

Advantages of Studying two Languages and its Disciplinary Value.

Lord Coleridge on the Relative Value of Dead and Living Language.

LORD COLERIDGE ON THE CLASSICS AT YALE.

But for the gravity of the occasion, and the dignity of those who figured in its proceedings, we should say that this was a little funny, and might query whether the noble lord had not been misreported in citing the greatest orator of England in connection with classical education. But there can be no mistake, for his lordship again remarks, "The man who has influenced his contemporaries the most is, generally speaking, the man of highest education" and he had previously said, "If John Bright comes here, you will know what English speaking is—you will know what English oratory is." Since the celebrated case of Balaam, who was sent for to prophesy one way, and when it came to the pinch, went back on his employers, and prophesied in exactly the opposite way, there has been no more conspicuous instance of incalculable waywardness in mental operations than was here furnished by the Chief-Justice of England. He might as well have broken into a eulogy of Napoleon Bonaparte before the Peace Society as to have named John Bright in Yale College in connection with dead language studies. He was expected to applaud the ancient classical scholarship as the supreme incomparable means of bringing the human mind up to its highest power; and he did this by quoting a man as the most commanding orator of England who knew nothing about ancient scholarship, and who has achieved his distinction entirely by the study of the English classics. He came to eulogize the dead languages, and gave super-eminent to a man who knew nothing of either, and had devoted himself exclusively to the mastery of his vernacular speech. Lord Coleridge represented the intellectual accomplishments that give the highest advantage in the bar and the senate as fourfold. The highest education is exemplified by (1) "the man who can state anything best"; (2) "who can pursue an argument more closely"; (3) "who can give the richest and most felicitous illustrations"; and (4) "who can command some beauty of diction"; and then he pointed to the man of all England who possesses the traits in the highest degree, and who is confessedly only a snarler in Latin and Greek. He commended classical education, but he referred to another education, not classical, which yields still higher results. Certainly, if the Yale boys turn this memorable occasion to its highest uses, they will be invited to tread in the path followed by the most distinguished orator of England, and, wasting little time upon the dead languages, will concentrate their main efforts in gaining a skillful and powerful control of the living language in which all their work is to be done.—*Popular Science Monthly*.

GERMAN IN THE SCHOOLS.
Supt. Peaslee of Cincinnati in a recent article in the *Journal of Education* thus discusses the question of teaching German in our schools.
Lord Brougham, and many other great minds, advocate the study of a foreign language as essential, on account of its disciplinary value to the highest development of the mind. The advantages derived from studying two languages at the same time would amply justify the introduction of a foreign language into the curriculum of the schools of our country, were there no citizens of foreign birth within our borders. The study of German in our schools stands on a broader basis than the fact that the native tongue of a large part of our citizens is German. If there were not a German or a Frenchman in the city, I would advocate, on educational grounds, the teaching of one or the other of these languages in connection with the English. Why these languages? Because, after English, the German and French are the languages of the literature and science of the world. Of course the number of German-speaking citizens in Cincinnati is a reason for preferring the German to the French in this city. In New Orleans the reason is the opposite.

Again, two languages can be taught to children without detriment to either, but rather with advantage to both. The experience in Cincinnati, and in all other places where it has been tried, proves that beyond question. How do you account for it? I answer in brief, that a little child can learn something of a number of subjects, but not much of any one; that it can learn as much arithmetic, for instance, in one half-hour a day as in ten hours, that it will learn in the half-hour all its mind can assimilate, and an attempt to give it more than this becomes a cramming, stultifying process, and defeats its own ends.

Again, the number of subjects relieves the mind of the child. The child needs change; tension in one direction must not be long maintained. It plays at one thing and then at another. The danger of cramming and overburdening the minds of children lies in the direction of attempting too much in one or a few subjects, and not in the direction of too many studies. Let me say here, by way of remark, that if, as some advocate, the courses of study in our graded schools were reduced to the three R's, the instruction would become terribly burdensome to the children, especially in the lower grades, and they would learn less of these subjects than they do now. Such a course could be tolerated only in an ungraded school, where, on account of the great number of classes, very little time could be given to each recitation.

What I have said concerning the number of subjects is not intended to apply to the upper grades, for there the minds of the pupils are so

—as, for instance, composition.—even more than they would learn by studying English only. This being the case, parents in cities where German is taught make a mistake by not placing their children in the German department of the schools.

But it is said, This is America, and therefore the English language only should be taught in public schools; that the teaching of a foreign language tends to make our citizens less patriotic, less American. Are Gen. Carl Schurz, Gen. Sigel, and the thousands of Germans who fought in the Union army in the last war, any the less true American citizens because they were educated in the German tongue? Are our German fellow-citizens any less patriotic than the English whose mother-tongue is that of our own country? Are the Germans, in their native land, any less devoted to the institutions of Germany because the French language is taught in thousands of her schools? No one I think, would answer these questions in the affirmative. And until they can be so answered, it is idle to say that a knowledge of, or the teaching of, German, or any other foreign language is adverse to patriotism. The truth is that our German fellow-citizens are noted for their attachment to the free institutions of America, and are among our most patriotic and loyal citizens.

Mortgage Sale.
Default having been made in the payment of the debt secured by a certain mortgage given on the 20th day of April, 1883, by Harris E. Stall and Jacob Warts to John H. Clute upon the schooner J. B. Handy which said mortgage was on the 27th day of May, 1881, recorded in the office of the Collector of Customs at Port Huron, in Liber T, of mortgages, at page 16, and was on the 11th day of September, 1883, by the said John H. Clute duly assigned to me, Henry A. Goodale, by assignment recorded in the said Collector's office in Book R, of Mortgages, at page 88; therefore, notice is hereby given that by virtue of the power of sale in said mortgage contained, the said schooner or vessel called the J. B. Handy, her masts, bowsprit, boats, anchors, chains, rigging, tackle, apparel and furniture, will be sold at public auction to the highest bidder at Burnham's boat house at the foot of Midland Street, in West Bay City, Bay County, and State of Michigan, at two o'clock in the afternoon of the 22nd day of April, 1884. HENRY A. GOODALE, Collector.
Dated March 18th, 1884. per B. Conklin.

Sheriff's Sale.
Notice is hereby given that by virtue of a writ for the county of Iosco, in favor of the Township of Buileigh, against the goods and chattels and real estate of Charles F. Gordon, in said county, to me directed and delivered, I did on the 7th day of March, 1884, levy upon and take all the right, title and interest of the said Charles F. Gordon, in and to the following described real estate, that is to say: The north half (1/2) of the northeast quarter (1/4) of section nineteen (19), town twenty-one (21), north of range five (5), east of Meridian Michigan. All of which I shall expose for sale at public auction or vendue to the highest bidder at the front door of the court house in said Tawas City, said county and state, (that being the place of holding the circuit court for the said county of Iosco), on the 23rd day of April A. D. 1884, at 10 o'clock in the forenoon of that day. CLARK ESMOND, Sheriff of Iosco County, Michigan.
Dated March 8th, 1884. 10-6w.

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FLOUR & FEED,
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AT THE LOWEST
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For Cash.

AT COST!
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As we intend to go out of the dry goods trade, we are closing out the remainder of our stock
AT COST!

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ORDER.
Repairing Done on Short Notice.

MICHIGAN CENTRAL
The Niagara Falls Route.
MACKINAW DIVISION.
All trains run by Central Standard Time.

Going North.

Leave Grayling acc.	5:10 a. m.	12:05 p. m. arr.
Leave Mackinac Ex.	1:30 p. m.	5:05 p. m.
Leave N. Y. Express	8:25 a. m.	12:20 p. m.
Leave Saginaw acc.	8:25 a. m.	12:20 p. m.

Arrive Mackinac 8:35 p. m.
Arrive Bay City 11:05 a. m.
Arrive Grayling 5:00 p. m.

DETROIT AND BAY CITY DIVISION.
Going South.

Leave N. Y. exp.	7:05 a. m.	9:00 a. m.	11:30 a. m.
Leave Detroit exp.	5:25 p. m.	7:23 p. m.	9:40 p. m.
Leave Night exp.	10:35 p. m.	2:01 a. m.	5:55 a. m.

Arrive Detroit 1:00 p. m.
Arrive Lapeer 1:30 p. m.
Arrive Bay City 9:20 p. m.

SAGINAW DIVISION.
Going South.

Leave Jackson exp.	6:55 a. m.	7:53 a. m.	11:40 a. m.
Leave Chicago exp.	4:40 p. m.	5:45 p. m.	10:10 p. m.
Leave Saginaw acc.	11:15 a. m.	12:05 noon	

Arrive Saginaw 12:05 noon
Arrive Bay City 1:30 p. m.
Arrive Jackson 10:10 p. m.

FLINT & PERE MARQUETTE R. R.
TIME TABLE
Taking effect March 23rd, 1884.

Going South.

Bay City	8:10 p. m.	5:15 p. m.	11:00 a. m.	6:45 a. m.
Ex Sag	8:45	6:02	11:50	7:15
Flint	10:08	7:15	1:00	8:18
Holly	12:00	7:50	1:32	8:59
Wyom	1:05	8:30	2:11	9:30
Plymouth	1:45	8:57	2:35	9:57
Wayne	2:30	9:10	2:55	10:05
Detroit	3:05	9:55	3:45	10:50
Romulus	3:40		3:05	
Carlton	3:08		3:30	
Monroe	3:34		3:32	

Arrive Toledo 4:55 a. m.
Arrive Bay City 4:40 p. m.

Going North.

Toledo dept	11:27 p. m.	10:42 a. m.
Monroe	12:30	11:45
Gariton	1:06	12:07
Romulus	1:47	12:35
Detroit	11:30	8:40 a. m.
Wayne	2:45	9:22
Plymouth	3:33	9:40
Wyom	4:01	10:05
Holly	5:04	10:45
Flint	6:00	11:17
E. Saginaw	7:30	12:25
Ar. Bay City	8:00	12:55 p. m.

Arrive Bay City 4:40 p. m.

DETROIT, MACKINAC & MARQUETTE R. R.
JANUARY 3d., 1884.
Pioneer East and West Line through the Upper Peninsula of Michigan.
OVER 300 MILES SHORTER between Marquette and all points in the East than by any other route.

EAST. 8:30 a. m. ... Marquette ... 5:30 p. m.
11:15 p. m. ... Seney ... 8:35 "

WEST. 2:50 " ... Newberry ... 1:15 "
6:15 " ... St. Ignace ... L. 3:50 a. m.

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D. McCONE, # MILLER, Gen'l Superintendent, Gen'l Frt. & Pass Agt. Marquette, Mich. Marquette, Mich.

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