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[Special Correspondence of the Republican.]

## NORTHERN POLITICS.

**The Four Political Powers Within the American Union—Their Relation to the Approaching Presidential Election—The Relation of the Negro to the Contest, and the Interest He Has in It.**

NEW YORK, May 1, 1876.

There are four distinct forces or powers now existing in separate and distinct shapes within the American Union. These are:

First—The Union party.
Second—The Confederate party.
Third—The Catholic party.
Fourth—The negro power.

The Union party represents all those who are Unionists first and last, and who place the "Union" idea above everything else, without regard to whether the Union stands for right or for wrong, for liberty or for despotism. Decatur's celebrated toast expresses the sentiment of the *per se* Unionist. Decatur said: "The Union right; but right or wrong, the Union." The Union party has its strong hold in the Northern States. It is weak in the late slave States, among the Southern whites even in the border slave States.

The Confederate party is now the dominant political force in each of the late slave States. It is not without its adherents in the Northern States, particularly in New York, New Jersey, and at the West.

The Catholic party is stronger than most persons are willing to admit. It is stronger than its own leaders care to have known.

The negro power is, also, a thing of strength. Its strength consists in the two facts that it not only represents a power within the Union, but a power also outside of the Union. The Union party of the North can control the national government if it throws away the negro power as now organized as a political power in the late slave States. On the other hand this negro power in the United States is related by race instinct and destiny to the 9,000,000 negroes in the West Indies, the Spanish Americas proper, and in Brazil.

In the approaching presidential election the Democratic party of the North will move along those lines of policy which look to union with the Southern Confederates as against the political associations of the negro. Political reform and reconciliation will form the two battle cries of the Confederate Democratic party. This Confederate Democratic party will receive the solid Catholic vote. The few exceptions to this will amount practically to nothing. Governor Tilden, of New York, will unite all these forces thoroughly, and so far as personal character can do such an amount of "lifting," he will "lift" the Democracy into a position of comparative conservative respectability.

How far the negro is interested in this political contest depends upon understanding how much protection he has received during the last eight years from the Republican party (or rather from the government through the Republican party), and how much additional outrage and oppression he is likely to receive under a Confederate-Democratic restoration. The protection which the negro citizens of the South have received from the national government during the last eight years is something which each intelligent, impartial and well-informed man can determine for himself. But I fear that this protection has not been either extensive or effective. Negroes are sold into penal servitude in Virginia, under a so-called penitentiary law, within sight of the national capital, and yet the government is powerless to prevent this injustice. How the negro fares in the Gulf States it is unnecessary to state. Will a Confederate Democratic administration at Washington make the present condition of the negro citizen of the South worse than it now is? Will a renewal of Republican rule for four years longer improve the negro's condition?

These questions are important, and possess a practical virtue for all politicians, because the negro voters of the North are asking themselves these very questions. Not only this, but the anti-slavery vote of the North, which has always gone soldidly with the Republican party, will be more influenced by the issues and interests involved in these questions than by any question of reform, or finance, or reconciliation which the Confederate Democracy may bring forward. B.

### Amusements.

The benefit performances at the Varieties Theatre, yesterday noon and night, as a testimonial to Mr. Frank Mordaunt, were well attended. In the afternoon "Still Waters Run Deep," with the beneficiary and Messrs. Pickles and Hawkins in the leading parts, was smoothly acted. "Clouds" was played in the evening with a strong cast. *Fred Toun* was exactly in the line suited to Mr. Pickles, and the honest man *Buddles* was acted by Mr. Beanham as well as that character need be played. Miss Carlotta, a bright little actress, played *Stella*, making her first appearance in New Orleans. Mrs. F. Mordaunt, to fill out the cast, made her first appearance on the stage, modestly assuming the small character of *Martha*, in "Clouds." She was well received, and was tendred several floral offerings by her friends. Mr. Mordaunt bade adieu to the New Orleans public by making a neat speech.

To-morrow evening, at the Varieties Theatre, will be given a performance for the benefit of Mr. John A. Stevens, when will be acted the "Dead Heart," and two acts of "Enoch Arden." Mr. Stevens is remembered as an actor who was a popular leading man at the St. Charles Theatre some years since.

### The Nameless Force.

Professor Wingard invites everybody to go to Milneburg on Tuesday to see him destroy a schooner on the lake by means of what he calls "the nameless force." The trial will take place about five o'clock in the afternoon, near the pier at the lake end of the Pontchartrain railroad. We are assured that extra cars will be put on for the accommodation of as many as want to witness this singular experiment.

### Second Judicial District Court.

A special term of the Second Judicial District Court will be held in the parish of Plaquemines, commencing Tuesday, May 9. Judge Don A. Pardee presiding.

Sedine never fails to cure chills and fever.

## AN INTERESTING MEETING.

**Teachers' Association of New Orleans.**

There are about 400 teachers in the public schools of this city, a majority being ladies. Recently many of the leading members determined to band themselves together in an association for mutual benefit, and the society at present numbers nearly 300. At the regular monthly meeting held yesterday, Mr. B. Wayne presiding, the subject for discussion was corporal punishment of scholars. At the previous meeting three wranglers were appointed to produce essays on the question.

Before the essays were called for Mr. P. Graham read a paper on the co-education of the sexes. He assumed the ground that in schools where male and female children were taught together and allowed to mingle, the morals of the more sensitive would be tainted, one reason being that in public schools rich and poor, good and bad, refined and coarse, are free to attend, therefore he was opposed to the mixing of sexes. He mentioned the fact that all great civilized nations had laws to prevent mixing of sexes in schools, and also contended that the penalty for mixed schools would be at the expense of morals.

The subject of punishment was called and Miss G. I. Lambourne read the following as her opinion:

I have been called on by our respected chairman to write concerning school punishments. Not wishing to be disobliging, I have complied with his request, while fully conscious of my inability to do justice to the subject, or to please such an audience as I see before me. I am willing to contribute my mite to the fund of general knowledge, though I can not speak of new modes of punishment, for teachers, both ancient and modern, have used successfully all the methods that could ever be thought of while teaching the young idea how to shoot. The ladies here assembled will be too courteous to criticise severely my poor composition, for they can each tremble, as I did, when called upon, not knowing whose turn will come next. The ladies are greatly in the majority in this assembly, like the violets and roses generally are in a well cultivated garden, outnumbering the few lofty trees, to which I will compare our gentlemen teachers. And as the flowers can not always remain hidden, so the ladies will also have to appear and exhibit their talents to enhance the attractiveness of these social meetings. The gentlemen are too noble and high minded, I am sure, to ridicule the few remarks I shall make, and will feel kindly toward me, so as to encourage other ladies, who can do so much better than I can—one instance being our noted poetess, Mary Walsingham, from whom we hope to hear soon. But to proceed. I shall confine myself only to the departments below the principal's, for in the principal's room the pupils are generally studious and ambitious, because their age renders them sensible. Having always been very lenient myself toward my pupils, I am in favor of light punishments, especially with girls. If pupils come tardy, give them a few tables to write while standing. If talkative during school hours, two or three paragraphs to copy at recess will silence them. If a pupil drops a slate or a book, let that scholar stand for a few moments and hold up the article which was dropped. Standing a pupil in the hall for a few moments, as the ranks pass out at recess, where the teachers and pupils may all see the offender, often has a very beneficial effect, especially if sisters, cousins or playmates pass the child so punished. I have noticed that such punishment inflicted once has worked like a charm on some sensitive natures, while others would never be affected by that trial, or, in fact, by anything less than a whipping. A former superintendent once remarked to me that when teaching boys he sometimes chose the most unruly one for a monitor. The plan is a good one, and I have found it succeeds admirably, but not in every case. Place confidence in a boy or girl, and the pupil will often make a decided change for the better. As for placing a dunce cap on a child's head, I would never think of using such an article, for I imagine it is more degrading or disgraceful than any other punishment. Sending a child to the foot of the class for a grave offense is a good way to cause a change for the better.

The majority of teachers agree that boys must have a whipping sometimes, but girls are generally so gentle. Except in extreme cases I would dislike to use a ruler or a strap on the soft little hands of *my* girls. When the busy feet have ceased to trip over my schoolroom floor and the delicate fingers have been folded in death (as has occurred), how happy I felt that I had never used the ruler on those same small hands. How charming is the simple ballad that tell, us of "the crippled stool," which was, of course, the traditionary three legged stool or seat of disgrace for those who gave poor lessons, or whose behavior was far from exemplary. But I have great faith in simple rewards. To encourage the pupils I have at the end of each month given a reward card for conduct, to the best pupils and to those who have shown marked improvement in conduct. Some pupils who left long ago have sent me word that they still preserved the cards I gave them, and then I think how sweet it is to be remembered by those whom I no longer meet. To a few I gave cards at first as encouragement, and some of those pupils are now the best in my charge. It is a real pleasure to see the smiles light up the countenances of those whose names are called for the cards of merit, who feel that they have been good during the month, or who have grown better; to see the bright eyes sparkle and to hear the exclamations of delight as the cards are handed to the deserving ones. Then some pupils come afterward and tell me of the nice little presents the home folks bestow because the teacher found them good. My best scholar receives two dollars from her father for her money bank each time she has a card of merit. Fearing to weary you, I must conclude. If you wish to hear more about light punishment, ask our principal, Miss Armstrong, who has sent forth to promotion some excellent teachers, namely, Miss Simmons and Miss Kendall. And now, thanking you for your kind attention, I shall retire, leaving the field open to Mr. Bourge, who will give us something brilliant, I know.

Mr. C. Hunt, principal of the Elmira School, followed, and read the following essay:

Mr. President, ladies and gentlemen—That the subject of school punishments is one of considerable delicacy and difficulty will be conceded. That there are those who advocate the infliction thereof as essential to the securing of good government there can be no doubt, and that there are others who sternly oppose the measure as being not only unnecessary, but also as having a tendency to harden and degrade, is simply unquestionable. I had rather have occupied a listener's place to-day than to consume your time with any harangue of my own, being persuaded that abler hands might more satisfactorily execute the task assigned. I shall, however, submit my views, and leave the floor to my successor, whose riper experience and wider research might redound to the edification and improvement of the association.

1. Punishment exercised by affectionate and prudent parents is comparatively an easy task, and in their hands the rod is not only safe, but sometimes necessary, while it requires much knowledge of human nature, much firmness, gentleness and command of temper on the part of the teacher to accomplish the purpose or gain the end for which it is inflicted. The teacher's authority to punish has often been questioned, and wherever this has been the case they have had considerable trouble in controlling the school. The authority to inflict punishment in general is either by the constitution of God or of civil society. "The punishment of the faults and offenses of children by the parent," says Dr. Webster, "is by virtue of the right of government with which the parent is invested by God himself." The right to punish the offenses of children while at school is by common law vested in the teacher as the representative of the parent for the time being. It is the declaration of the law from time immemorial that the teacher is *in loco parentis* in the place of the parent. Now, if teachers could always obtain the ready assent of parents to this power delegated to them by law, much of their trouble in this direction would cease; but when a child rebels against authority of school and meets with encouragement in its disobedience at home, the teacher can scarcely hope to surmount the difficulty until his authority is established. With the permission of the association I will put a case as an illustration of the necessity of establishing authority: A child has committed an offense in school; it is of a grave nature, and its influence, if not punished, will have a baneful effect upon the school. The teacher calls him to account, and would exercise milder measures, such as reproof, loss of privilege, the imposition of a task, etc., but the child, backed up by its parents at home, is altogether indifferent to reprof, is proof against admonition, and by its gestures or otherwise bids the teacher defiance. Having exhausted all other means with this incorrigible pupil, the teacher takes as a last resort the infliction of corporeal punishment, and by the application of the strap or rod the child is reduced to submission for the time being, at least, and if let alone would repent and improve. But next morning comes and the parent accompanies the child to the schoolroom, and on meeting the teacher salutes him with: "How dare you, sir (or madam), to castigate and abuse my child?" Notwithstanding the annoyance and mortification this step occasions the teacher, he attempts to explain the child's misconduct; but the parent grows furious, and in the presence of the school threatens the teachers removal, dismissal, or imprisonment, and unwittingly reveals the secret of the child's perverseness. "I want you to know," says he, "that I don't correct him myself, and I do not propose that you or any one else shall take any such liberty with him."

Now, Mr. President, we have the highest authority for saying that "a child left to himself brings his parents to shame," and if the parent *does not* and the teacher *shall not* correct him, then I submit that in my judgment that child has no business in school, for if the teacher yields his point and abandons the idea of authority, he may be assured that matters will daily grow worse. He must now, or never, maintain and establish his authority, and thus save the school and himself, or succumb to disobedience and rebellion, forfeit the respect of the entire school, be ever afterward stigmatized as a failure, and in the eyes of the world who, perhaps, may not know or care to know all the circumstances in the case, accounted incompetent for office.

One of the most successful teachers that ever lived in this country (I allude to the late David Page, of New York, whose writings I have read), says, concerning the establishment of authority: "If there is reasonable ground to believe that by the infliction of punishment the teacher can establish order, and thus make himself useful and save the time and character of the school, he not only has the right, but he is bound by duty to use it. The lovers of order in the district have a right to expect him to use it, unless by express stipulation beforehand they have exempted him from it. I repeat, then, that it is the teachers' duty to establish authority, 'peaceably, indeed, if he may, forcibly if he must.'"

Having shown the necessity for the establishment of authority, we come to the consideration of school punishments, and these may be, according to their nature, improper or proper.

1. *Improper Punishments.*—It is evident that the mere sensation of bodily pain is not punishment unless it be understood to be so, for how much pain will a boy sustain from his companions at play without a murmur—a certain punishment being the forfeit of the game, and therefore he suppresses his torture with the utmost heroism! The understanding of the punishment must be present, or the mere sensation of bodily pain is no punishment to him. Instead, therefore, of passing into the understanding through the physical department of the human being, it should always be preferable to punish as well as stimulate the higher sensibilities of the moral nature. The teacher should never resort to violent means, as pushing pulling or shaking the child in order to obtain its attention. Among the number of improper punishments are to be placed those that from their nature excite the feeling in the pupil that an indignity has been committed against his person, such as wringing the nose, pinching or pulling the ear, twisting the hair, or smacking the face or jaws with the palm of the hand. Equally so is the sustention of wearisome bundens, unnatural and long continued attitudes of restraint—standing all day or kneeling all day, are exceedingly improper and injurious. These are all a resort to mere physical force instead of moral incentives, and involve no appeal to a sense of honor or duty in the child. They do not properly assert the authority of the teacher, nor do they really produce obedience; on the contrary, they are always wrong, or, at least, inexpedeint. Their infliction implies either a wrongful feeling on the part of the teacher or promise no wholesome result on the part of the pupil, and should be most carefully avoided.

The school room should be rendered attractive, not dreadful, and nothing should be allowed that conveys the idea of continual dread or alarm. If, for instance, a boy fears that he might have to stand all day, or kneel all day, he naturally dreads the place as he would a prison, and the teacher should not be surprised if, as a result, he chooses to be a truant rather than a perpetually punished pupil. The idea of continued dread should not be associated with the school. The pupils should know that they have the sympathy of the teacher, and when punishment is inflicted it should never partake of that continuous infliction of pain we denominate torture, and never administered except in a spirit of mildness and deep regret at its necessity.

But if a teacher allows himself to grow angry, and by harshness of words, or tone or manner, betrays a want of self-control, that moment the pupils' resentment is aroused; he takes the attitude of self-defense, and the end for which the punishment is intended is evidently lost. A teacher to govern successfully must first learn how to govern himself, and it is said that "a man will govern more by his manner than in any other way."

Another form that may be added to the list is scolding. This is altogether too common, and he that indulges in it will not find it very profitable—indeed, he may say many things that on reflection will cause him regret. Firmness, vigilance and uniformity in dealing with children are of the first importance. The pupil should understand that the teacher means all he says, and the teacher should say nothing that he does not mean. For empty and meaningless threatening ill becomes the dignity of of a teacher, and indulgence in it will place him at discount in the estimation of the school. I have read somewhere of teachers using language like the following: "Sit down, John, or I'll shiver your top timbers!" "Attend to your studies or some of you will be a head shorter!" "Keep quiet or you will hear thunder!" "I'll skin you alive!" "I'll shake you to pieces!" or "I'll use you up!" These I say I have read, but I have personally heard much that would compare with those I have read, such as: "If I get after you I'll make your head swim!" "Shut up your mouth or I'll wear you out!" "I'll put a head on you!" or "I'll send you higher than a kite!" with others of the same character. Such language creates in the mind of the pupil a kind of disregard verging on contempt. He soon discovers that they mean nothing, and adapts his behavior to the nothingness of the threat. The child that has to listen every day to such a profusion of emptiness becomes hardened by this scolding process, and will readily indorse the recommendation of the blacksmith's son. A blacksmith, it is said, who had been accustomed to scold his family quite too freely, was one day attempting to harden a piece of steel; but failing after two or three attempts, his little son, who had been an observer of this as well as other operations of his father, is said to have exclaimed, "Scold it, father, scold it; if that won't harden it, nothing else will.'

But we close the list of improper punishments without saying anything of ridicule, which should never once be mentioned among school punishments; nor of badges of disgrace, which tend to break the spirit and demean the pupil; nor of any other punishment which alienates the affections of the child. It will suffice to say that they are all highly improper, and we gladly turn from them to "a more excellent way:"

> "We would persuade their hearts to obey,
> With mildest zeal proceed;
> And never take the harsher way
> When love will do the deed."

I hasten now to proper punishments. Among the first of those punishments which I should denominate proper is

*The Sympathy of Numbers.*—This is a measure that, prudently used, will do in a school what, without such a principle, the parent can not do at home. If, for instance, at the committal of a transgression of a moral kind, such as stealing, lying, evil speaking, which are common among children, the teacher, before the infliction of a punishment, will secure the sympathy of the entire school by forming a kind of jury trial, causing the pupils to sit as a jury in the cause, and to convict, if conviction is the result, in their judgment, of the transgression, it will be felt a most severe punishment to the culprit, and a barrier to the commission of such offenses to all.

Another plan for the punishment of ordinary misdemeanors is to threaten the child calmly, yet firmly, that he will be taken from his desk, or seat, and made to stand by himself on the floor while the exercises proceed. This is sometimes felt severely, and almost uniformly the culprit ceases his misconduct, but if the offense is repeated and he be actually ordered out from his seat, it is rare, if the process is calmly and properly conducted by the teacher, in presence of the school, that the child is not a penitent, before he reaches the floor; and then may be a proper time, tenderly, yet firmly, to exercise the whole class, or all in the school, as well as the offending party, on what is the offense and the cause of punishment.

After remaining for a certain time, according to circumstances, the child is permitted to return to his seat, the offense of one affording an apportunity for morally training the whole.

2 *Kind Reproof.*—This is a method which I doubt not will be admitted by all, for reproof judiciously administered is one of the most effectual punishments that can be used, especially so when administered privately, for though the child's spirit of obstinacy is likely to exhibit itself sometimes in the presence of his fellows, yet in private the conscience is free to act, and the child very readily submits. I have known reproof administered in this manner to have the same salutary effect even on adults. Taken by themselves, we spare their reputation, and this very circumstance gives access to their better feelings.

There are also other mild kinds of punishments, such as deprivation of privileges, humiliation and restraint, all appealing to the pupil's higher nature, rarely harming, but on the contrary admonishing him to "cease to do evil" and "to learn to do well."

But then, there are cases that demand severer punishment; as, when the teacher's authority is questioned, or he is set at defiance, or disobedience is willful, and the like, then actual chastisement with the rod may be necessary, and I have no hesitation in numbering this among proper punishments. The teacher should, however, exhaust all other means, have a care to be cool and self-possessed—should have no other motive than the child's good—a proper instrument and a proper mode of infliction should be adopted. No heavy and hurtful weapon should be used—a light rule or strap for the hand, and a rod for the back.

We tread carefully on this ground, for we know it is debatable, and we admit that there may be schools that may be governed and teachers that may govern without the use of the rod, and we fully and heartily indorse that clause of the school law that awards preference to the teacher that can govern his school without resorting to the rod. But when we consider the many and adverse influences that pervade the community and that press upon the schools, the common disregard there is for law and order, and the recklessness of youth everywhere—when we think of the great responsibility we take in training the youth of to-day, and how that in after years they shall cherish our memories, and condemn or approve the course we took with them, we can not, I think, cast away the greatest of restraints, nor pronounce the continuance of the rod impracticable.

This mode of punishment, however, should be the last resort, and the teacher should not apply the rod on every trivial offense—not until he is convinced that it is a stern necessity, and that the nature of the case demands it.

There are in our schools as much diversity of character and disposition as there are of features, and while some might, by a look, be awed into submission, or melted by reproof, or made penitent by loss of privilege, or softened by restraint, there are others who would stand the test of all these ordeals and yet remain inflexible.

It is, then, with the teacher to restrict or continue the use of the rod as the gardener using the pruning knife—only as it is necessary—"training up the child in the way he should go, so that when he is old he may not depart from it."

What a noble work to be engaged in! How high a calling! Very truly, teachers are patriots. The teacher that makes himself a sacrifice and his life work an offering at the altars of humanity lives when he is dead—lives in the man, the scholar, the statesman whom he trained in his school, academy or college; lives in hearts that will never forget to beat in gratitude to his memory, and in breasts that have raised a monument to his memory more enduring than brass or marble, more valuable than all the wealth of Crœsus, and more truly precious than all the diamonds of Queen Charlotte. His name is laden with honors, and "children's children shall rise up to call him blessed."

Mr. L. Bourges was the next speaker. He believes that punishment has different effects on different pupils. As the world grows older the rod disappears, the same as capital punishment is out of favor in the minds of many, and milder forms of punishment are adopted. The rod should be the last resort, and in any case he prefers expulsion from school. Inflicting punishment entails good and bad consequences. To punish by incarceration, he said, would never answer a good purpose.

The president then invited members to freely express themselves on the subject, but none present cared to make remarks. Mr. Wayne was called on for his opinion. He thinks that scolding has its place as well as the rod or strap, and that the latter should at times be freely used, but with discrimination. He believes that the rod oftentimes elevates a recalcitrant pupil, and does not degrade a child's finer feelings. For comparison, he recalled the story of a bad boy who tresspassed on a farmer's orchard, and when in an apple tree plucking fruit, laughed at the owner, who threw tufts of grass at him to bring him down. Harmless grass had no effect, but when the farmer began throwing rocks the urchin quickly descended. A system of rewards will in a measure do away with the necessity of punishment. A teacher who has not a fair knowledge of human nature should stand aside for others who have.

Professor Seaman did not advocate corporeal punishment, and thinks it should be abolished; the rod spoils the child; kindness will accomplish more than force, but firmness is a requisite. His experience has been that flogging flesh will not inculcate good ideas. A pupil who can not be governed without whipping should be sent home. He stated that in the State of New York, some time ago, corporeal punishment was abolished by law, but a short experience forced the law makers to abandon their position and renew the right to punish.

Mr. Lowe deprecated corporeal punishment.

Miss M. Carolan expressed the belief that if Professor Seaman had to deal with scholars younger than those now under his charge he would perhaps entertain another belief about punishment; he would probably think as do teachers who have mischievous boys under their charge.

Mr. F. A. Golden contended that corporeal punishment is highly necessary, and that such had been his experience.

Mr. Jovian coincided with Professor Seaman.

The executive committee, through Mr. Leche, announced that the next subject for discussion would be: "What should be the qualifications of a teacher?" He also announced that the association's reading rooms, No. 82 Camp street, were ready for use.

The first article of the constitution is somewhat vague, and Mr. Beahn gave notice that he would at the next meeting offer an amendment. He referred to that portion which speaks of membership, and hopes to amend so as to make it read that when a teacher, a member of the association, shall lose his or her position in the public schools he or she shall retain membership.

A resolution thanking Messrs. Harper & Brothers for a liberal donation was adopted.

Mr. Golden offered a resolution to the effect that this association deeply regrets the action of the School Board in refusing to elect teachers in the month of June, and the resolution, which was adopted, appeals to the board to reconsider its action.

The president announced the following committee to solicit subscriptions for the reading rooms: F. A. Golden, W. Easton, J. L. Barth, and Misses M. A. Armstrong, M. R. Chevallie, I. Simmons, M. V. McCarty and G. I. Lambourne.

Mr. Bourges thought a movement should be inaugurated to make the positions of teachers permanent, and suggested that our legislators should be appealed to in that regard as early as possible.

### Appointment.

Acting Governor Antoine has made the following appointment: George B. Loud, Esq., Brigadier General of Louisiana militia.

The announcement of this commission will give great pleasure not only to the friends of General Loud, but to all connected with the militia service of Louisiana. His well known energy in all his undertakings, his experience and thorough knowledge of his profession, executive ability and acquaintance with details, so frequently displayed during the war, will cause a marked improvement in any department to which he may be assigned.

### Assassination Indorsed.

The Amite City *Democrat*, of May 6, copying the special dispatch in the New Orleans *Democrat* of May 2, announcing the assassination at Coushatta, goes on to say:

The Twitchell above mentioned is the man who took such a prominent part in the last session of the Senate, especially in its foul impeachment action, and King is his brother-in-law. Twitchell deserved his fate. He has caused more trouble to the people of Red River parish than any dozen men within her borders. The other was capable of little evil—only a tool—and we are inclined to have a little sympathy for him.

Comment on the above is left to the reader.

### For the Centennial.

A party of a dozen or more prominent citizens left by rail last evening for Philadelphia, expecting to arrive in time to witness the grand centennial ceremonies appointed for the tenth. Other gentlemen intended to go with the party, but were detained by important business engagements. Among those who succeeded in getting off were General Hugh J. Campbell, Judge H. C. Dibble, Dr. M. A. Southworth, Colonels George H. Norton, William Wright, W. F. Loan, J. L. Herwig and H. Bonzano. Many of these gentlemen will return in about a week.

### Staub.

At the regular stand, Goldthwaite's, No. 69 Canal street, Staub has this morning more than his usual large stock of miscellaneous literature. The Lakeside Library, which is growing rapidly into popular favor, and this week contains the continuation of Jules Verne's "Mysterious Island," will be found there, in addition to every other periodical known in print, and sold at New York prices.

### Personal.

A dispatch from Coushatta, in answer to a question as to the condition of Senator Twitchell, contains the gratifying intelligence that: "He is doing finely; left arm amputated; medical attendance good."

Dr. M. A. Southworth, resident physican at the Mississippi Quarantine Station, and Assistant Attorney General Henry C. Dibble, each received twenty days leave of absence yesterday.

### Information Wanted.

In the national House of Representatives on Tuesday last, Mr. Leavenworth, of New York, submitted the following resolution, which was read, considered and agreed to:

*Resolved*, That the Secretary of War be and he is hereby requested to send to this House a copy of any report made to him of the official inspection of works going on under the grant of Congress to James B. Eads made since November, 1875.

In all nervous affections, neuralgia and diseases peculiar to females, florine, the recent discovery from the cotton plant, is a certain specific and never fails. M. B. Morrison & Co., agents.

## THE JETTY SPECULATION.

**Major Howell Replies to Contractor Eads' Attack.**

Mr. Eads, the jetty man, having been brought in unpleasant proximity to certain facts, through the public prints, which it has not been for the interest of himself or retainers to have go before the people, took occasion to make an attack on Major Howell, through the columns of the *Democrat*, instead of meeting and disproving or explaining the state of affairs at the mouth of the South Pass jetties in a manner to satisfy a very natural and strictly reasonable public curiosity.

In the columns of last evening's *Democrat* Major Howell makes the following reply:

UNITED STATES ENGINEER OFFICE, New Orleans, May 6, 1876.

EDITOR DEMOCRAT—Your editorial of the third instant, elicited by the lengthy telegram from Mr. James B. Eads, which appeared in the New Orleans *Times* of April 30, has provoked Mr. Eads into writing a letter (published in your issue of the fourth instant) which is calculated to create a wrong impression on the mind of the public.

Mr. Eads is mistaken in supposing that because he has a contract to try to improve South Pass, this fact bars me from continuing to completion a series of surveys made commenced under orders received two years ago. The series would have been incomplete without the recent gauging of the passes and reconoissance of South Pass bar.

The results, when fully submitted to the public, will greatly interest hydraulic engineers, and go far toward refuting many of the absurd statements and theories advanced by Mr. Eads before commencing his jetties, and on which all his specious plans are based.

Perhaps this is the reason why, in his usual brow-beating manner, with which the people of New Orleans are so familiar, he attempts to choke off investigation.

The surveys have been made at government expense, because needed to aid in solving the great problem presented at the mouth of the Mississippi.

If the results had been available before the passage of the jetty contract, it is probable that the country would not have been saddled with the adventure.

My charts, observations for velocity of currents, amounts of material carried in suspension by the river water, and volumes of discharge, have always been open for the inspection of any corteous gentleman interested in seeing them. In this there is no impropriety, as Mr. Eads would insinuate.

The insinuation in regard to the St. Louis telegram is one that no just man would give such publicity without first satisfying himself as to the facts. I have not seen a copy of the telegram; do not know what it contained; but I know this, that if the information on which it was based came from my office, and was honestly used, instead of being, as styled, "a malicious falsehood," it was the unpalatable truth.

The more direct charge that my assistant endeavored to create among the guests and passengers of the Grand Republic an impression unfavorable to the jetties, is equally without foundation.

After investigating the matter, I find these to be the facts: Mr. Collins, having completed his field work, in accordance with his instructions to return to New Orleans as soon as possible, took passage on the Grand Republic, paid his fare, simply answered questions when courtesy required it, and was an interested observer of the solemn farce entitled "Colonel Andrews' examination."

There was no volunteered attempt on his part to influence the minds of the St. Louis delegation against against their "Josh," his work or his teachings.

By implication, the accuracy of the work done by my assistants has been brought in question.

Mr. Collins has been with me over four years. He has worked in the field with three of my military assistants, who report him to me as an accurate, rapid and extremely conscientious engineer. I place full faith in his reports.

The results of dredging at Southwest Pass are very unfairly presented.

The reported mean low tide depth at Southwest Pass is introduced in such artful connection with a reported high tide depth at South Pass, that the casual reader would be led to think the depth of channel at the two passes the same; whereas, the fact is, that on the day of the Grand Republic splurge there was at South Pass only a channel of twelve feet entitled to be called navigable, while at Southwest Pass there was a navigable channel of over eighteen feet.

Now, let me give my understanding of the position held by Mr. Eads and the opponents of his jetty attempt. It may give the public something worth thinking over.

I know that between distances two and a half and seven and a half miles seaward of the outer end of his jetties the Gulf has shoaled at a rate which, if continued, will in eighteen high water seasons bring the Gulf bottom to the surface, and necessitate the prolongation of the jetties at least seven and a half miles.

I know that on the day the Grand Republic visited South Pass the nucleus of a new bar existed 1000 feet in front of the jetties, and that a shoal had made out from the end of the west jetty 380 feet toward this and diagonally across the front of the jetties.

I know that since the commencement of the jetty work the low water cross section of South Pass, one mile below its head, has been diminished one-sixth; that the velocity at this point has relatively decreased, and that the volume of discharge of the pass which, before commencement of the jetties, was found to be fifteen per cent of the total discharge of the three passes, is now but eleven per cent. Mr. Eads has probably discovered these facts, having such a serious bearing on the ultimate success of his work, and knowing that they will soon be made public through official channels, seeks in advance to break their force by crying out "malice," "falsehood," etc.

Since the passage of the late jetty contract those opponents of the experiment who took part in the discussions preceding passage of the contract, considered first that they were in no way responsible for the experiment. Second, that further discussion would be useless, except so far as required to complete that left unfinished by the action of Congress. Third, that as the experiment had been decided upon, it was every way desirable that it should be carried to completion, in order that a question which has embarrassed the mouth of the river problem for forty years, and which might do so for an indefinite time to come, should be practically settled one way or the other, beyond resuscitation.

Holding these views, no army engineer has thrown a straw in the way of Mr. Eads' jetty work.

His "outside speculations" regarding the closure of the "Jump" and "Cubit's Gap," and his crude ideas about the improvement of the upper river, have been criticised, but his jetty adventure has been let alone. It now appears that it has been let too much alone to suit his present purposes.

On my own part this considerate silence would not have been broken but for the recent insidious attacks of Mr. Eads, and after this date I shall feel at liberty to either repel further attack or let the violence of Mr. Eads of itself gradually disgust the public.

In closing, I offer an opinion, which perhaps I am not alone in holding.

The repeated cries of "success" which we have heard from the very commencement of the jetties are deceitful. There can be no success except of a United States treasury raid until it is ascertained that the jetties are of a permanent character and afford something more than a temporary outlet to the commerce of the Mississippi valley. I am, sir, very respectfully, yours,

C. W. HOWELL,
Captain of Engineers, United States Army.

# BY TELEGRAPH.

## CONGRESS.

### Senate.

WASHINGTON, May 6.—The Chair laid before the Senate a communication from the Secretary of the Treasury regarding the tax on capital and deposits of savings institutions.

### The Impeachment.

Messrs. Jenks and Hoar, in behalf of the managers, addressed the Senate. Mr. Knott, who was unwell, will conclude his argument Monday, when Mr. Black will conclude and the Senate will take the question of jurisdiction. An adjournment was then indulged in.

### House.

Mr. Lemoyne was seated.

Mr. Vance offered a resolution directing inquiry regarding the lease of public offices at Asheville, North Carolina. Adopted.

A resolution authorizing the use of tents and camp equipage for veterans of the wars of 1812 and Mexico at the centennial passed.

The Military Committee reported a bill to promote the efficiency of the army, with amendments. Ordered printed and recommitted.

Mr. Gunter introduced a bill for the disposition of the Hot Springs reservation.

Mr. Gibson—To establish marine schools at Arlington, North Carolina; Charleston, Savannah, Mobile, New Orleans and Galveston.

Postoffice appropriation resumed. The clause abolishing the carrier system in cities under 40,000 was discussed without action. Adjourned.

## WASHINGTON.

### A Plea for Pardon.

WASHINGTON, May 6.—William McKee has arrived from St. Louis with counsel, and will present his petition for pardon within a day or two.

### Expediting the Scattering of Silver.

Government depositorys have been directed to pay current demands in coin to an amount equal to the silver on hand when the special resumption act passed.

### Exemptions from Stamp Tax.

The bill introduced by Mr. Hewitt today exempts from stamp tax savings institutions having no capital stock and doing no other business than investing deposits for the benefit of depositors.

### Paying in Silver.

On and after Monday checks on the United States treasury will be paid in silver if desired.

### Speaker Kerr.

Mr. Kerr has gone to Richmond.

### No Hope of Pardon.

The only response to the application for pardon made to Mr. Dyer in behalf of McKee and Maguire, was received by the Attorney General to-day by telegraph, and is to the effect that Colonel Dyer had seen the judge and they could do nothing at present.

## NEW YORK.

### Splicing the Cable.

NEW YORK, May 6.—A dispatch from the manager of the St. Pierre office to the Western Union here, time, half-past eight (St. Pierre time) this morning, says: Spoke steamtug from St. John, making first splice; will probably finish in about two hours; is putting in two miles of cable.

The dispatch steamer leaving St. Pierre at half-past seven last evening, was bound in at Placentia with ninety-three cablegrams forwarded from New York.

At fifteen minutes past eight o'clock this morning the manager and superintendent at St. Pierre telegraphed as follows: "Placentia will connect us with Heart's Content in an hour or two, certain."

A dispatch from St. Pierre, dated May 6, half-past nine o'clock, says the first splice has just been put overboard, and paying out slowly to connect the other end, which is two miles distant, has beem commenced. All is going on well, and the weather is fine. Communication with Europe by the Anglo-American cable will be restored this morning.

Evening—Communication with Europe by the Anglo-American cable has been restored, and business is transmitted as usual.

### Bank Statement.

Loans increased $4,875,000; specie increased $2,750,000; legal tenders decreased $3,875,000; deposits decreased $3,125,000; reserves decreased $2,000,000.

### Custer.

A *Herald* special from Chicago says Custer is en route for his command. He is detained here by Sheridan, under instructions from Washington.

### Marine.

The bark Skerryvene arrived here today from Melbourne, December 12, with a number of articles for the centennial exhibition. On April 24, in latitude 25° 44', longitude 70° 55', discovered seven feet of water in the hold, and making water at the rate of fifteen inches an hour. The cause not known, but supposed to be rats. The leak was stopped by lowering a sail in the form of the vessel which covered the bottom. Two days were spent in pumping the water out.

### Cardinal McCloskey's Illness.

Gardinal McCloskey is rapidly improving. He is still at Seton Hall College, but expects to return to New York in a week or so, and resume, in part, his ordinary duties.

### Sub-Treasury Balances.

Gold $42,677,055; currency $39,815,914. The sub-treasurer paid out $506,000 on account of interest and $125,000 for bonds. Customs receipts to-day $291,000.

### The German Sunday Breakers.

The German American Independent Citizen's Association passed a resolution denouncing the action of the centennial commissioners in closing the exhibition buildings on Sunday, as contrary to the spirit of the declaration of independence and the liberal spirit of the age.

### Woman's Work for the Centennial.

The Women's Centennial Union has raised $21,161 in this city for a woman's pavillion at the centennial exhibition.

### The Sweeney Suit.

The jury for the $7,000,000 suit against Peter B. Sweeney was selected to-day.

### The New York Cotton Market.

During the week, at the Cotton Exchange, cotton has shown a material decline, both on the spot and for future delivery. In spot there have been but moderate sales. Buyers in the main are satisfied by deliveries on May contracts. The May notices were rather more numerous than was expected, and cotton being forced on the market had a depressing effect. Another source of depression has been the dullness of the Liverpool market. The market for future delivery was at one time favorably affected by reports of very cold weather at the South, but soon relapsed into depression, from which it has not yet recovered. The sales on the spot for the week ending last night were 4663 bales, and for future delivery 192,000 bales.

## FOREIGN.

### The American Consulate at Samoa.

SAN FRANCISCO, May 5.—Dispatches have been received here from Washington displacing Foster, American consul at Samoa, and appointing James M. Coe, who arrived here to-day by steamship Zealandia from Feejee, he having been taken there from Samoa as a prisoner on board the British war vessel Barracouta. The dispatches arrived in time to go by the schooner Ada May, which sailed a few days ago, but owing to some misunderstanding she left without them. A steamer was sent in pursuit of the schooner but failed to overtake

[CONTINUED ON EIGHTH PAGE.]