

tatives from the northern part of the State would show the same enterprise and energy which characterizes the people of southern Nebraska, we think they could with proper combination get their share of public institutions.

One third of the population of North Carolina is said to be illiterate.—*Ex.*

Fisk University, the colored college in Tennessee, has two hundred and fifty students. An effort will be made to hold colored teachers' institutes throughout that State.—*Ex.*

It appears that compulsory education in New York City is not meeting with that success which its sanguine friends had hoped. The Superintendent of schools, New York City, in his recent annual report pronounces compulsory education practically valueless. The report mentions the following formidable barriers to the full execution of the law.

"First—The impossibility of ascertaining, with any degree of accuracy, what children liable to its provisions, are engaged in various occupations, without a much larger number of agents than could profitably be employed.

"Second—The difficulty of retaining the wayward, unruly and truant children after they have been placed there.

Third—The want of a special provision for vicious and depraved children, who cannot be admitted into the public schools, because their influence upon the other children would work immeasurably more harm to the community at large than the evil this law is designed to cure."

It is said that the public schools of Brooklyn, New York, require a stringent examination in such studies as the history of Persia, Greece, Macedonia, Rome; and technical knowledge of several scientific branches. All this is said to be particularly required to the neglect of arithmetic and the art of expressing thought in pure, grammatical English. The least consequence is given to those branches which tend to give a good foundation for higher

learning, and which tend to assist in the practical affairs of life. The urgent demand of the times is more thorough elementary education. The tendency seems to be in the opposite direction. Too much "ostentatious rubbish" mars the learning of to-day.

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#### CLIPPINGS.

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—Why is the moustache of a Soph. like a base-ball nine? Three out, all out!—*Ex.*

Scene in Math Room.—"Well, Mr. B., how far have you got?" Mr. B.—"Got stuck."—*Ex.*

—Editing a paper is like carrying an umbrella on a windy day. Everybody thinks he could manage it better than the one who has hold of the handle.—*Ex.*

—A Pennsylvania clergyman, seeing a young man standing in the door-way of the church and looking hesitatingly about, paused in the midst of his sermon and exclaimed: "Go out, young man! She is not here."—*Ex.*

—"Henry," said she, sharply, as they passed a lonesome corner on the boulevard, "do you want me to come out of this sleighride with my hat looking as though it had been run over by an omnibus?" And yet he didn't seem to care.

—Innocent Freshman grinds on Livy and groans frequently. Depraved Prep: "Why don't you have a pony?"

Freshman, (looking up with interest,) "I do want one. Papa has promised me a gray one with a lovely long tail.—*Vassar Miscellany.*

—The average student can play with the ordinary books of algebra, but there can be no trifling with Olney's University Algebra. That requires a regular siege and at what possible cost is herein pathetically and parodically told:

The spring reviews were coming fast,  
When through the halls of Holyoke passed  
A maid who bore, early and late,  
Together with a well-worn slate,  
An Algebra.