

MICHIGAN School Moderator

See Advertisements for Schools on Preceding Pages.

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One Word.

WALLACE BRUCE.

"Write me an epic," the warrior said—
"Victory, valor, and glory wed."

"Prithee a ballad," exclaimed the knight—
"Prowess, adventure, and faith unite."

"An ode to freedom," the patriot cried—
"Liberty won and wrong defied."

"Give me a drama," the scholar asked—
"The inner world in the outer masked."

"Frame me a sonnet," the artist prayed—
"Power and passion in harmony played."

"Sing me a lyric," the maiden sighed—
"A lark-note waking the morning wide."

"Nay, all too long," said the busy age,
"Write me a line instead of a page."

The swift years spoke, the poet heard,
"Your poem write in a single word."

He looked in the maiden's glowing eyes,
A moment glanced at the starlit skies;

From the lights below to the lights above,
And wrote the one-word poem—Love.

—*Blackwood's Magazine.*

Gleanings.

At first the limit of a child's atten-
tion is short; it is soon exhausted.—
Compayré.

THE recess quickens into activity
evil inborn impulses.—*Prof. M. Louise Jones, Emporia, Kansas.*

I WOULD have all schools for the
children of the people state schools.—
Archbishop John Ireland, Minnesota.

You might as well talk of the sun
monopolizing and enjoying alone the
light which is generated in it as talk

of a scholar monopolizing the advan-
tages of his education.—*Pres. James B. Angell, Univ. of Michigan.*

To be constantly giving informa-
tion makes intellectual tramps, and
not trained investigators.—*Prof. W. J. Beal, Michigan Agricultural College.*

If the teacher guards the play-
ground as he should, I cannot see
that there is any extraordinary dan-
ger in recesses.—*Maria Wooster, Manton.*

In governing it is of the most vital
importance that we should well con-
sider the nature of the being whom
we wish to control.—*Supt. H. C. Wil- son, Constantine.*

No one person can learn all that
concerns his work, and only by inter-
change of ideas can the horizon be
broadened.—*Stella M. Gardiner, Tawas City.*

EXAMINATION is not merely a test of
knowledge, power and skill; it is a
means of acquiring knowledge, power
and skill.—*Prin. W. H. Maxwell, Brooklyn, New York.*

OUR elementary school system
teaches children how to read; but it
has not yet taught sufficiently well
what to read.—*W. T. Harris, United States Commissioner of Education.*

UNHESITATINGLY I say the system
of furnishing text-books without
charge to the pupils of the public
schools is a wise and beneficent one.
Every argument, practical, material
and sentimental, urges the gradual
adoption of the system.—*Ex-Supt. C. B Thomas, East Saginaw.*

THE odds and ends, the products of
the child's whims and notions, which
are often woven together, or care-
fully tied up in a bundle and
labeled education, form no substantial
foundation upon which to build a
noble character. There must be
direction, order, system, force, dur-
ing the formative period of the child's
life, if we expect them to appear in
his mature years.—*Hon. Henry Sabin, Supt. of Public Instruction, Iowa.*

The Normal School Question.

Editor MODERATOR:

Having read Prof. Bellows's article
in the MODERATOR of February 19, and
agreeing most heartily with its
general propositions, I wish to call
the attention of your readers to the
position of Prin. Sill and of the State
Board of Education as outlined in
the Fifth Biennial Report published
last June. In the report of the prin-
cipal on pages nine and ten we find
the following:

It is impossible for the Normal School to
supply more than a very small proportion of
the academic instruction required to equip
the army of teachers now needed by the
public schools of Michigan. This academic
preparation belongs in the main to the ex-
cellent high schools which are the pride of
our system.

To the high schools rightfully belongs the
academic instruction of the teachers re-
quired in the state, so far as they are able
to give it. It is right that the Normal
Schools supplement their work with more
advanced study than they can usually offer,
and take care of those whom they cannot
reach, and, for the rest, confine themselves
to professional work.

This statement exhibits the close rela-
tions that ought to obtain between the
Normal School and the high schools. The
high schools have an allotted part in the
preparation of teachers. They conduct
their pupils through certain courses of
study. The Normal School performs the
same service for those whom the high
schools cannot reach; then takes both of