

MICHIGAN School Moderator

See Advertisements for Schools on
Preceding Pages.

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matter will be found on page 193.

Epicures and the Sphinx.

I.

Oh, melancholy Sphinx! the haunting glare
Of thy stone eyes,
Vexes my soul, and goads me to despair
With mysteries
Too deeply hidden in the vast unknown,
For narrow Reason, on her doubtful throne,
To probe and scan;
Why ask me to declare what Nature is,
And why God fashioned for their bale or bliss
The earth and man?

II.

And why the evil which we feel and see
In Nature's scheme,
Should be a fact in cruel destiny,
And not a dream?
And why it should, since Time's perplexing
birth,
Over our lovely and prolific earth
Its shadow cast,
And track the populous planets on their way,
Lord of the present and the future day,
As of the past?

III.

Why should I strive to see the reason why,
Through narrow chinks?
Dark are thy riddles, and beyond reply—
Oh torturing Sphinx!
If Good forever is at war with Ill,
And Good is God's unconquerable will,
I'll seek no more
To solve the mystery of his design,
Beyond the scope of Reason to define,
On Time's dark shore.

IV.

I am; I think; I love; and while I live,
And it is day;
I will enjoy the blessings it can give
While yet I may.
Joy skips around me in the wholesome air,
All Nature smiles: the universe is fair
With heavenly light;
For me, the sun downpours its rays of gold,
The rivers roll, and all the flowers unfold
Their blossoms bright.

V.

For me the stars the eloquent sky illumine,
For me the Spring

Inspires with love and joy and fruitful
bloom
Each living thing.
For me, the grapes grow mellow on the
stalk—
For me wit sparkles and old sages talk
Of noble deeds;
The blithe lark carols in the light of morn;
And reapers mow the golden-bearded corn,
To serve my needs.

VI.

For me, the vintage sparkles in the bowl,
And woman's wiles,
Sweet as herself, invade my heart and soul
That love her smiles,
Oh, Sphinx! thy riddles shut the daylight
out!
Faith is the anchor of the true devout,
And Hope their guide;
And when my last hour comes, may every
friend
Say I lived bravely till the destined end—
And bravely died!

—Charles Mackay.

Gleanings.

ONE word studied from all sides is
better than 20 half learned.—*Fanny
Haynes, Grass Lake.*

GRAMMAR, vigorous, critical, practi-
cal work is greatly needed.—*Wis-
consin Journal of Education.*

MERE book knowledge in natural
history is a sham and a delusion.
—*Prof. W. J. Beal, Mich. Agricultural
College.*

TACT does not treat an entire class
to a five minute scold simply because
one pupil has not done his work.
—*School News.*

Do not talk too much. Let the
pupils do most of the talking, and
individual recitations are preferable.
—*Supt. A. D. DeWitt South Haven.*

A FEW of the more valuable habits
to be made at school are alertness,

promptness, neatness, industry, per-
sistence, thoroughness, thoughtfulness,
caution, considerateness, truthfulness,
kindness.—*W. N. Hailmann, LaPorte.*

EVEN with the best of laws on
grading, it remains for the teachers
to carry them out or allow them to
become dead letters.—*Rushia McNeil,
Atlas.*

I WISH the school to be judged, not
by the brilliant few who survive its
rigors, but by the many who thrive
on its nurture.—*Chancellor W. H.
Payne, Nashville.*

A PSYCHOLOGY that begins and ends
with definitions of terms and fanciful
classification of powers, will not do
teachers much good even if they
master it, and in most instances they
will never master it.—*Public School
Journal.*

THE township is the civil unit in
the management of all public matters,
with the exception of the schools and
the roads. Is there any valid reason,
aside from established custom, for
excepting these two interests?—*W.
F. Clarke, Lansing.*

We want no lazy teachers. We
want only those who are ambitious to
do good, and willing to advance in
their profession. We want no para-
sites on the public fund, but we do
want those who give value for what
they receive.—*Sec. C. L. Bemis, Ionia.*

Elementary teaching is also making
progress in its methods and in its
results. The teacher who would rise
in his profession must be prepared to
advance with the times. He must be
ready to join teachers' associations,
and read the teachers' journals which