

ORPHANS' FRIEND.

Wednesday, June 20, 1877.

REPORTS BY THE TEACHERS.

The orphans are divided into Four Graded Forms, each in charge of a teacher, whose report is printed every fourth week. The highest number is 10; the lowest is 1. When the average is below 5, the orphan is liable to be discharged as not "promising," and therefore excluded by the regulations. This paper contains the report made by the teacher of the

FIRST FORM.

SPELLING.—Laura Bernheim, Laura Bernheim, Emma Bell, Joseph Channing, Lizzie Cotton, Martha Collins, Linwood Dickinson, Bettie Garris, Mary Garris, Macy Marshall, Maggie Sides, Lizzie Stars and William Tarkinton, 10. Lizzie Chambers, Joseph Halsey, William Pittman, Belle Spry, Mary Taylor and David Turner, 9. Mary Cosby and Thomas Phillips, 8. Adolphus Belle, Burnett Chambers, Edna Lasley and Wesley Patton, 7. Lizzie Perry, 5.

READING.—Laura Bernheim, Laura Bernheim, Joseph Channing, Mary Cosby, Lizzie Cotton, Lizzie Chambers, Martha Collins, Mary Garris, Joseph Halsey, Macy Marshall, Lizzie Perry, Maggie Sides, Belle Spry, William Tarkinton and David Turner, 10. Linwood Dickinson, Bettie Garris, Thomas Phillips, William Pittman, Lizzie Stars, Mary Taylor and Mary Turner, 9. Emma Bell and Burnett Chambers, 6. Adolphus Belle, Edna Lasley and Wesley Patton, 5.

PUNCTUALITY.—Laura Bernheim, Laura Bernheim, Etta Bell, Joseph Channing, Mary Cosby, Lizzie Cotton, Lizzie Chambers, Bettie Garris, Mary Garris, Edna Lasley, Macy Marshall, Gilmore Patterson, Marian Patterson, Eddie Patterson, Thomas Phillips, Lizzie Perry, William Pittman, Maggie Sides, Lizzie Stars, Alexander Sorsby, Belle Spry and Mary Turner, 10. Emma Bell, Burnett Chambers, Martha Collins, Linwood Dickinson, Wesley Patton, Mary Taylor, William Tarkinton and David Turner, 9. Adolphus Belle and Joseph Halsey, 8.

DISCIPLINE.—Emma Bell, Etta Bell, Joseph Channing, Lizzie Cotton, Martha Collins, Macy Marshall, Gilmore Patterson, Marian Patterson, Eddie Patterson, Lizzie Perry, Maggie Sides, Alexander Sorsby, Mary Taylor, William Tarkinton and David Turner, 10. Mary Cosby, Burnett Chambers, Lizzie Chambers, Linwood Dickinson, Mary Garris, Joseph Halsey, William Pittman, Lizzie Stars, Belle Spry and Mary Turner, 9. Adolphus Belle, Laura Bernheim, Edna Lasley, Wesley Patton and Thomas Phillips, 8.

ATTENTION TO WORK.—Laura Bernheim, Laura Bernheim, Joseph Channing, Burnett Chambers, Martha Collins, Linwood Dickinson, Joseph Halsey, Edna Lasley, Gilmore Patterson, Marian Patterson, William Pittman, Maggie Sides, Lizzie Stars, Belle Spry, Mary Taylor, Mary Turner and David Turner, 10. Lizzie Cotton and Lizzie Perry, 9. Adolphus Belle, Emma Bell, Bettie Garris and Thomas Phillips, 6. Mary Cosby and Mary Garris, 2.

A GERMAN SCHOOL.

A correspondent of the *Maine Journal of Education* thus describes a scene in Prussia, the model school country of the World:

"The class being ranged, with slates and pencils in their hands, the master pronounces a subject. 'Let me see,' he will say, 'today is a market-day. You live, we will say, not here, but in the little dorf of Hen's Nest, one hour away. Mother sends you to market with something to sell, and something to buy; you are not to go home to her to-night, and so you want to write a letter, telling her what you have done. Now, then, begin. What shall we write down first?'"

"I have sold the three hens for"—shout out a little fat, white-haired boy, who plainly is used to sell his mother's farm produce.

"Stop!" says the master; "you are too fast. That is not the way to begin; we will come to that

after."

Here several rise and ask to be heard.

A little girl shouts out, "My dear mother!"

"No," says the *Herr*; "that is good; it will come a little later. Another?"

"To-day is Friday."

"That is right! but there is more to add."

At last it is settled that the name of the place, and the day of the month, and perhaps the hour of the day, if need be, shall all be set down first, and at the right hand of the letter, before anything else be done. Having settled now what is first to be done, next comes the question how to do it, and the competition who shall do it best. The end of the room has huge blackboards, sponges, and chalk, and towels, with little long rows of steps for the little ones to climb up.

The letter has first to be written out (in draft) on the chalk-board, corrected and settled finally before it is allowed to be written with ink on paper. Now, then, a little child is called out to write on each board, at the right-hand corner, the name, Swallow's Brook, the day, Friday, the date, September 20, 1867. The arrangement of this gives rise to variety of opinion and discussion.

Shall "Swallow's Brook" go down as two words or one? Shall the second part have a capital letter? Shall a stroke part the words? Shall "Friday" go below or on the line? Shall we write 20 Sept., or 20 September, or September 20? Shall we put 1867 below or on a line? Shall we begin near the top of the board, or lower, or more right or left, and on three lines, two or one?

At last the best is settled, and the master asks the cleverest girl to write down the pattern agreed, dating at the right-hand corner, with the proper margin all round, and this is now copied over by each on the slate as the right heading.

"My dear mother" is rightly placed, at last, the same way, and, preliminaries adjusted, the real business of the day begins in earnest.

"My dear mother—I did not get into Swallow's Brook before the hand on the clock, on the lower church, told three-quarters of eight," and so forth.

The letter being finished, revision and criticism begin. Each pupil changes slates with her or his neighbor, who has to pick holes and find fault. The corrected slates were all shown to the master, who gives the finishing touch. At last they all sit down to the desk, take pen and ink, mend their pens, rule their paper and write out the letter fairly on the pages of their letter-book, which is to form a standard of reference for any letters of the sort they may want to write in their future life.

The profit, and in a large degree, the interest of study at school is to be learning something practical, and the above is certainly a fine example of this."

A FRENCHMAN'S DIFFICULTY.

"I begin to understand your language better," said my French friend, Mr. Arcourt, to me; "but your verbs trouble me still, you mix them so with your prepositions."

"I am sorry you find them troublesome," was all I could say.

"I saw our friend, Mrs. Janes, just now," continued he. "She

says she intends to break down housekeeping. Am I right there?"

"Break up housekeeping, she must have said."

"O yes, I remember. Break up housekeeping."

"Why does she do that?" I asked.

"Because her health is so broken into."

"Broken down, you should say."

"Broken down, O yes. And indeed, since the small pox has broken up in your city"

"Broken out."

"She thinks she will leave it for a few weeks."

"Indeed! And will she close her house?"

"No; she is afraid it will be broken, broken—How do I say that?"

"Broken into."

"Certainly, it is what I meant to say."

"Is her son to be married soon?"

"No, that engagement is broken—broken"

"Broken off. Ah! I had not heard that."

"She is very sorry about it. Her son only broke the news down to her last week. Am I right? I am so anxious to speak the English well."

"He merely broke the news; no preposition this time."

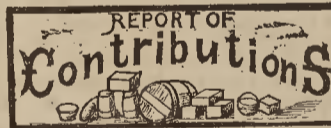
"It is hard to understand. That young man, her son, is a fine fellow; a breaker, I think."

"A broker, and a very fine fellow. Good day."

"So much," thought I, "for the verb 'to break.'"—*Young Folks' News.*

"B." says that the word "Hamburg" is of Scotch derivation, coming from "Hume of the Bog." It is said also to come from "Hamburg." A piece of Hamburg news was, in Germany, a proverbial expression for false political rumors.

It may interest some of your readers to know that "Punch and Judy" are the relics of an ancient mystery play, in which the actors were Pontius Pilate and Judas Iscariot. "Exhort" and "yeast" are from the same root, which signifies something boiling or overflowing.



For the week ending June 19th.

IN CASH.

- Paid \$30.00, Orphans' Friend.
" 17.00, Thalian Association, Mt. Olive.
" 12.50 each, Lenoir □, No. 233, La Grange, and Mt. Moriah □, No. 350.
" 11.75, Mattamuskeet □, No. 328.
" 9.00, Mrs. J. C. Brown, Charlotte, N. C.
" 4.00, Collection at Clarkton Academy.

IN KIND.

- Mrs D Abram, 42 yds calico, 6 papers needles.
D Abram, 3 doz. spools cotton, seven and a half gross buttons.
T H Griffin, 10 yds calico.
Geo C Battle, 40 yds calico.
Mrs C A Pool, 10 yds calico.
Robert A Ricks, 17 yds calico.
Miss W A Killbrow, 10 yds calico.
Miss Annie Burnett, 10 "
J P Daughtry, 10 yds calico.
D H Hardy, 10 yds calico.
Mrs J H Thomas, 5 yds domestic and 16 and a quarter yds calico.
J B Griffin, 4 yds calico.
D Strickland, 19 yds calico.
H B Hunt, 10 yds calico.
Miss Georgia Proctor, 10 yds domestic
Battle & Son, 98 yds domestic, 48 yds checks.
Bennett Bunn, 16 yds domestic.
A W Arrington, 14 yds calico.
J Pierce, 10 yds checks.
J H Hunter, 5 yds pant cloth.
J L Sumner, 4 "
Mrs A B Galloway, 96 yds domestic.
Mr Odenheimer, jar pickles.

The following persons have paid for the ORPHANS' FRIEND for one year:

- Siloam Lodge, 5 copies, Wm. D Alford, Thomas Marr, S H Fowler, Wm H Johnson, W T Patterson, John T Womble, N B Kersey, R H J Blount, Jeff Davis, Hainbeck, J L Carr, J R Day, John Laws Jr, S S Day, J V Rigsbee, P C Geer, T L Fancett, Mrs. A L Bullock, E J Parrish, Capt. A M Noble, T H Briggs & Sons, J P Gulley, Thalian Association, J L Brown, Samuel J Jones, Miss Eugenia S Pife.

Resolutions of the Grand Lodge.

Adopted Dec. 3d, 1875.

Resolved, 1. That St. John's College shall be made an asylum for the protection, training and education of indigent orphan children.

2. That this Grand Lodge will appropriate \$—annually for the support of the institution; but will not assume any additional pecuniary responsibility.

3. That this Grand Lodge elect a Superintendent who shall control the institution and solicit contributions for its support from all classes of our people.

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

Adopted Dec. 5th 1875:

Resolved, That the Superintendent of the said Orphan Asylum shall report at each Annual Communication an account of his official acts, receipts, disbursement, number of pupils, &c. together with such suggestions as he may see fit to offer.

"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.

4. All churches and benevolent organizations are requested to cooperate with us in the orphan work and collect and forward contributions through their own proper officers. Here are the resolutions:

Resolved, That the sincere thanks of this Grand Lodge are hereby tendered to many benevolent ladies and gentlemen, to the ministers of the gospel, to churches of various denominations, to Odd Fellows, Knights of Pythias, Good Templars, Friends of Temperance, and other benevolent societies; whose hearty cooperation and liberal contributions have rendered timely and valuable assistance in the work of ameliorating the condition of the orphan children of the State.

Resolved, That all benevolent societies and individuals are hereby cordially invited and requested to cooperate with us in providing funds and supplies for feeding clothing, and educating indigent and promising orphan children, at the Asylum in Oxford.

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