

The High School.

PUBLISHED UNDER THE AUSPICES OF THE OMAHA HIGH SCHOOL.

Legendo, Cogitando, atque Scribendo vere docti fitemus.

VOL. I.

OMAHA, NEBRASKA, OCTOBER, 1874.

No. 8

POETRY.

"TO THEE."

Were the fresh bloom upon thy cheek
The Eden of such repute;—
Were thy red lips the knowledge tree
And kisses forbidden fruit;—
Though to pluck it off were sure demise,
I'd risk my all of Paradise
For on such thrill of heavenly bliss
As lingers in thy precious kiss.

RETROSPECTION.

The orient sun shines brightly forth,
His yellow locks, unshorn,
Hang round his brow in clustering curls:
Bright gems his form adorn.

Lo, to the west the darkling cloud
O'er shades his onward way;
Slow in their boweled deeps outside
The life and soul of day.

Full strong I rose upon the world—
Full splendidly I shone;
Great wealth and honor did I have,
And treasures all mine own.

Now sterile clouds o'er cast my sky—
Now mists obscure my light;
My day is o'er, my course is run,
I haste into the night.

H. D. E.

UNKNOWN.

How many live in squalid home,
Who born amidst Fortune's blessing,
Might now through palace splendor roam,
And live 'midst fond caressing;
But now, alas! they crawl alone,
To live and die alike—unknown.

What genius of transcendent worth
On Fancy's pinions winging,
Soar 'bove the sordid things of earth,
A heavenly music singing.
Yet all unseen the height is flown;
Not buoyed by praise, they fall—
unknown.

Unknown may live the pauper slave;
Unknown the soul born long may be;
Poets shall sing above the grave;
For slaves there is sweet liberty.
Love is the life guard round the throne,
Where all in love by love are known.

THE DAYS THAT WE LIVE IN.

Of all the much abused things on earth, the days that we live in, or rather the people who live in them, are most so. No matter which way we turn, we hear some one bemoaning the degeneracy of these latter days, and singing the praises of those that are gone. Grandpas and grandmas shake their heads solemnly, and say, "don't see what the world is coming to," and younger people who wish to affect wisdom, follow their example. Thinking the matter over one finds it rather difficult to discover in what respect we have grown worse. But according to the popular belief, we have grown worse in all respects. Politicians are told that they are the unworthy sons of worthy sires; that in former times men sought offices, not for their, but for the people's good; not that they might benefit their family or party, but that they might advance the interests of their country. Yet we are told in history that when Jackson took the Presidential chair, "there was an entire change in the cabinet," and that the places of the outgoing officials were filled with his family and party friends. We are told of Washington's disinterestedness, and comparisons are continually being drawn between him and men of our times. But strange to relate, they seem to entirely forget that there lived in those days an Arnold or a Burr. We are told that for freedom's sake our forefathers reddened the snow of the bleak New England hills with their blood, and whitened her valleys with their bones. But how seldom we are told that they fastened the yoke they had stricken from their own, on the neck of a weaker race, making its wearers, not slaves as they had been, but slaves indeed. And yet our poets say that in former days "Our land was the land of the free and the brave, and of freedom we'd more than the name." Do they forget, who say such things, that far away in the south, the groan of the bondsman has changed to singing, and the voices of dusky hundreds arise in praise of

the days that we live in? But not politically alone have we degenerated, ah no, morally and socially as well. Young America has become so used to being told that he is reckless and good for nothing, that he begins to think of his failings as a matter of course, and say, "what must be, will be." Grandpa tells him that in his days boys were boys, and did not assume the air of men; owning fast horses and smoking their fathers' cigars before they left off jackets. Now owning fast horses and smoking cigars are very reprehensible things, but we don't hold them as being much worse than fox hunting and duel fighting, some of the favorite pastimes of the model young men of Grandfather's days. They tell us that boys were boys then, but for all that they were as brave as lions. As an example of their bravery we are told how the "Boston Boys" went boldly before the great British general and complained of the soldiers who knocked down their play forts. Some of these boys were sixteen years of age, but in pictures they are represented as being about as high as the table by which they stand. But as boys were boys then, perhaps they did not grow so soon as they do now. Many boys of our times have gone before generals too, not to complain that their pastimes were interfered with, not to use their tongues, but swords in defense of a down trodden and oppressed people; and in the tangled southern forests are many graves that bear witness to the heroism of boys of our day. Neither are we lacking in our hearth-stone heroes, who became men in their deeds before they have ceased to be boys in years; because they are compelled to do a man's labor and fill a man's place in the world. I do not think that the boys of today are perfect; far from it; but at least they are no worse than the boys of a hundred years ago.

And as for the girls, they are the most abused of all; intellectually, morally, physically, they have degenerated, and are constantly being reminded of that pleasing fact. Intellectually, not because they know too little; no indeed, but because they want to know entirely too much. Morally, because they are no longer content to read their hymn books only, but read history and scientific works as well, and are even absurd enough to want to know what kind of a government we live under. Physically, because they not only wear high heeled boots, but are ridiculous enough to think that their hands were given them to make a living with. Then as for their extravagance and mode of dress; Grandma is horrified, but if she will only look back to her own youth she will see little difference in the dress of then and now; except indeed, where she had brocade her granddaughter has silk, and where she had satin, her granddaughter has muslin. Still we are extravagant, and "girls are not what used to be." But never mind, a hundred years from now, we will have been almost perfect, that "when distance lends enchantment to the view," we will be spoken of as being almost as good as our grandmothers; that time will do for us what it has done for them, obliterate our faults, and turn our vices into virtues, mankind will look back and sigh as it does now, for the good old day of the past, and the times it will sigh for then are now, the much abused days that we live in.

S. C.

WORDS WITHOUT IDEAS.

That there are many persons who daily teach others a number of words without explaining them so as to be comprehended by their pupils is a well known fact—whether this method is beneficial or injurious to the mind of the learner, is a subject worthy of attentive consideration to all who are interested in the true principles of education, or seeking to promote the best methods of imparting knowledge. There are many who advocate this system on account of the supposition that the mind of the child has not come to sufficient maturity to understand the ideas expressed by words, and are satisfied if the pupil can

merely memorize and repeat them. When in recitation they require the scholar to conform strictly to the book answers to all questions and will discount them in class report should they fail to give them minutely. This is entirely wrong; every pupil should be taught to form some kind of an opinion of the subject under consideration, and be compelled to give it in his or her own language. This develops the ideas and gives a free use of language which can be given in a very short time in words not entirely void of meaning to the learner.

Experience has taught us that early impressions are most lasting; it therefore becomes us to consider what effect such a system will have upon the mind of the undisciplined faculties of the young, whose minds above all others require to be dealt with judiciously in order that their talents may be drawn forth in a proper manner. We know that if a plant be crushed or broken, or otherwise retarded in the commencement of its growth, it will never attain the vigor of those which have been properly and carefully cultivated. In like manner teaching words without ideas enfeebles the young mind and cripples all its energies, so that it can never attain the degree of elevation that it might, had it been led forth properly. If we examine the relation existing between words and ideas, perhaps the result of this system will become more apparent. Man, being possessed of intellectual faculties, is capable of drawing inferences. He receives many ideas from impressions made upon his senses by external objects; these may produce others which, in their time reflect others more grand and noble. And so it goes from one thing to another, until the whole soul is wrapt in silent yet intense contemplation.

We may have opinions relative to many things, but as man was created a social being, he has a desire to communicate his thoughts to others. Among the most important modes of communication which stands the highest is artificial language, which principally consists of spoken and written words. In the formation of a language it is not customary, however, to make a word and then search for some object or class of objects to which this will apply, but to observe the various attributes and characteristics of objects, and to arrange those that appear similar in one class and then give it a name. Perhaps a word was never formed, that was not intended to represent some idea; and if words are simply signs of ideas,—mere vehicles of thought, what benefit can be derived from getting the sign, without the thing signified? What benefit is to be obtained from overloading the memory of a child with a multitude of items while it is profoundly ignorant of a single expression contained in them? What is the advantage of practicing such a system until the mind of the student becomes dormant, and the only object in view is to repeat mechanically the words of a book when assigned a lesson, without the apprehension of any idea being expressed. Can any method be productive of good that does not rouse the mind to action and exercise all its faculties. When we employ diagrams and other symbols to express our ideas, we first give an explanation of the conception they are made to represent, and thus communicate the idea in connection with the symbol representing it. Reason does not teach us to alter the process in the use of words. Why then should any one act contrary to the dictates of this faculty, simply because it is the custom of some who perhaps have never given the subject a moment's thought. A revolution in this matter will never be brought about until we have more practical teachers in our schools.

I presume the charge of egotism will be ascribed to me when I assert that at least three-fourths of the teachers of America are not practical; yet it is a lamentable fact. "What," says one, "do you mean to insinuate that my six years of experience in teaching has been all to no purpose?" Nothing of the kind, but experience does not always make practical teachers. I do say, that without you have a certain amount of

energy, tact, love and enthusiasm, you will not make a practical teacher in a thousand years. When persons make up their minds to teach, they usually decide upon some plan which may be altered some by experience, but the second term of school teaching generally, decides the character of any person who intends to become a professional teacher. Whatever vague ideas they may have had upon the subject will by that time become established facts. After this the only perceivable change will be perhaps a greater display of moroseness which they mistake for dignity.

G. R. R.

FAREWELLS.

Life is one busy, bustling scene of change, for motion is one of Nature's principal laws; today we are here, tomorrow there, now happy with those we love around the dear familiar hearth, then ruthlessly torn from these by the relentless hand of fate, and our lines cast in new places. Then when the shifting phases of our existence finds us again responding to friendship's voice, and taking up the burden of life, anew the same cruel destiny warns us that this is a world of changes, and no matter how bitter it may be, we can but submit. Had one of our sweetest of poets when he said the saddest words of tongue or pen are, it might have been, written instead that the saddest word is, farewell, he would have been equally as truthful. The word in its very sound should bring a mournful feeling to one's heart, as it shadows forth a presentiment of what sorrow and separation the misty future may contain. Of course the circumstance under which a farewell is spoken, adds or detracts much from the sorrow we feel, but even when some friend starts out on a trip for pleasure, full of happy anticipations, and bright, with joyous hope, when we are called on to say farewell, the brightness of the hour is unavoidably clouded by the thought which will force itself upon us, "it may be for years, and it may be forever," and when the last glimpse of the departing face fades away, and we see the parting flutter of the handkerchief, a sense of utter desolation and loneliness creeps over us, and for the time being at least, we feel unutterably sad. We are however happily so constructed that no matter how great the pressure of our sorrow, our spirits will naturally rebound, when time has blunted the edge of our grief. And it is well, for, should the pain inflicted on us in the hour of parting rankle ever fresh and keen in our hearts, there would be much less of peace and contentment among the children of man than there is now. Ever since our first parents bade farewell to Eden, beautiful Eden, and turned with heavy, sad hearts from that lovely home, we have lived in one great coming and going, where friends meet but to part, and love but to lose. Behold the great metropolis of our commonwealth! Listen to its din, and see its confusion. Do you see aught in this great atom of a whole to indicate that life is not real and earnest, or, that it is to be as a play time where we may gather those around us whom we love, and sport its precious hours away? Ah, no! This constant activity shows that there is a purpose in living, an end and aim which we must strive for, even though many a bitter parting be the result of loyalty to duty. Human nature revolts at separation from that which it loves, and it seems at times as though that which was nearest and dearest to us, is that which is ever taken from us, and when we see around us hearts bowed down by their weight of woe, caused by this sad hour of separation, and feel the heavy aching of our own, we would fain question the wisdom of an all wise Providence, and exclaim in bitterness of spirit, "Why must it be so, and how long!" Glance again at the scene before us. Does there seem to be misery and distress there? No, but all is apparently of happiness. Judge not, for the heart knoweth not its own bitterness. Even though we have just parted from the dearest object on earth, we must turn with a laugh and a jest to our

neighbor, for "there is a sigh in the heart though the lips may be gay." But hark! What means that low, muffled sound which falls on our ear with such chilling force? Nearer and nearer it comes, and the mournful procession is in sight. A funeral! Some fellow creature has taken his last, long farewell, and "far from the madding crowd's ignoble strife," they bear him to the silent city of the dead, in whose grass grown streets, "no sound of smithy or mill" is heard, for the sleepers have bade farewell to mortal strife, and a holy silence sanctifies their final rest. The living, breathing mass of immortal souls pauses a moment, awe struck and impressed, as the inanimate form of one who so lately was living and moving in their midst, is borne past in solemn splendor which seems to mock the anguish this parting costs. It is but for a moment, the thought which comes to each one, "who will go next?" is crowded aside by the all absorbing pursuits of the world, and in the noisy whirl of busy motion, the warning given by this parting, that it is not all of life to live, is apparently forgotten. We can discuss this subject, and feel but in a vague way the sorrow it must contain, when we speak of it in connection with others, but when it comes our own turn to experience to the full its significance, then, and then only can we appreciate its bitter meaning.

Farewell is one of earth's benedictions, and when the poet says farewell, farewell is a lonely word, and often brings a sigh, but give to me that better one, which comes from the heart, good-bye, he expresses an almost universal sentiment. The flippant good-bye is usually a mere form of dismissal, and with the idea of a speedy reunion, but the stately farewell is of more solemn import, it means separation. And the time has now come when I must say farewell to home and friends, and as I think of the parting, "a feeling of sadness comes o'er me which is not akin to pain, and resembles sorrow only as the mist resembles rain." It is indeed a trial to leave tried and true friends, and familiar scenes, to mingle with and among those who are new and strange, but if in the ensuing year I meet friends who will prove as trusty as those I leave, and if the teachers I go to be as wise and kind in their guidance as were those in whose care I have been permitted in the last year to share, I will be truly fortunate. Now, as I write, the setting sun casts a hazy golden splendor over our pretty city, and burnishes the sphere of Omaha's most noble ornament, our High School, and the whole panorama spread before me is radiant with beauty. Thoughts of parting should not intrude themselves here where all breathes of peace, beautiful peace, but now there is a change. The varied glories of the scene fade away into the utmost purple rim of the dying day, the merry song of bird to mate sinks to a gentle cooing, the great sun dies in a bed of fleecy white, and all Nature seems saying with me, farewell. ELTA HURFORD.

SYNONYMS FOR MONEY.—"Cash, dollars, rhino, tin, pewter, mopius, shiners, brad, dough, spoons, ready, stamps, rowdy, stumpy, dibs, browns, chips, dust, chinkers, dimes, horse-nails, brass, needful, spondulix, cotton, rocks, mint drops, lumps, filthy-lucre, gelt, heavy, pecuniary, hard, dosh funds, wherewithall, scabs, mammon, circulating medium, root of every evil," etc., etc. What a fearful flight of synonyms. Who says that our noble English is not a copious language?

COMBUSTION UNDER WATER.—Mix one grain of phosphorous with three or four grains of chlorate of potash, and put this mixture into a glass with a narrow bottom; then put the small end of a funnel into the glass, in contact with the mixture, and fill the glass nearly full of water, but not by means of the funnel; then pour a few drops of sulphuric acid down the funnel, and the phosphorous will take fire and burn vividly until it is consumed. The oxygen necessary for the combustion is furnished by the chlorate of potash which contains a large quantity of oxygen.

The High School.

OMAHA, NEB., OCTOBER, 1874.

A Monthly Journal devoted to the interests of THE HIGH SCHOOL OF OMAHA and the boys and girls of the west. J. F. McCARTNEY, Manager, Lock Box 598, Omaha, Neb.

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AGENTS—Parties wishing to act as our agents in any town, can retain a commission of 25 per cent on all subscriptions. The exclusive agency for any place will be given to responsible parties, on application. Address all communications to the High School, Omaha, Neb.

ANNOUNCEMENT.

Mr. G. W. Megeath, who was formerly connected with this paper as Business Manager, has received a very flattering offer of a position elsewhere, and, in consequence, withdrawn. The exclusive management will hereafter be in the hands of J. F. McCartney, who will be assisted by Mr. John Creighton.

THE HIGH SCHOOL.

About three months ago the directors of the HIGH SCHOOL transferred the paper to G. W. Megeath & Co., under which management it was promptly issued at the 1st of each month during the summer. In the meantime there had been some doubts in the minds of a few, regarding the legality of the directors' action.

In order to set all doubts aside, the High School Publishing Association held a meeting last month at the commencement of school, and being evidently pleased with the management so far, passed a resolution formally giving the paper over to Messrs. Megeath and McCartney, and dissolving the association. It was understood that the paper would continue to be a High School organ, and open to the articles of High School Students; also that the new managers assume all indebtedness of the association, and fulfill their obligations to subscribers who had paid their money for the paper. All these provisions have been agreed to, and no better assurance can be given that the paper is at the disposal of the High School students than by referring to our past files as well as the columns of this issue, which is about half full of contributions from the students.

It is proper to state, while giving the details of the transaction, that a few members of the association favored the idea of placing the paper back under the old management, but Professor Kellom advised them that inasmuch as it was issued without any responsibility or cost to them, and at the same time answered all the purposes of the former paper, he was of the opinion that it had better remain where it was. In fact, he said that if every other consideration were waived, he would object to its coming back on the ground that it would engross too much of the attention of his scholars. He had made this observation by his experience last term; so he earnestly advised all those who wanted the paper back, to give up the idea.

His counsel prevailed, and when the motion was announced, it was unanimously carried.

The paper will continue to be published promptly at the first of each month, and all those who have paid their subscriptions will receive the paper right along, although none of the subscription fund was ever realized by the present management.

This is the agreement, however, and it will be fulfilled to the best of our ability.

LAW AS A SCHOOL STUDY.

There is a great deal of satisfaction in expressing an opinion upon an interesting topic, whether you are particularly qualified to have an opinion upon that topic, or whether that opinion ever receives any consideration or not.

If your prognostications are never realized, you can console yourself by deploring the ignorance and depravity of human nature; but if, at last, your prophecies are verified, there is exquisite pleasure in saying, "I told you so." Now my modesty forbids me presuming that what I have to say will effect a revolution in the Public School System, but my sense of what I think deeply concerns every American student, will not suffer me remaining quiet. The fact that it is more of a practical education required of a High School is becoming more and more apparent. An able editorial in last month's

issue of the HIGH SCHOOL lucidly demonstrates this *imprimis*.

The course now established is upon the assumption that every student is booked for the course; whereas, it is painfully illustrated that out of nearly fifty students, barely ten complete the second year. It is useless to bandy words upon this matter. Every one—except theorists—will admit, I think, that only such studies should be taken up as can be utilized in the vocations of a business life. If bookkeeping, surveying, etc., are useless to girls, then girls should have a separate course. It is senseless to drag boys into botany simply because it will benefit the girls, and equally senseless to make girls study surveying, simply because it will benefit the boys. This brings us at once to our subject—LAW IN THE HIGH SCHOOL.

What knowledge is more essential to Young America than the laws of government?

Some one has remarked that this is a land where "every man is king, lord and common." Any man of ordinary education and good understanding is liable to be called to a public position of trust and responsibility, and a knowledge of the law would be of vast importance. Whether he is in a government benefice or not, he will have any number of occasions to draw up contracts, grant leases, make mortgages and transfers. Blackstone tells us that it was considered a part of a gentleman's education, in the earlier days of England, to be well versed in the law. If so it was in England, how much more should it be in the early days of America, where every gentleman is gauged by his abilities and not by his blood?

Why, half the pettifoggers and "scurvy politicians" who swarm our justice courts, can scarcely draft a valid contract, and yet their shingle calls them—lawyer! As many as I have expressed myself to upon this subject, do not deny but that such a knowledge would be very useful, but doubt whether it could be successfully introduced as a study. It is too bulky and voluminous to be exhausted in one term's application.

Is it more ponderous and voluminous than the study of Zoology, or any of the ologies? Men spend their whole existence in the study of Zoology, and then lament their ignorance of it.

A man graduates from law after two years' study, not knowing it all, to be sure; but entitled to be called a barrister. In the High School, Zoology is finished in one term. If as diffusive a study as this can be epitomized, why cannot law be equally abridged?

Which, think you, would be most practical to a business man or a professional man, or any man: Law or Botany; Law or Zoology; Law or Astronomy?

Neither is it too much to assert that a knowledge of law would lessen crime. When the Bible was deposited in our public schools, it was feared that the last preventative of evil had been cast away. What restriction did the Bible put upon crime any more than to teach the difference between right and wrong? and that distinction is inherent and needs no teaching. There are technicalities in the law, though, that are often violated through ignorance. Indeed, it has been remarked that a majority of the petty offenses have been made through ignorance. The study of the law would not only discriminate between right and wrong generally, but it would forewarn from transgressions which only to a casualist would appear to be sins. If, then, compulsory education is inaugurated as a preventative of crime, let the study of law be made general, as a more cogent preventative. H. D. E.

WE HOPE IT WILL BE CORRECTED

A great deal of complaint is being heard from the parents of children attending the public schools of this city, at the arbitrary rule now in force which compels the scholars—young and old—to stay out of doors at noon whether it rain or shine. We believe the rule provides that if you go out of the building at all, you will have to stay out until half-past one, and if you stay in, you are closeted within for the same length of time.

Now the older scholars might stand this rule without much hardship, although it would be a great deal more pleasant to go down a few minutes and then go back and use a part of the time in studying lessons. But, setting aside the accommodation to older scholars, it is a positive injury, added to the inconvenience, to the younger and more delicate of the attendants. Not long

ago, on a quite chilly day, might have been seen crowds of little ones standing on the steps shivering with cold, waiting for the door to open. As we said before, big boys might put up with this, but delicate and tender little boys and girls cannot.

We do not know whether the rule in question emanates from the teacher, the principal of the building, the superintendent, or the board of education; but we would respectfully ask, in the name of the many little children who attend, that a change be made for their comfort and health if for nothing else.

LITERARY.

—The address of Hon. C. F. Manderson, at the last annual commencement of the State University, has been received, through the courtesy of that gentleman. Thanks.

—The *Central Union Agriculturist*, edited by Jeremiah Behm, of this city, is gladly added to our exchange list. The *Agriculturist* is the best paper of the kind published in the west.

—The *Nebraska Patron*, a semi-monthly journal, has just been added to our exchange list. It is a good, readable, neatly appearing magazine, and is edited by Messrs. J. H. Painter, S. R. Thompson, J. W. Pearman, A. K. White, S. Aughey and Mrs. Lizzie Aughey.

—We have received two late numbers of the *Boston Journal of Chemistry*, published by Billings, Claff & Co., Boston. The *Journal* is wide awake on all subjects pertaining to chemistry, and is a valuable paper for the chemical student.

Peters' Musical Monthly for September, came promptly to hand, for which the enterprising publisher, Mr. J. L. Peters, will please accept our thanks. We advise all who desire to keep pace with the musical world to subscribe for this valuable work. Price, 30 cents per copy or \$3 per year.

—The richest burlesque we have seen this century, is the *Free and Independent Translation of the First and Fourth Books of Aeneid of Virgil*, illustrated with numerous cuts, and edited by Thos. North, Winstead, Conn. Price 25 cents, postpaid upon receipt of price.

EDITORIAL NOTES.

—An intelligent young lady of Council Bluffs, who bids fair to become a successful writer, has commenced a serial story for the HIGH SCHOOL, the first part of which will appear in our next issue.

—It is estimated that there are four individuals to every gun in the United States. That is, where one man has a gun there are three others who have not. It is an actual fact that those three others use the gun belonging to the fourth—or if they don't use it they have the cheek to ask for it, which is all the same. Reform is needed. The only hope we have, however, judging from the results of past efforts in that direction, lies with those old gun borrowers, who, after borrowing until their faces are all worn out, buy one and then make a rule neither to borrow nor lend in the future.

—The number of pupils now studying the German Language is, sixty-six in the eighth grade, eighty in the seventh grade, and twenty-nine in the High School; in all, a very handsome showing, and a good endorsement of the wisdom of those who have heretofore advocated the change. This also serves to show that any study affording practical advantages in business life will be eagerly sought for by large classes.

—In this number we publish a well-written article on the subject, "Law in the High School," from our valued contributor, H. D. E. To say that we endorse the article, it will be only necessary to refer to the fact that it has been given editorial space. As the writer aptly remarks, we do not expect a complete revolution in High School management all at once, but as revolutions only follow the gradual drift of public opinion, we shall feel satisfied if the opinions expressed should favorably impress any of our readers.

—The *Dakota City Mail* republishes our proposition to send free copies of the HIGH SCHOOL to every School Superintendent in the State, and compliments us for enterprise. In doing this, we have in view the interests of our several advertisers—especially school book publishers—whose business cards will by this means reach the right kind of men in every county in the State.

In these hard times the workmen only have small wages, and the Grocers also have to be contented with small profits.

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THE HIGH SCHOOL.

ITS PAST SUCCESS, ITS PRESENT PROSPERITY, AND ITS FUTURE PROSPECTS.

A city set upon a hill cannot be hid. No more can a High School building, and it is, perhaps, the consciousness of this fact that the eyes of the world are upon it; that its actions are criticized and its management commented upon, that has made the High School such a success. Newspapers are prone to criticize and comment, but it is very seldom they encourage; yet an institution of this kind—an institution that moulds the character and government of our future city—should have its merits praised as well as its shortcomings dwelt upon.

No fault can possibly be found with the exterior of the High School. Its massive walls suggest to the student the necessity of preparing a good foundation to support the burdens and heavier realities of maturer life, while its tapering steeple towers into the clouds and impels to higher aims than the ordinaries of existence. Nor can any fault be found with the spacious grounds. The very atmosphere seems purer under the spreading trees. Persons visiting the High School yards on a Sunday, feel as though they had entered another clime—a clime much more preferable than the climb to get there.

Privileged are the scholars who can live in such an atmosphere. From their elysian domain they look down upon the busy city, upon the bustle of commerce and the whirl of manufactory, hardly realizing that other scholars will some day look down upon them—poor cogs in the machinery of our government. With such charming surroundings, we would expect to find a corresponding charm in the internal arrangements.

In the building there are eight hundred students, who are marshaled three times a day and marched into the several grades.

It is, however, with the High School department we have specially to deal.

The High School room—except the auditorium—is the largest in the building, and is provided with every convenience a schoolroom needs. There are in the room about forty scholars under the care of Profs. Kellom, Smith, and Decker; and more efficient instructors could not be desired. Prof. Kellom is a man eminently qualified for the position he fills. Gentle in temperament, impartial in judgement, and earnest in his labors, Mr. Kellom has won the love and confidence of his scholars and teaches with a simplicity that cannot be misunderstood—the grandest, noblest principles that can be comprehended by the human intellect. He does not shroud himself in erudition and give hints of wonders he never explains—a fault too common with learned men; but occult questions that arise, whether strictly relative to the lesson or not, are made clear and intelligible.

Physically, Mr. Kellom is above the medium height, though not as heavy as a man of his height usually is. His hair is prematurely gray; the fault, perhaps, of unruly scholars; alas, that we should have contributed one single thread! We have never heard Mr. Kellom called handsome, but it would be impossible to describe him without saying he was good looking.

Prof. Smith has not been long enough with us to become thoroughly acquainted with; and we would not attempt an analysis of his character. He comes with credentials from honored and distinguished sources, and so far he has proved worthy of the recommendations. He is undoubtedly a smart man; indeed, it would take a very smart man to fill the vacancy caused by Mr. Ralph Gaylord's resignation. Prof. Smith's remarks to the scholars at the commencement of the term, if sincere—and we have no reason to doubt their sincerity—promise a teacher that is greatly needed at the present time.

A young man, not more than twenty-five years of age, who has resolved to make

the vocation of teacher a profession, who intends devoting his life, his energies, and his whole faculties to the dissemination of knowledge, is a young man now seldom seen in a time when young men generally study for barristers or aim for the Presidency.

The profession of a teacher is a holy one and fraught with responsibilities scarcely less than those of a monarch.

Prof. Smith comes to us from Ann Arbor, where he entered as a student, and where he first commenced teaching. He makes the sciences a specialty, and it is safe to say he has not an equal in the western country. He is a man of intellectual looks, affable manners and prepossessing appearance.

Prof. Decker has charge only of the German classes, and is therefore not wholly associated with the High School. His success last term, in this particular branch, won for him the favor of the board and a more extended field for operation.

Of the old scholars, many have left—some to attend other schools, some to fill business positions.

Among those remaining are Arthur Huntington, whose thesis on Latin vs German, gained for him so much eclat, both as an English and a German production; Miss Stacia Crowley, whose writings for the HIGH SCHOOL led to offers from journals of older standing and of more honored notice; Blanche Deuel and Claire Rustin whose musical abilities livened many hours and kept up many a dance in the auditorium; the latter is universally conceded, by all who ever heard her, to be the finest elocutionist of any girl in the country; Geo. Jewett and Charlie Redick, whose bold schemes for amusement, kept the scholars in a ferment and the teachers in hot water; Miss Bertha Isaacs, Miss Nelia Lehmer, Miss Clara Campbell, Miss Ada Gladstone and Miss Lizzie Hatten. Last, but not least, is Henry Curry, whose perception surpasses many of his schoolmates of fairer complexion, and who proposes to rise above the level of his kind and devote his life in exalting others of his race to a higher educational standing.

Among the new students we notice especially Misses Bessie Jewett and Fannie Graff, who passed a brilliant examination for the High School, after having passed through the eighth grade by hard study during vacation; also Miss Carrie Wyman, who has been attending school for several years in an eastern seminary.

The studies for the Junior year embrace Zoology, Civil Government, and English Literature.

Zoology is doubtless a very interesting study—after one gets used to it; but we were a little startled in the only recitation we ever heard. Prof. Smith selected from a pile a very familiar shell and asked the name of it. Some one ventured to suggest oyster, but he was frowned upon and informed that that was "a bivalve of the genus *Ostrea*." Gracious! It seems miraculous that we ever swallowed an oyster and didn't choke on it! Only if the world had been deluded into calling the what's-its-name shell an oyster all the time, it is time the mistake was rectified.

The Sophomore class study Latin, Analytical Geometry and Botany. The best feature of Botany is analyzing flowers. We were once rewarded for two hours' deep research and much microscopic observation, by discovering the onion to be the most sensitive of the sensitive plants.

The Freshman class study Latin, Geometry and Algebra.

The preparatory class study Physical Geography, Algebra and Ancient history.

Under the present administration, great things are expected. A cabinet and museum have been started, and already the cabinet is as good as any school cabinet in the United States, thanks to a donation from Prof. Hayden. The laboratory and philosophical apparatus are being added to, and everything gives indications of a successful future.

RESPECTFULLY DECLINED.—"A Flying Trip," "A Voyage on Lake Michigan," "Misspent Time."

—At the last meeting of the High School Literary and Debating Society, held Sept. 11th, the following officers were elected for the ensuing term, viz.: P. A. Gusherest, *President*; W. A. Redick, *Vice President*; Jas. M. Ross, *Recording Secretary*; Chas. Emery, *Corresponding Secretary*; F. Streitz, *Treasurer*.

—We want three or four smart young men to solicit subscriptions at the State Fair, for the HIGH SCHOOL.

—Messrs. Geo. Paterson & Co., coal merchants, 226 Douglas street, appear in this issue, in a new "ad." Geo. Paterson has had several years experience in the coal business, and is the right kind of a man to make a success of his new enterprise.

—Mr. G. W. Megeath has gotten up a very neat looking paper for gratuitous distribution during State Fair week. The object was to advertise some of the leading business houses, and we understand that he was very successful in his enterprise.

—We have received several public documents from Washington addressed to the HIGH SCHOOL, and it has been suggested that perhaps they were intended for the library that was to be gotten up with the surplus funds of this paper. If so, or if not so, we will gladly turn them over to the proper parties, should any steps be taken towards starting a library.

—Any person who has paid subscription to this paper and does not receive it, will please drop us a postal card stating the fact, and we will send the paper. Any person who has not yet subscribed for the HIGH SCHOOL, will please drop us a postal card ordering it.

—Teachers in the public schools of this city are requested to prepare rolls of honor and hand them in for publication in the HIGH SCHOOL.

—Read our several new advertisements this month.

HOW TO SEND US MONEY.—We advise our club agents and all subscribers outside of this city, to send money only by registered letters. The cost of sending any amount under ten dollars is but five cents, at the reduced rate, and where postal orders can be obtained, we would prefer them. We do not take the risk of money lost unless sent by postal order, registered letter, bank draft, or express. On amounts of ten dollars or over, the cost of money order, registration or draft may be deducted.

—Copies of the HIGH SCHOOL neatly done up in wrappers for mailing can be had at this office. The HIGH SCHOOL can also be found at Weyman & Eberhart's, and Doyle's new stores.

—The subscription price of the HIGH SCHOOL is \$1.00 per year, 50 cents for six month. Send in your name.

—Young men going to school can make from ten to twenty-five dollars per month, by soliciting subscribers for the HIGH SCHOOL.

—For the special benefit of several boys in this city who refuse to be comforted until they have started a paper, we will inform them that a little ready cash as a lubricator will be very necessary to have at all times.

PERSONAL.

—Miss Libbie Poppleton, daughter of Hon. A. J. Poppleton, left last week for Vassar College, Poughkeepsie, N. Y. We notice the name of Miss Poppleton as one of the editors of the *Vassar Miscellany*, a magazine of high literary merit, published at that college.

—Miss Eugenie Woolworth has gone to Albany, N. Y., where she will attend school this winter.

Miss E. A. Barnette has returned to this city and resumed her position as a teacher in the North School.

—Miss Josie Ord has gone to Cleveland, Ohio, where she will spend the winter with a friend. Miss Ord has promised to correspond with the HIGH SCHOOL during her absence.

—Prof. Smith, a graduate of Ann Arbor College, Mich., has been secured as first assistant to Prof. Kellom, in the High School.

—Our young friend, Budd Davis, hastily dropped in, the other day, to pay his respects to the HIGH SCHOOL. Budd is a good boy.

—Miss Mamie Chambers, who has been spending the summer in Europe, has returned to her home in this city. She expresses herself as highly pleased with her trip, and is welcomed home by her many friends.

—Miss Kate Copeland has returned from the east, where she has been spending a few weeks visiting friends.

—Miss Elta Hurford leaves this week for Rockford, Ills., where she will attend school this winter. We hope Miss Hurford will continue her contributions to the HIGH SCHOOL.

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THE TWO PAINTINGS.

JAMES W. COULTAS.

An artist once conceived the plan, Ere he had grown to be a man, To paint a picture of the one, The fairest e'er the sun shown on. The thought then came into his mind Where he this lovely one could find. With all the zeal at his command He journeyed o'er and o'er the land; He sought abroad, until at last His heart was wearied with the task. Then he, while riding out one eve, His fond ideal did perceive. A little girl—scarce four years old— One sight of her enthralled his soul,— So sweet, so beautifully fair,— With eyes of blue, and golden hair, And look so pure, and all the while Her face seemed like an angel's smile. He seized the brush, with raptur'd look, But one survey of her he took, And then on canvas placed the child As true as life, as pure and mild. The picture then he bore away And hung it in his gallery; And many came from far and near The lovely portrait to revere. Time swiftly passed, and this young man Grew old and gray. Again the plan Is firmly fixed within his mind, To paint one more of human kind, Ere he should pass from earth away. The person whom he would portray Is the most frightful, loathsome one That ere the glorious sun shone on. Then he the task began once more. To seek his subject as before, He entered the resorts of vice, Saw fiends look forth from eyes of ice, Saw loathsome, ghastly, sin-stained hearts, And all the sorrow sin imparts. He saw at last, O horrid sight, A scene that thrilled him with affright. It was a bedlam mad with ire, With fiendish look, and eyes of fire— She tore her hair, and screamed and cursed, Of human sights she was the worst. Once more the painter took his brush And painted her with every flush Of raging madness on her face. The picture then he took and placed Just opposite the former one, And had the two to gaze upon. But O what horror thrilled his soul When he while viewing them was told He had portrayed the same one twice; At first while pure, again when vice Had stained her soul, and she had been Through all the avenues of sin, Crime and corruption she could find, And finally dethroned her mind. O, sin, behold what thou hast done, And wonder not that I thee shun; May heaven protect me every hour And save me, save me from thy pow'r.

[From Chicago Teacher.]

"WEEDING OUT."

In conversation with a prominent teacher we were informed that he succeeded in weeding out most of his dull, indifferent pupils. We learned, on further inquiry, that this was done by a system of marking, and imperative demands, which rendered it almost impossible for such young persons to remain in the school. The animus of this teacher, who is a representative of a large class, is fully shown by the use of the term "weeding." A pupil with a poor memory is a "weed." One who has little or no taste or inclination for a particular branch, is a "weed." Children with poor health, and those who have to labor for a living, and have little time for study out of school hours are "weeds." This plan of horticulture (or haughty culture) only contemplates the rearing of healthy plants. Community is taxed for the education of every child. The genius of the Republic requires that the best shall be done for each individual. Our Christian religion carries hope and encouragement to every human soul. The true gardener cares for the tender plants. If those who fail to reach the highest ideal are "weeds," then indeed is this a "weedy" world. We can imagine the great satisfaction which such a teacher must have when his tyranny, finding expression in sarcasm, and hourly threats to "put down" pupils, has produced the desired effect. Our impression is, that the most unseemly, noxious "weeds" in our schools are such teachers. We have too many of them in our schools. Our homes and places of business are filled with active and intelligent boys and girls who have by this narrow and petty management been "weeded" out. These young persons possess more of those characteristics that adorn our civilization, than these "weeder" who may be adepts in the knowledge of the school

text books, but are narrow and bigoted in that which pertains to a generous manhood.

Boards of Education should commence to "weed" those who attempt to hold over kind, pains-taking, hard-working children this species of terrorism.

—The man who will keep a paper a length of time, and then send it back "refused" and "uncalled for," would swallow a blind dog's dinner, and then beat the dog for being blind.

"I'm afloat! I'm afloat!" screamed a young lady with powerful lungs and fingers to match, as she exercised both at the piano. "I should think you were," growled an old bachelor, "judging from the squall you raise."

—Gold may be hammered into sheets so thin that 282,000 of them placed one above the other, will only occupy the height of one inch.

—We are pained to notice that papers taking our items and appropriating them as their own, seek to palliate the theft by publishing a column of religious miscellany. This may look well enough in the eyes of heaven, but it don't satisfy us.—Danbury News.

—"What brought you to prison, my colored friend," said a Yankee to a negro. "Two constables, sah." "Yes, put I mean had intemperance anything to do with it?" "Yes, sah, dey was bof of 'em drunk."

—Attention is called to the fact that the phrase "too thin," generally regarded as slang, has a very high authority. In Act V., scene 2, of Henry VIII., the Monarch retorts as follows to the fulsome adulations of the Bishop of Winchester:

"You were very good at sudden commendations, Bishop of Winchester, but know I come not To hear such flattery now, and, in my presence, They are too thin and base to hide offenses." —Exchange.

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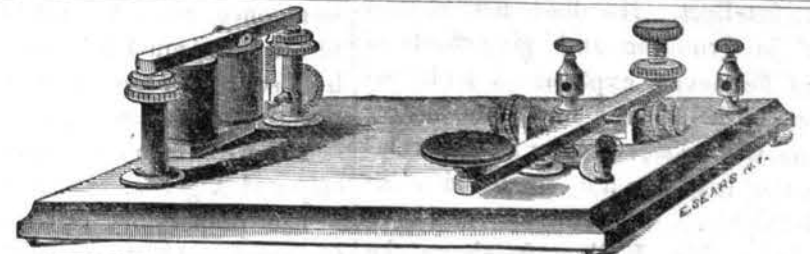
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