

## ONE WORD.

That word is NOW. The former appropriations of the Grand Lodge were made payable in December. The appropriation for the current year is payable monthly. Formerly we could fortify the children against the winds and snows of winter and lay in supplies of provisions while prices were low. In summer we made vegetables and gave entertainments to increase contributions. Now we confront a very fierce winter with limited supplies and a monthly allowance. We cannot take out the children and give entertainments to raise contributions. The weather forbids it. Our only hope is in the benevolence and liberality of our people. Only give them a chance. In churches and Sunday Schools, and public assemblies, let the people have the opportunity, and let them have it NOW. In the Lodges, let efficient committees be appointed and let them be appointed NOW. Read the resolution of the Grand Lodge and see what is required and what is expected, and see it NOW. Here is the resolution:

"Resolved, That the Master of each subordinate Lodge appoint a Standing Committee upon raising funds for the Orphan Asylum, and require said committee to report in writing each month, and that said reports and the funds received be forwarded monthly to the Superintendent of the Asylum and that the support of the Orphan Asylum be a regular order of business in each subordinate Lodge at each Communication.

## BOYS WANTED.

We have about one hundred applications for boys. These applications came from all sorts of people. Some of them are excellent men; but the boys are not ready to go. To send out an untaught and untrained boy, would injure the character of our work. We prefer to keep some of them till they can honor the institution. The Orphan Asylums are not muster-grounds for orphans to be divided among those in need of servants; but they are training schools for orphans in order that they may prepare for the duties of useful citizens. The design of these institutions is so plainly set forth in the resolution of the Grand Lodge that there ought to be fewer mistakes in regard to it. Here is the resolution:

4. That orphan children in the said Asylum shall be fed and clothed, and shall receive such preparatory training and education as will prepare them for useful occupations and for the usual business transactions of life.

To pardon those absurdities in ourselves which we cannot suffer in others, is neither better nor worse than to be more willing to be fools ourselves than to have others be so.

Even a limited education is not without its effect upon the mind of the pupil, and instruction in any of the various branches of knowledge will some day be of service to the recipient. For instance young ladies in our seminaries in studying Logic often find it difficult to master the *argumentum ad hominem* and the *argumentum ad captandam*, but later they show their skill in the study by the success which attends their efforts in the *argumentum ad hominem captandam*.

Mr. Darwin, who has, perhaps, no superior in the knowledge of the habits of plants and animals, asserts that "our common red clover is dependent upon the visits of the humble bees for its fertilization, as the tongues of the honey bees are not long enough to reach the nectar." So if the humble bees should become extinct, our red clover would disappear. But then the number of humble bees depends on the number of field mice which destroy their combs and nests, and the number of mice depends, as we all know, on the number of cats;—and Mr. Huxley ungalantly adds, the number of cats depends on the number of old maids. Hence the farmers may, after all, come to owe their luxuriant clover crops to that useful class of beings—old maids.

## The Result of Street Education.

Keep your children off the street.

By that we mean do not let them make acquaintance on the sidewalks. If they frequent the public schools, you must establish a sort of verbal quarantine at your own door, and examine the useful tongue once a day, to see if it has not a secretion of slang upon it.

Mrs. Paxton's little son Manfred came running into the paternal mansion the other day, shouting to the cook:

"Now then, old girl, slap up that dimer."

"Why! Manfred!" began the astonished mother, "where did you learn such language? who have you been playing with?"

"Me," said the hopeful. "I generally play with Dick Turner, 'cause he's a bully boy with a glass eye. That's so."

The fond mother was about to express some astonishment at the optical misfortune of Dick, when the son continued:

"Ma, I'm going to buy a plug! Jim Smith wears one, and I'm as big as he."

"A plug!" gasped his mother. "Yes sir-ee, a plug. I've got the spondulicks salted down in my box, sure; it's bound to come."

The mother at this juncture ordered the youngster up stairs, and sent for a man servant to interpret the slang, and went to administer a correction.

A young man advertises in a London paper his desire for a wife—Pretty and entirely ignorant of the fact!

## JAPANESE STUDENTS.

BY WILLIAM E. GRIFFIS,

Late of the Imperial Japanese College, Tokio, (Yedo,) Japan.

While almost nothing is known abroad as to the truth concerning "native officials," and but little about "foreign teachers" in Japan, something is known and much has been said about Japanese students. Most persons have formed extremely favorable opinions about them. In order to treat our subject fully, we must examine these opinions.

Japan had been so long sealed from the world that foreign nations regarded it as a land whose people might possess the average nature and capabilities of Asiatic nations. Indeed, it might be said that, of the mental and social status of the Japanese nation, the ordinary westerner knew nothing. When, then, a few years ago, there came upon America and Europe a sudden influx of pol-

ished and eager travelers and of bright, earnest, and very polite students, the tremendous reaction of opinion oscillated into extravagant laudation and unbounded generosity. The *entrée* into homes and families closed to ordinary comers was theirs. Every social encouragement and educational aid was given them. The rules of most of the schools abroad were broken or made exceptions to in their favor. Nothing seemed to be left undone to make these oriental strangers feel at home and to give them as complete an education as good schools, trained ability, and faithful labor could secure. When civil war broke out in Japan there were several Japanese students in America and Europe. While these in Europe returned home, those in the United States were supported by the private contributions of American gentlemen and retained in school and home until affairs in Japan were settled and remittances arrived.

The Japanese students abroad were so earnest, diligent, polite, quick and eager to learn that they won plaudits even from those unused to praise. The president of a Massachusetts college said he wished to have a Japanese in every college in America to teach the undergraduates good manners. The principal of a Connecticut high school said publicly that a body of young men of such powers of observation as the Japanese students exhibited could not be found in America. The journals of England and Germany, as well as of America, stinted no praise of the graceful Orientals in their schools. Several of the Japanese students won distinctions at English, German, and French universities and at American colleges, and others would have assuredly done so had not the grave come between them and the goal. All these things tended to produce the opinion held by some that the average Japanese is even superior to the average American or European student.

In order to judge the matter fairly, let us take a full view of the facts.

In the first place it must be borne in mind that the Japanese students abroad are the very best representatives of Japan's intellect, of high social position and hereditary culture. They are not the average of her sons. They are her best by nature, inheritance, character, and selection. They do not go abroad indiscriminately from the mass of the people, as, for instance, American students flock to Germany. About 90 per cent. of the Japanese students abroad are of the *samurai* class, and were carefully chosen on account of their character and ability. By no canon of justice would it be fair to compare them with the average western student. Further, in very many cases, extraordinary facilities were given them to procure tutorial aids which the student abroad could not obtain. Again, those students who won distinctions or prizes were in every case students of special courses or subjects; they did not compass the entire curriculum prescribed for the regular university or college-students. Not one Japanese student has yet been graduated from the full course of a European university or an American college; though that they are fully able to do so, if they take the time, we entirely believe. We have stated these facts simply to get at the truth and to allow the subject to be seen from all sides.

We have not spoken of the great obstacles to be surmounted by the Japanese student abroad; we suppose them to be known and felt. It is because they are known that extraordinary merit attaches to the success of the Japanese students abroad.

We shall now endeavor to give our impressions of the actual status of the Japanese student, his capabilities, and his mental complexion. These impressions, it is but fair to state, have been formed after five years' constant instruction of Japanese youth, both abroad and in this country.

We can treat our subject best by making a contrast between the Japanese and the western student. The first great point of difference which the foreign instructor notices in Japan is the almost utter absence of any necessity of enforcing obedience. In his own country he knows that among his most important needs are physical vigor and a stern will. To govern a class of boys of the Anglo-Saxon race is like holding the safety-valves of as many steam-engines. To control a class of boys at home requires the expenditure of an amount of nervous force that many teachers do not possess, which injures the health of many and makes a day's toil in the school-room severe even to exhaustion. It has become almost a maxim in the United States that no one should be a teacher more than fifteen years of his life. No wonder that the nervous and dyspeptic pedagogue or the worn professor at home looks upon Japan as the teacher's paradise and hails the Japanese student as the embodiment of his ideals. To leave the boys of his own land, who feed their bodies with beef and their brains with the ideas that have made England and the United States what they are, whose constant struggle is to repress their rebellious physical energies, and to come among the quiet, sedentary, and docile race of these islands, is a grateful relief to the nerves of the worn teacher. When, however, the instructor has youth and exuberant health and spirits, he would gladly exchange a little of the easy submissiveness and docility for a little fire and energy, which he misses so much.

The professional teacher comes to Japan with great expectations. In all the typical virtues of the scholar he expects the young native to be superior. In his work the teacher hopes to find the happiness that is to compensate him for his exile from home and congenial associations.

Nor are his expectations too great or doomed to disappointment. He meets as noble young men as ever thirsted for knowledge. He finds that he has but to point the way and his pupils follow. Their perfect trust and confidence in him are as beautiful as their diligence is commendable. It was once said that Japanese youths were fickle, that they changed teachers as often as the moon her form. If this were true in the past it is not so now, at least in the government-schools. The Mombusho have acted energetically in this matter throughout the country and deserve all praise for having enforced their rules requiring a student who enters a school to remain for a term of years. More than this, the very native officials, whose ability to plan and execute a scheme of foreign language we deny and whose utter unfitness to make rules for foreign teachers and to

have charge of educational matters, properly so called, we think we have demonstrated by facts, have shown themselves fully able to be the strict wardens and the kind and careful governors of their students in all that is outside of educational matters. In the government of the students, after they leave their foreign instructors, we see little to condemn and much to commend. The native official has demonstrated his fitness to administer discipline and to provide for the daily need of the boarding-pupils and to administer the economics of education. He has done his work, the cost being considered, far better than a foreigner could do it. From the chaos of three years ago, to the order, regularity, and discipline of to-day, is a change that must be as gratifying to the Mombusho as it is to their foreign servants.

The Japanese student of the present no longer scrapes along, untidy in summer and shivering in winter, but comes to school clad as comfortably and appears with as much dignity, all the facts considered, as a critic could desire. The schools of Tokai are rapidly approaching that point when the precision, punctuality, and discipline observed will challenge comparison with the best of Europe or America.

The average Japanese student is bright, quick, eager, earnest, and faithful. He delights his teacher's heart by his docility, his industry, his obedience, his reverence, his politeness. In the course of five years the writer can remember no instance of rudeness, no case of slander, no uncanny trick, no impudent reply, from any of his many pupils. Some teachers complain of deception and lying practiced by their pupils; with them we can not from experience join. Indeed, in almost all the gentler virtues, in abstinence from what is rude, coarse, and obscene, the average Japanese school-boy is rather the superior of his *confère* in the west. In the hereditary virtues of respect to superiors, obedience, politeness, and self-control, he is unquestionably the superior. On the teacher's first entrance among Japanese students who are unused to foreigners, he may notice some peculiarities, allowable in the Japanese code of etiquette, but repulsive to him; but these soon disappear or cease to annoy. In fire, energy, manly independence, and all those positive virtues which are exhibited in action and not in abstinence, the Japanese student is quite inferior to the western student.

In intellectual power and general ability, we are very much inclined to believe that the average Japanese student is the equal of the average western student. Even in the perception and conception of abstract ideas, we are inclined to think him not inferior, provided his knowledge of the vehicle employed—i. e., the language—be equal to that of his rival. We have had two years of experience and observation of Japanese, America, and English students in the same class, and have not been able to detect any difference in their capabilities. Whether the Japanese student can hold his equal way through the highest studies of a foreign university, whether he can go beyond a certain point and win independent conquests by his own intellect with ability equal to that of the foreigner, is a question not yet ripe for solution.