can scarcely be a question.

Take for illustration, if you please, the study of geography.

In hearing a class recite in this much abused subject, how seldom is it the case that the teacher makes the necessary preparation for hearing the recitation, and in consequence the pupils of his class not only receive no benefit, but are absolutely worse off than if they would have had no recitation at all!

No interest can be maintained, either on the part of the teacher or his class, unless a great deal of interesting matter akin to that contained in the text book and other important facts are constantly brought into the recitation for the benefit and instruction of the class.

Very much that is of infinitely more importance and very much more beneficial to the pupils than what is contained in our text books of geography, can be sought after and stored away in the mind of the teacher, to be used as occasion may require to interest and instruct his class. But in order to do this it requires time to prepare and arrange, so that only that which is of importance and value to the pupils is used, and not any thing and every thing that might be obtained. Pardon this digression.

Every school in which the subject of geography is taught should have a "Lippincott's Gazetteer of the World," to which both teacher and pupils might have access, and from which a vast amount of important knowledge of geographical and historical facts may be obtained.

One more illustration.—The teachers of our first grades are expected to develop every word they present to their pupils for acquirement. Is it possible to meet with the best success unless ample preparation is made previous to entering upon their work with their classes?

Is it not absolutely necessary for the teachers of this grade that they study up and arrange some definite plan for the development of every word that is to be given to their classes?

It seems to me no teacher can succeed here unless full and complete preparation is made, day by day, for this important work.

May I not, therefore, be justified in coming to the conclusion that much preparation is needed by the teacher for hearing his daily recitations, and that the schools of our land will not reach their highest efficiency till every teacher will be willing to sacrifice ease and the pleasure of midnight parties and balls, so that the time which is so often wastefully and frivolously spent, may be devoted to the better and nobler purpose of fitting himself for the better and more efficient discharge of the duties of his chosen profession.

#### BOOKS RECEIVED.

*Select German Stories—a Practical Method of Learning the German Language*, by George Storme. This book has been adopted by the Chicago Board of Education as a text book in the schools of that city. Owing to the number and excellence of the explanatory notes, the book can be used by students of either the German or English language. Published by H. Endries, Chicago.

*Method for Study of the French Language*, by F. Duffet. This work is thoroughly methodic and practical, and is highly recommended by many eminent teachers of the French language. Published by Wilson, Hinkle & Co., New York.

*Manual of the Constitution of the United States*, by Israel Ward Andrews. This work is designed by the author for the instruction of American Youth in the duties, obligations and rights of citizenship. It should be found not only in every school room, but in every household in the land. Published by Wilson, Hinkle & Co., New York.

*The American Educational Readers*. We have examined this series, and think it in every way deserving the warm commendations it has received.

The books are neatly and durably bound, and are models of typographical art. The advance from words of two syllables in the first book, to selections from Shakspeare in the Fifth, is so gradual as to be almost imperceptible. Pieces relating to the same subject are grouped together, thereby affording a means for fostering logical continuity of thought. Throughout the entire series the engravings are beautiful and attractive, and will certainly be found effectual in arousing the curiosity and fixing the attention of pupils. The frontispiece of the Fifth book is a full page illustration of the south dome of the Yosemite. This series is published by Ivison, Blakeman & Taylor, New York.

*Webster's Academic Dictionary*. This abridgment of Webster's Quarto has been made with special reference to students in advanced schools. It contains a copious and careful selection of English words now in use, and gives in some thousands of cases a list of synonymous words. It will be found that the necessity for compression has not marred the conciseness of the definitions. It also contains many valuable tables relating to various matters. We say to every student who may read this, if you cannot afford an Unabridged, get an "Academic." We add an abstract from a letter written by Prof. Salisbury, of Whitewater Normal School, Wisconsin: "A convenient and valuable dictionary, of moderate cost, ought to be in the hands, not only of every teacher, but of every pupil above the lowest classes. I know of none so good as the new Webster's Academic. It needs only to be brought before the educational public, to secure the widest circulation of any abridged English dictionary." Samuel Shaw, Superintendent of city schools, Madison, Wisconsin, writes: "The school edition (Webster's) are coming into general use, and with their aid we are educating a generation of English scholars of which the State will ere long have reason to be proud. When you buy, ask for the Academic." Published by Ivison, Blakeman & Taylor, Chicago.

*Latin School Series*, published by Lee & Shepard, Boston. These have been issued in two volumes and contain, the one, "Fables of Phaedrus," "Justin's Life of Alexander," and "Sappo's Lines of Miltiades, Themistocles, Aristides, Hannibal," etc.; the other, the "Metamorphoses of Ovid," "Cicero's Exploits of Alexander," and Cicero's "De Senectute," and "De Amicitia." These books were especially prepared for the Boston Latin School, and are the cream of Latin preparatory books. They are of convenient size, clear type, carefully bound, each containing a full vocabulary. The notes are scholarly, judicious, and sufficiently full. They constitute all that is required for admission to the best colleges. The best encomium we can give is to say that the authorities of our schools have introduced both of them, and they are giving the best satisfaction. We recommend them to the High Schools of Nebraska.

#### STATE POLITICAL EXCHANGES.

The support that educational enterprise receives in Nebraska is manifest in the many kind and encouraging notices of our paper in State exchanges. Nebraska should be proud of the many excellent journals published within her boundaries. The *Nebraska Farmer*, Lincoln, is the official organ of the State Grange. Its utility is not sectional, although its name is. We recommend it to farmers of Nebraska or any other State. The *Nemaha Valley Journal* is the official paper of Falls City and Richardson county. It is an able and well conducted journal, and is a credit to the county which it represents. *Fremont Tribune*. This paper is a credit not only to Fremont but to the State, and justly deserves the support it receives. The *Daily Press*, the official paper of the town of Kearney and Buffalo county, forcibly illustrates how much of interest and value may be put in a small space. *Pleasant Hill News*, official paper of Saline county. This paper contains much interesting miscellany, and is, therefore, a good family paper as well as advertiser.

This ends our list from our own State, but we have also from Missouri the *St. Joseph Standard*. In the last two numbers we have an account of "St. Joseph fifteen years ago," showing the great advance made by that city in population and commercial importance. However it is no greater than may be expected from a city where they publish such a paper as the *Standard*. The *St. Louis Midland Farmer*. This paper is devoted to the agricultural interests of farmers, and may be had for the remarkably low price of 50 cents per annum.

Worcester's Dictionary, so long used in our schools, has, by mutual consent of the teachers, given place to Webster's Unabridged, published by G. C. Merriam, Springfield, Mass. This work, in addition to its etymological learning, has done more to enlarge our acquaintance with the English vocabulary, both by the number of its words and the accuracy and extent of its definitions, than any other book we know of. Efforts are being made by those in authority to induce all the scholars in the public schools to purchase a High School Dictionary.

The *College News Letter* boasts that they have in their museum a "fine specimen of the American deer." That's nothing, we have a room full of such specimens.



# The High School.

OMAHA, NEBRASKA, MARCH 15, 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.

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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.

The *College Courant* of March 6, the leading College journal of the United States, reviews Prof. Nightingale's article in our February issue, on the "Relations of High Schools to State Universities," and says "The one grand objection to the scheme, we conceive, must be in the evil of concentrating such vast administrative power in the political sphere." We hardly appreciate this objection. Are not the Common Schools and High Schools now managed under one general school law, and will this concentrative power be materially increased by adding one more link which shall unite the latter to the State University? In the East, where there are so many Seminaries and Academies, well endowed, with strong corps of teachers and excellent courses of studies, and which are recognized as the more legitimate college feeders, and which have for many years prepared a large majority of the students who have entered the Colleges and Universities of the East, the case may not be as strong; but in the West where preparatory schools, supported by private enterprise, are few, and in many cases poor, without ample endowments, and eking out a miserable existence, does it not become our educators, to encourage the establishment of High Schools in every populous centre, which shall be recognized as the legitimate feeders of not only the State University, but all the colleges around them? The Common Schools, High Schools, and State Universities, forming one common bond of union, sympathy and interest, established upon the broad foundations of State support, are, we believe, the great hope of the West. This does not augur political concentration, nor smack of "Caesarism." Each town or city will regulate its own schools, but courses of study, and methods of instruction will be as identical as possible, and all the schools will look to one common end. We sympathize with our Eastern friends that they did not realize the importance of this grand scheme in the formative years of their educational enterprises; but the fortunate West, developing in the increased light of the latter years of the nineteenth century, learning many valuable lessons from Eastern experience, and avoiding its errors, do not propose to "mistake form for substance," but is determined to make its Public Schools, including High Schools and State Universities its best schools.

We are grateful for the Connecticut version of that "wooden nutmeg" story, and we rejoice that a generation of grateful children is determined to wipe out that little stain from the fair reputation of the once Blue Law State. The wooden nutmeg itself was a sharp invention, according to our previous knowledge of the story, but this new version of it is sharper still. Truly the tricks of the fathers descend unto the children, to the third and fourth generation. Yankee notions are still abroad.

## OUR POETICAL CONTRIBUTIONS.

The poet's eye in a fine frenzy rolling,  
 Doth glance from heaven to earth, from earth to heaven;  
 And as imagination bodies forth  
 The forms of things unknown, the poet's pen  
 Turns them to shape, and gives to airy nothing  
 A local habitation and a name.

SHAKESPEARE.

Last month we announced to the students that we would devote two or three columns of our next issue to original poetry; and in our innocence and inexperience, begged that some of them would favor us with lines on appropriate subjects. Alas! we knew not how many poets were sheltered by these walls. Since we made that announcement our sanctum has been gradually filling, and toward the end of the month, when the editor-in-chief was compelled to put his chair out in the hall, and sit on a pile of manuscripts in order to find packing room, we heard him give to those poetical contributions "a name," and consign them to "a local habitation" which shall be unmentioned. At present the janitor is negotiating for their purchase; he wants them to start fires with next winter. The signatures were all fictitious, and made a more interesting study than did the poems themselves. One young man, whose name is not John Smith, but something almost as common, subscribes himself Alphonso De Gassarre St. Romaine. But as Alphonso's poem contains sixteen pages of foolscap, we must deny ourselves the pleasure of publishing it. The first one we give place to is a parody on Poe's Raven. The author modestly signs himself "Neither A. Poe nor a Poe-t. It is entitled

### THE RAVING.

Once upon a noonday dreary, while I pondered weak and weary,  
 Upon a lecture I'd received a half an hour before,  
 While I nodded, almost dreaming, suddenly I heard the screaming  
 Of a voice whose tones came streaming down from the upper floor;  
 "'Tis some Prep." I said "reciting his declamation o'er,  
 Only this, and nothing more.

Ah, distinctly I remember, it was not in bleak December,  
 And the cruel voice above me, grew now to a perfect roar.  
 Eagerly I wished the morrow, vainly I had sought to borrow  
 From my books surcease of sorrow, but I heard it all the more;  
 The voice from up the stairway grew louder than before,  
 And I said, "Oh!—" nothing more,

Presently my soul grew stronger, hesitating then no longer,  
 "Sir," said I, "or Madame, will you stop that racket I implore?  
 The fact is, if you don't stop it and very shortly drop it,  
 I'll come up there in a moment, and break in your chamber door;  
 Yes, and I'll do something more."

Back to my study turning, all my soul within me burning,  
 Soon again I heard the voice, and somewhat louder than before,  
 "Surely," said I, stopping writing, "'tis some fellows up there fighting;  
 Let me see what all this noise is, coming from the upper floor—  
 Let my boots not creak a moment, while this mystery I explore;  
 I've heard some, and I'll hear more."

This firm resolve I mutter, and with many a quake and flutter,  
 I hurried up the stairway and stood outside the door.  
 But the noise was still unceasing, its volume still increasing;  
 To my disordered fancy, 'twas alternate shriek and roar,  
 And I said, "did ever mortal hear such a din before?"  
 While I paused outside the door.

The words I could not distinguish—I was sure they were not English.  
 "Doubtless," said I, "some poor fellow his translation's reading o'er,  
 Tasked by some inhuman master, with long lessons, like disaster,  
 Following fast, and following faster, I don't wonder he should roar."

Here the noise grew so much louder, that I stepped back from the door,  
 Just a step or so—no more.

Then methought a voice was pleading, as for mercy interceding,  
 And a fiendish one made answer in demoniacal roar,  
 "Wretch," I cried, "kind fate has sent me, from base murder to prevent thee;  
 Hear my warning, and repeat thee!" Here I opened wide the door,  
 And a class of twenty students stood before me on the floor—  
 Stood and smiled, and—well much more.

"Pardon," said I, a strange feeling, upward from my boot-heels stealing,  
 And I said, with my brain reeling, as I backed towards the door:  
 "Tell me, tell me, was I dreaming? What was all that dreadful screaming?  
 Those shouts and groans, and shrieks and moans—oh tell me, I implore!"  
 Said the teacher, "'twas a class-drill in Phonetics—there's the door."  
 Then I went, and—well, no more.

The next was written in a room kept for special purposes, and is called  
 IN EXILE.

I am monarch of all I survey,  
 My right there is none to dispute;  
 From the blackboard around to the wall,  
 I am lord—but the rest will not suit,  
 For the 'fouls' are all down on the ground,  
 And the brutes must be somewhere, that's clear.  
 Oh, solitude! where are thy charms?  
 If you have any, they are not here.

Ye fates that have made me your sport,  
 Convey through this thick oaken door,  
 Some cordial, endearing report,  
 That my exile will shortly be o'er.  
 But a fellow can read anywhere,  
 And a novel—encouraging thought—  
 Gives every affliction a grace,  
 And reconciles me to my lot.

The next is "An Ode to Julius Caesar." We can publish but a single stanza:  
 He was a hero, brave and bold,  
 His word was law, his will was duty,  
 He was very fond of pumpkin pies,  
 And his last words were "Et tu Brute."

The author of the next poem, "Night," wrote in a P. S. that he was not feeling well, while writing it. We do not doubt his statement. We were not feeling well while reading it; and lest it should have a similar effect on others, we publish but one stanza:  
 Imperial Night! goddess transcendent,  
 Gloriously gleaming, radiantly resplendent,  
 With crystalline clusters, tremulously pendant,  
 Hail!

The poem on "Base-Ball" we commend for brevity. We give it entire:  
 Did you ever play base-ball?  
 If you did'nt, why don't, that's all.

We received a Latin poem, and with it a note from the author. He said that he did not like to write Latin poetry, that it did not agree with him; but he had spent three weeks on this poem, and if we did not publish it he would consider it sufficient ground for a challenge. To save the trouble, here it is:

Solus, neath the lux of Lunae,  
 Sagatur, Fredasicus Spooney,  
 Ambra amit, very soon he  
 Was himself the only lunny.

The next closes our collection. It is evidently from a Prep. We sympathise with him in his affliction, and hope that Mr. Schuyler will take warning, and be careful of himself when he comes to Omaha:

### SOME "SCHOLARISMS" ON SCHUYLER.

Who wrote the hardest algebra  
 That ever saw the light of day,  
 And made my raven locks turn gray?  
 Schuyler.

Who is the "root" of all my woe—  
 The "symbol" of what I don't know—  
 The "power" that makes my average low?  
 Schuyler.

Wh' floors me with a "proposition,"  
 And "negatives" all opposition?  
 Who made me pass with a condition?  
 Schuyler.

Who "squares" my trials, and "cubes" my pains?  
 Who for me many a lecture gains?  
 Who "demonstrates" my lack of brains?  
 Schuyler.

Whose "radicals" "involve" me so  
 That "simple terms" I do not know;

Whose "transformations" "equal" woe?  
 Schuyler's.

Who, if he wants an "explanation,"  
 Can come or send a near "relation,"  
 To get a "direct demonstration"  
 Schuyler.

Friends, when I life's last "problem" clutch,  
 Write name and age, and such and such,  
 Then "add," this youth died of too much  
 Schuyler.

S. C.

Great undertakings are always met by great opposition. As illustrations of this fact may be mentioned "The Declaration of Independence," "The Emancipation Proclamation," "The Fifteenth Amendment," and last,—because of modesty, not inferiority—the publication of the HIGH SCHOOL. The path to success is paved with thorns, but the first ones we step on prick deepest.

These reflections were awakened by an incident that occurred in our sanctum some days since. While busily engaged we were disturbed by a groan from the "Editor in Chief," but as he frequently groans while writing his editorials we paid no attention to this demonstration until it was followed by a sob, then we rushed to his table, followed by the whole staff, and demanded in chorus, "why these tears." The Editor in Chief choked down the rising sighs, lifted his haggard face from his arm and said in a voice of suppressed emotion, "The *Western Collegian* has refused to exchange." One of the locals, who is somewhat excitable, clenched his fist and demanded, "Wherefore?" and the Editor in Chief, still weeping, responded, "Because we didn't pay the postage on the paper we sent." Then we all wept. But in time the Chief wiped away his tears with his coat sleeve, was "himself again," and cried, "my kingdom for a copy of the *Western Collegian*." But none of us had ever heard of it. We searched our exchanges but found no mention of it there. Then we searched the city; next, we telegraphed through the State; then through the neighboring States, but could not get a copy anywhere, until we telegraphed to a "waste paper" establishment in the East. This firm offered to send several car loads, but we told them that one copy would do. It came and the Editor in Chief proceeded to examine it. He is a wide-awake boy, but his head soon dropped over and he snored audibly. Then one by one the rest of the staff essayed to read it, and they, too, slept. At last we took possession. The first thing we read was this criticism (?) on a lecture by Anna Dickinson: "Some were well pleased and others were disappointed. Her manner is pleasing and unaffected, but altogether too masculine to suit the fastidious." While we were endeavoring to decide on which side of the fence the editor intended to be, we, too, dropped asleep. Just then the postman handed in a copy of the *Chicago Teacher*. It acted like magic. We were all awake and at work in a fraction of a minute.

Next day the Editor in Chief called a meeting and we passed the following resolutions:

WHEREAS, The *Western Collegian*, owing to financial distress, is unable to pay a postage of one cent (1 cent) per month; and

WHEREAS, The Y. M. C. A., of that vicinity, is not charitable enough to pay said postage, thereby enabling the editors of said paper to learn something of what is going on in more enterprising educational spheres; be it

Resolved, That the mailing agent of the HIGH SCHOOL be instructed to forward a copy of our paper, *post paid*, to the *Western Collegian*.

We apologise to our patrons for filling valuable space with valueless matter, but we venture to assert that we confer a favor on the *Western Collegian* by mentioning it in our columns, for, through our paper, it will be heard of, where, to this day, its name is unknown.



# The High School.

GEORGE MEGEATH, - KATE E. COPELAND,  
CULLING EDITORS.

## EDUCATIONAL MISCELLANY.

The Congressional Library has seven miles of books.

In 1873, Pennsylvania expended \$8,818,969.25 for schools.

Photography is the latest study introduced in the girls high school in Boston.

The legislature of California has passed a bill to admit women to educational offices.

The new constitution of Pennsylvania permits women to be elected as school directors.

The number of persons of school age in Iowa, is 491,344, an increase in two years of 29,864.

Six hundred and twenty teachers attend the drawing-lessons in the Boston free schools.

San Francisco has a new charter, which provides that women shall receive the same pay as men.

On an average, male school teachers in Iowa are paid two and a third times as much as female teachers.

The enrollment of the Lansing, (Mich.) schools for February, reached the the handsome number of 1,420.

President Bascom, of the University of Wisconsin, is in hearty sympathy with the co-education movement.

MAINE.—Bates College is the first in the country to receive an endowment for the benefit of a female student.

The Superintendent of Public Schools in Rochester, N. Y., reports against corporal punishment, but says it should be permitted to die a natural death.

It is said that for fifteen years, only one person among all who had been instructed in German in the city of Toledo, Ohio, has made any practical business use of the language.

The Supreme Court of Massachusetts has decided that the women elected as members of the Boston School Board are entitled to their seats. That is an eminently sound decision.

The "Log" Age about over. In 1863 there were 837 log school houses, and 2,830 frame ones in Iowa. Now there are only 180 log houses, and the frame buildings have increased to 7,782.

The Catholic University of Georgia is to be established at Macon. A splendid tract of land, studded with oak trees, has been donated by Macon, and an endowment of \$300,000 has been guaranteed.

The University at Melbourne, Australia, has been opened to both sexes. The mother country must follow the daughter's example. Oxford and Cambridge will soon be compelled to open their doors to women.

Nine counties in Iowa have lady superintendents, viz: Adair, Calhoun, Cerro Gordo, Clinton, Floyd, Henry, Marshal, Monona and Washinton. All right. Let the best man—or woman—have the place.

The Congregationalists of the West propose founding a large university to meet the wants of the country beyond the Missouri. A conference which met at Denver, January 20th, determined on Colorado Springs, Colorado, as the location.

The Fourth Annual Report of the Board of Education of Rhode Island, fills a volume of 262 pages, and well fills it too. Commissioner Bicknell, of course, writes the best part of it, filling nearly sixty pages with dis-

ussions of live questions and State educational affairs.

A New Jersey teacher has taught a school of sixty-five pupils for two years, during which time not a single resident has visited her school. It is now proposed to dismiss her because she "wastes" three days in each month in reviews and examinations.

In looking through an English statement of such literary matters, we find that fiction is for once ahead of theology in Great Britain. Of novels, there were eight hundred and thirty-one written; while those of a theological character numbered seven hundred and seventy.

There are over 14,500,000 children of school age in this country. We spend annually for schools, over \$95,000,000, which is equal to one per cent. of the property, real, and personal, of the whole country, as returned by the last census; and we employ 221,000 teachers.

The bibliographical statistics of England, France, Germany, and a few other European countries, exhibit a wonderful fact in literature. In the three countries named, it is estimated that seventy new books are published every working day in the year—nearly three per hour!

A serious-looking person had charge of the grammar division of a school examination, and gave a bright-looking boy this sentence to correct: "Between you and I this is good butter." The boy shortly returned the slip, thus marked: "Incorrect—the lamp-post is omitted."

The rules and regulations of the Boston schools have received an addition in the shape of this amendment: That "in no case shall corporal punishment be inflicted on any scholar for any offense, until at least twenty-four hours after the offense is committed for which such punishment is inflicted."

It is said that the kindergarten system in the St. Louis schools, although introduced but a short time ago, is now in full operation and producing excellent results. It shows all the benefits claimed for it, and develops particularly the too widely different activities—the mathematical and the productive.

The most remarkable teacher of the country, is Col. D. B. Graham, of Temperance, Telfoir county, Georgia. He is paralyzed, his whole body being helpless, except his hands and arms up to his elbows. For a long time, he has taught school lying on his back. No corporal punishment, we take it, in that school.

ARKANSAS.—The last legislature enacted an entirely new school law. They abolished the Circuit Superintendency, and put in its stead a County Superintendent. The County Superintendent is elected every year by a vote of the school officers of his county.—This divests the election of all political clap-trap, and puts a good man in the office.

Dr. Sears, agent of the Peabody School Fund, says that an intelligent citizen of Raleigh, N. C., lately told him that they had not a public school in that city, but that they had just paid out \$20,000 on account of a few criminals—which fact sustains in a measure his assertion that it costs more to maintain the people in ignorance than it does to maintain a system of Public Schools.

INDIAN TERRITORY.—The Cherokee Nation now numbers 60,000. Its Superintendent of Schools reports that about 2,300 children attend schools; that the schools are in session nine months annually, and that all the English branches are taught, including geometry, rhetoric, etc.; that there are 44 native teachers and 22 pale-faces; that they have one orphans' school, with 90 inmates; one female high school, presided over by a teacher from Mt. Holyoke, Massachusetts, and one Moravian missionary school.

At a recent examination for admission to Bowden College, the written papers of peogragphy contained the following: "Iterly" for Italy, "Merrymac" for Merrimac, "Pernobscot" for Penobscot, "Florady" for Florida, "Mississuri" for Missouri, and "Nareganset" for Narragansett. The Catskill Mountains were credit-d to Vermont by one writer, by another to Pennsylvania; the Alps to Asia by a third. Stockholm was set down as the capital of Holland; Berlin of Spain. Geneva was transferred to Italy; the Rhine was said to flow into the Atlantic; the Danube into the Baltic.

A GOOD EDUCATION.—"To read the English language well, to write with dispatch, a neat, legible hand, and be master of the first four rules of arithmetic, so as to dispose of at once, with accuracy, every question of figures which comes up in practice. I call this a good education; and, if you add the ability to write pure, grammatical English, I regard it as an excellent education. These are the tools. You can do much with them, but you are helpless without them. They are the foundation, and, unless you begin with these, all your flashy attainments, a little geology and all other ologies and oosophies, are ostentatious rubbish."—Edward Everett.

The school population of the United States numbers 12,832,647. To teach these, we have 220,968 public school teachers. In addition to the public schools there are many other educational institutions. We have 882 schools for secondary instruction, 182 higher female institutes, 103 normal schools. For boys we have 67 business colleges. There are 325 colleges, 70 scientific and agricultural schools, 109 theological seminaries, 42 law schools, and 59 medical colleges. Besides these we have 1,080 public libraries, and 50 museums. Large as is the number of our school population, we ought, with these appliances, be able to educate everyone. During 1872, \$10,054,013 were given to educational institutes by individuals.

### CLIPPINGS.

It takes a fly a two-billioneth part of a second to wink. An industrious mosquito can do it in one-tenth that time.

There are two reasons why some people don't mind their own business. One is they haven't any business, and the other is they haven't any mind.

A sophomore says he cannot understand how any one possessing what is generally known as a conscience, can counterfeit a five cent piece, and put on the back of it, "In God we trust."

A paper innocently asks if there is any harm in sitting in the laps(e) of ages?—George thinks it depends upon the kind of ages selected. Those from seventeen to twenty-five are extra hazardous.

A little girl recently promoted to the high honor of sitting up till nine o'clock, remarked to a younger friend, "Are you up yet? You should have been in the arms of Moses long ago."

Japanese officials are beginning to try their hand at proclamations in the English language. Here is an example. "The trees cutting, bird and beast killing, and cows and horses setting in free at the ground belonging to government, are prohibited. (Signed.) ORAKA FU."

School teacher (to a bright boy)—"What country is directly opposite to us on the other side of the globe?" Bright boy—"I don't know, sir." School teacher—"Suppose I should bore a hole through the world and drop you in it, and you should go through, where would you come out?" Bright boy—"Out of the hole, sir."

Somebody asks, What has become of the Siamese Tiwns? We feel it our duty to make the painful announcement that they have been eaten by the Cannibals for a philopena.—Vassar Miscellany.

Two Milesians were standing at the Fairmount water-works in Philadelphia, watching the big wheels splashing the water in every direction, when one of them remarked: "Mike, isn't this a quare country, where they have to grind their water before they can use it?"

Could anything be better than the following, copied from the travelers book at an inn in Switzerland:

THE TWO TRAVELERS.  
"I've lost my portmanteau."  
"I pity your grief."  
"All my sermons were in it."  
"I pity the thief."

A humane Professor says that all members of his department receive the highest mark. To those students who are both upright and industrious, he gives a five because they deserve it; to the stupid but studious, he gives five for their industry; and to the brilliant and lazy, he gives five for their supreme impudence.

A Senior of North-Western University wishing to justify his conscience (?) on scriptural grounds, for preparing for final examination on the Sabbath, reasons thus wise and we confess it looks plausible:

"If the Lord justifies a man for trying to help the ass from the pit on the Sabbath day, much more would He justify the ass in trying to get out himself."

"Come forth into the light of things,  
Let Nature be your teacher."  
Wordsworth.

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# The High School.

JOHN CREIGHTON, CHARLES REDICK,  
LOCAL EDITORS.

## LOCAL NEWS.

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

A moral laxity pervades the High School room since dancing was vetoed in the auditorium.

During the illness of Miss Green, teacher of the Seventh Grade, her place was supplied by Miss Flora Brackin.

The Debating Society extends its sincere thanks to Mr. Nightingale for the many favors received. To him the Society owes much of its present prosperity.

We understand that the members of the Council Bluffs Literary Society contemplate sending a return challenge to the Omaha society for a debate to come off in a few weeks.

Miss Mamie Chambers, of the Prep. class, High School, has returned from a visit of about four months, to some friends in Missouri. We extend to Miss Mamie a hearty welcome.

We were exceedingly pleased, the other day, on receiving a call from Mr. Flemon Drake, formerly a member of the Board of Education of this city, but now a citizen of Salt Lake.

Persons desiring to secure reserved seats for the Debating Society's entertainment, can do so by calling on Miss Sears, Omaha Library Rooms, Dodge Street.

The Saratoga Precinct School gave an exhibition last week, and the participants certainly done great credit to themselves and their excellent teacher, Mr. Wright.

Several pupils of the eighth grade, Central school, have passed a very successful examination. before County Superintendent Beals, for the position of teachers, and we understand that some of them intend entering the educational field next term.

We heard a juvenile of a lower grade impart the melancholy intelligence to an appreciative friend, that he had had a fisti-cuff with Bill Wiggins and got thrashed, and was captured by the teacher and thrashed, and received a castigation from each of his parents by way of sympathy. We know how that is "ourselves."

Miss Ida Doolittle, a former student of the High School, but more recently of the Eighth Grade, has severed her connection with the public schools, and will hereafter teach school near Wisner, in this State. Previous to her departure to her new field of labor she was the recipient of a "surprise party" at the hands of her companions.

We were unexpectedly pleased on receiving, the other day, a photograph of Misses Marion Murdoch and Ida Page, of Boston, holding between them the first issue of the OMAHA HIGH SCHOOL. The first named will be well remembered by our citizens as the very energetic teacher of the Eighth Grade, last term; the second as a recent scholar of the High School.

At the last meeting of the Board, a resolution was introduced to the effect that the night schools, which have been in successful operation for some time, be discontinued. The number in attendance was surprising, until the close. The Board intend opening the schools at an earlier day next season, and it is to be hoped that the interest which has been manifest during the season will not be lacking next Fall.

It is not often the case that any pupil in the higher grades comes out from the trying ordeal of our term examinations with the highest attainable marks (100) in every branch of study. We learn that at the last term examination, Miss Lizzie Fagan, of the seventh grade (Miss Balcombe's room), received and deserved 100 in each of her studies, also in attendance, punctuality and deportment. "Go thou and do likewise."

This term the schools of Central, in the lower grades, are over-crowded. Fifty new scholars have been enrolled since the opening of the Spring term; Misses Earle and Weeks have each seventy-seven pupils, which are too many for one teacher to control. Neither of these teachers desired us to make mention of the fact, but we do it hoping that the Board will give their attention to a matter of so great importance.

We intend in some subsequent issue to devote a column or so to the discussion of music in our public schools. The High School has splendid facilities for the study of this branch of phonetics. Miss Butterfield, perhaps the most thorough musician and successful teacher in the city, has a suite of rooms in the building, and many students have already availed themselves of this opportunity for taking lessons.

Prof. Nightingale's article in our February issue, on the "Relations of High Schools and State Universities," is meeting with marked attention. A President of one of our best State Universities wrote as follows: "Can I obtain ten copies of the HIGH SCHOOL, containing Prof. Nightingale's article on 'High Schools and State Universities,' for love or money?" We send them for money, love being too easily controverted.

The somewhat tardy appearance of our paper this month is due to many things which have claimed immediate attention during the last month. The exhibition of the Society, which takes place this week, the commencement of the new term, and the difficulty experienced in adapting ourselves to school duties, have each contributed to the late appearance of the HIGH SCHOOL.

The Board of Education, according to the late election, is as follows:

- First Ward—Messrs. Hughes and Rath.
- Second Ward—Messrs. Lytle and Kennedy.
- Third Ward—Messrs. Morris and Clark.
- Fourth Ward—Messrs. H. Kennedy and Saunders.

Fifth Ward—Messrs. Harpster and McConnell, Sixth Ward—Messrs. Coutant and Baldwin, The new Board holds a meeting in May, when the election of a Superintendent and other officers of the public schools will take place.

At the close of last term some very interesting exercises were had in the Eighth Grade of the Central School. The programme consisted of declamations and essays, and a debate. The question for discussion involved the equity of "woman suffrage," and it was noticed as a remarkable instance, that the side of the question usually sustained by the fairer sex, was upheld by the young gentlemen. At the close of the exercises Master Willie Redick stepped forward, and in a neat and expressive little speech presented to Professor Snow, in behalf of the scholars of the Eighth Grade, a silver headed cane. The cane bore appropriate inscriptions, and was an expressive testimonial of respect and esteem.

A few weeks ago the citizens of Saratoga Precinct and many gentlemen from this city, permanently organized a debating society. The school house on Eighteenth Street, near the residence of Mr. E. D. Pratt, was obtained as the place of meeting, and a constitution was adopted, officers were elected, and a regular weekly programme arranged. Since its organization we have had the pleasure of attending several meetings of this society, and judging from the quality of its entertainments and the average attendance, it is a most gratifying success. A large delegation from the city constituted a good portion of the audience each week, and Wednesday evening, the time of meeting, is anticipated with pleasure. The society will soon give an exhibition.

YOU SHOULD ALL buy School Books of EBERHART at the "Variety Bazar" who is agent for all the publishers, also STATIONERY and BASE BALLS.

The following programme has been prepared for the forthcoming exhibition of the High School Debating Society. The young ladies whose names appear have very kindly consented to aid in making the exercises as varied and attractive as possible.

### PART I.

A DRAMA—DOWN BY THE SEA.

Dramatis Personae.

- John Gale, - - - Arthur Wakely
- March Gale, - - - Charles Redick
- September Gale, - - - George Jewett
- Capt. Dandelion, - - - Arthur Huntington
- Grapean, - - - Fred McConnell
- Abner Raymond, - - - George Megeath
- Kate Raymond, - - - Elta Hurford
- Kitty Gale, - - - Julia Knight
- Mrs. Gale, - - - Stacia Crowley

TRIAL SCENE OF JOAN OF ARC.

- Joan of Arc, - - - Bertha Isaacs
- Judge, - - - Charles Saunders

Court, Attendants, etc.

### PART II.

DECLAMATIONS.

- Webster's second speech on Foote's Resolution, Henry Estabrook
- Defence of Paul Clifford, John Creighton
- After the Battle, Kate E C Copeland
- The Polish Boy, Caddie Campbell
- Scene at the Natural Bridge, Clarie Rustin

Music will be furnished by Misses Butterfield, Deuel, Campbell, Mrs. Latey, Messrs. Johnson, Gage, Morris and Estabrook.

WORDS FREQUENTLY MISSPELLED.—Observe carefully the correct and the incorrect way of spelling them:

CORRECT.	INCORRECT.
Innuendo	Inuendo
Tranquillity	Tranquility
Apostasy	Apostacy
Supersede	Supereede
Ecstasy	Ecstacy
Partisan	Partizan
Bouquet	Boquet
Guerrilla	Guerilla
Phillippic	Phillipic
Rarely	Rariy
Siderial	Siderial
Surname	Sirname
Inflammation	Inflamation
Nursling	Nurseling
Desiccate	Dessicate
Pretension	Pretention
Sibylline	Sybilline
Accordion	Accordeon
Britannic	Brittanic
Battalion	Batallion
Deleble	Delible
Trisyllable	Trissyllable
Macaroni	Maccaroni
Consummate	Consumate
Cantaloup or cantaloupe	Cantalope

## OURSELVES.

We admire the truthfulness of Washington, but find it more convenient to imitate that of Twain.

The term examination has passed, and so have we.

Dono nobis pacene, as elegantly rendered by a Prep. "Give us a rest."

A German Prep., on hearing the phrase, "Caesar et Brutus," remarked, "Caesar must have been hungry."

Anxious Parent—"How do you stand in your classes?" Incurable Fresh—"On my feet, sir."

A Soph.—boasting of his diligence during vacation, said, "I did not neglect my Latin, I learned tu li lat(e)-um every morning."

Some of the young ladies excused themselves for communicating by signs, under the plea that they were practising dumb bell(e) exercises.

"Plotting a survey," was the excuse of a member of the class in Trigonometry, when caught trying to look over Professor's shoulder, to see who had been marked.

Conceited Soph.—"Miss—what color do you think my moustache is?" Sarcastic young lady—"Invisible green."

A Soph. that says the great charm of Josh Billings' writings lies in mystic spells.

Nasty, was the word one of the young ladies used with reference to an artistic effort by a Fresh., and he is not certain whether it is complimentary or not.

Prep.—who wishes to make an impression—"I have not read that novel yet, because it is Lent. Young lady smiles approvingly, but in the afternoon she found out that the novel was lent.

We are glad to learn that Fannie I. Fellows, former freshman, is rapidly recovering her health, and hopes to resume her studies in a short time.

A member of the class in Physics gave Robinson Crusoe as an example of "total insulation," and small pox as the best "insulator."

According to the Hesperian Student, the young ladies of their University joined the crusaders, and made several of the boys sign the pledge. Well, Miss Garrison visited the High School, but she did not even offer to pray, evidently thinking that perfection could not be improved.

And now the young ladies of the Preparatory go with their hair uncrimped, and the young gentlemen wear their neckties askew; and you hear some distracted Prep. groaning as he reads: "If a oxen eat m acres of grass in q weeks, and b oxen eat n acres in r weeks, how many oxen will eat p acres in s weeks, the grass being at first equal on every acre, and growing uniformly?" and wondering what fraction of an ox

$$a n p q r - b m p q r \div b m p r s - a n p q s$$

$$m n r s - m n q s \text{ is.}$$

## TEACHER'S INSTITUTE.

Meeting called to order at 10½ o'clock A. M., Supt. Nightingale in the chair.

Present Professors Bruner, Kellom, Rose and Snow; Misses Adriance, Butterfield, Blair, Balcombe, Drake, Earle, Foss, Ketchum, Knowles, Lyons, Meyers, R. Richards, M. Richards, Stull, Stuard, Taylor, and Whitmore. Absent, Prof. Gaylord, Misses Barnett, (ex) Green, Honey, (sick) H. H. McKoon, J. M. McKoon, Staughter, Weeks, Mrs. Field and Parker.

Minutes of the last meeting read and approved. Supt. Nightingale spoke to the teachers with reference to the close of the year. He said that from the remarks of several members of the Board, he inferred that a new system of drawing would be introduced in the public schools, and urged the teachers to see that the scholars finish the books they have before that time. He also spoke in the same manner of copy books. He devoted some of the time to monthly records at the close of the year, and admonished the teachers to complete their records before returning to their homes for the Summer vacation. A plan was submitted to the principals by him, that there be two examinations only, during the present term, viz.: one at the end of the sixth week, and the other at the close of the term; and also that each scholar, in order to be promoted, must obtain an average of 75 per cent., and 70 per cent. in each study. He told the teachers to exercise justice in promotion, and before they degrade any one to examine closely, so as not to lay themselves liable to mistakes.

The subject for discussion was then taken up, viz., "Specialties in Teaching." Supt. Nightingale argued in favor of placing a teacher where she belonged, and giving her the study in which she is the most versed. He said that the only objection raised to this plan was that of discipline, but did not think this objection touched the question in any way, stating if this mode of teaching was put into practice, those who were not good disciplinarians would be discovered. He gave as an instance, one who was particularly interested in reading, and said that such a teacher would be always studying some plan whereby to interest her class. He also cited those who excelled in geography, arithmetic and history; and believed the time had come for some reformation in this respect.

Mr. Kellom stated that this plan could be carried out if a school-house could be built to accommodate from 400 to 500 scholars, with adjoining apartments for recitation rooms. He believed, in this case, to employ one teacher to control the school and do nothing else; and that the time had come when reform in regard to this matter was to be had.

A motion was made and carried, that a committee, consisting of Professors Kellom, Bruner, Rose and Snow, Misses Foss, Whitmore and Stull, be appointed to draft resolutions of regret at the departure of Prof. Nightingale. They reported the following resolutions:

WHEREAS, Our worthy and efficient Superintendent of the Public Schools, Prof. A. F. Nightingale, has deemed it proper to resign his position as such, to accept one more remunerative; and WHEREAS, he is about to take his departure from our young and growing city to enter on his duties in his new field of labor, therefore be it

RESOLVED, That the principals and teachers of the schools of Omaha, with whom he has so arduously and successfully labored for the past two years in organizing our schools under their present system, and in bringing them to the high state of excellence which they have already attained, deeply regret that their professional association, so pleasant and harmonious, will thus be severed, and ardently trust that his remembrance of his connection with us will be as pleasant and lasting as ours will be of him.

RESOLVED, That we deem it most unfortunate that Prof. Nightingale should consider it expedient to resign his office of Superintendent of our schools, especially in this important term of the year, when the services of a Superintendent are most needed.

RESOLVED, That Prof. Nightingale's counsels, words of cheer, and friendship to the cause of popular education, will be missed not only by the teachers, pupils and patrons of the Omaha schools, but also by the liberal spirited educators of the State, with whom he has so zealously labored for a higher educational standard, and for a more general diffusion of knowledge among all classes.

RESOLVED, That our best wishes and our prayers follow Prof. Nightingale and his family to his new field of labor.

RESOLVED, That the Secretary be directed to furnish copies of these resolutions to the press of this city, to the "Nebraska Teacher," and to Prof. Nightingale.

Supt. N. thanked the Institute for the kind and friendly resolution which they had passed. He said he looked back with pleasure to the harmony which had prevailed during his association with the principals and teachers, and was glad to leave the schools in the excellent condition which they had attained. He congratulated the principals and teachers upon the standard to which they have elevated the instruction imparted in the schools of Omaha, and added that, as in the army, the officers received the credit for some valiant deed performed by a private soldier under his command, so in the educational field do the higher officers often receive the credit for the work and achievements of the teachers. The Superintendent craved no undeserved glory, and would rather have the larger share awarded to the teachers, to whom it belonged. He hoped they would work as harmoniously with the new Superintendent as they had with him. Once more he thanked the Institute.

Mr. Kellom asked whether the teachers would know, before they departed for the Summer vacation, if they would be retained another year. Supt. N. thought they would.

On motion of Mr. Rose the Institute adjourned.

## IN MEMORIAM.

When the scholars in one of the schools of our city took their accustomed places after the week's vacation, it was with saddened hearts that they noted the vacant seat and thought of the dear schoolmate who had passed from the school, from her home, and from the earth forever. After a short illness of but a week, Lola Maud Beebe was taken from a loving mother, whose comfort and pride she had always been, up to the home prepared by our Heavenly Father for all who die in the Lord.

Her short life of thirteen years was one of usefulness at home, and cheerful performance of every duty. At school she was one of the most industrious, as well as most talented of her class, while her amiable disposition will cause her to be long remembered with affection by those who were her constant companions. She was a thoughtful and devoted daughter, a kind and affectionate sister. Every recollection of her is of the most pleasing nature, and the deep sorrow manifested by all who knew her, when her death was made known, bears evidence of the affection which all bore the departed. Many of us shake off the thought of leaving this bright world, promising ourselves that when about to die we will make our peace with God, and enter his eternal rest. How often it is that death comes upon one unawares, and bears him away with the mind unconscious of its approach. One Sunday, at the glad peal of the Sabbath school bell Lola went, as usual, to the church and sat with her class in their accustomed place. The next Sabbath, at the mournful tolling of the same bell, her inanimate form was carried within the sacred walls, and she heard not the sweet music she had loved so well in life, and which seemed to charm her even in her delirium. How comforting is the thought, so beautifully developed by her pastor on that sad occasion, that all of the care and tenderness lavished upon her here but fitted her the better for the presence of Him, the one whose child she was.

"My beloved is gone down into his garden to the beds of spices to feed in the garden and to gather lilies." Weep not, sorrowing mother, the Gardner has plucked the lily to adorn his mansion above.

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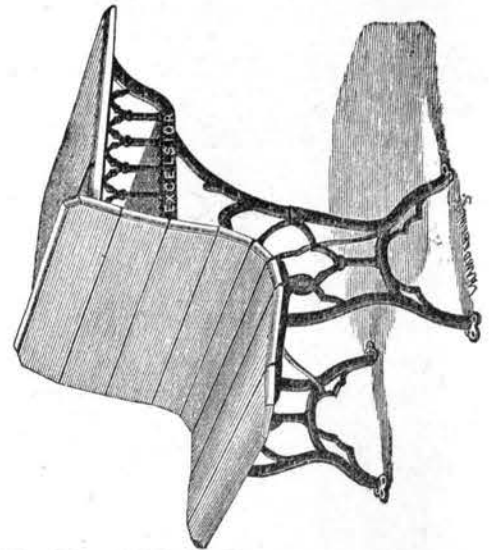
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