1896

The Normal College News, November, 1896

Eastern Michigan University

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THE NORMAL NEWS.

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FREDERIC H. PEASE, Director of the Conservatory of Music.
to them. The October number of DemoCrest contains an article describing basketball as played at Smith College. We think students would also be interested in the article in the November number of the Century describing the Olympic games held at Athens last April. It is a very full and interesting description, illustrated by A. Castaigne and written by Baron Pierre De Coubertin, who is now president of the International Committee on athletic sports.

**Locals and Annals.**

**Faculty Notes.**

Sunday, Nov. 8, Prof. F. A. Barbour occupied the Congregational pulpit in Ann Arbor.

Miss Ada V. Harris has assisted, during the month, in conducting institutes at Paw Paw and Bad Axe.

Oct. 23, Prof. Barbour addressed the critics and practice teachers on the subject of “Teaching Literature”.

Miss Abbie Roe has been appointed critic teacher in the fifth and sixth grades.

Oct. 30, Prof. Cleary gave a talk on “Penmanship” illustrated by the work of several pupils from the grades.

Prof. McFarlane attended a teachers rally at Bad Axe, Oct. 31.

Nov. 6, Prof. Strong spoke to the critic and practice teachers concerning “Science Teaching”. He is to speak father on this subject at some future time.

Nov. 9, Miss Stowe spoke to the practice teachers concerning “Kindergartens and their work.”

We read in an exchange that Dr. Boone was at Owosso during the month and gave the students of the high school an interesting talk.

Nov. 13, Prof. Bowen gave the practice teachers an outline for the work of physical training in the grades and gave a talk showing the purpose of the work.

Miss Wise, who has recently been visiting schools in order to study their methods of primary work, as the result of her observations gave the students a talk Wed., Nov. 11. The schools visited were the practice school connected with the Chicago University, the Cook County Normal School, the Washington School in Chicago, and the Normal School at Bloomington.

We take the following from a somewhat full review of Beman and Smith’s new Geometry by Prof. Dr. Guenther, of the Royal Polytechnic School of Munich, Bavaria:

Although textbooks in foreign languages can interest us only indirectly since we cannot use them in our classes, it is nevertheless advisable to notice such works as are really valuable productions and point out new paths. To this class of books belongs the work of the two American mathematicians, which, according to European ideas, is gotten up in an unusually elegant style. Not that its method is essentially different from that of the majority of our own schoolbooks, but the subject is developed in a remarkably clear and lucid manner, and the numerous figures are so neat and well suited to the purpose that we easily imagine the pleasure a teacher of the Anglo-Saxon race must take in instructing with such a guide... As to Solid Geometry, we must say that we know of no other book in which skillful deduction is so effectually aided by the accompanying drawings; the practical sense of the Americans has here won a triumph which we do not begrudge them. For this reason the book is especially well adapted for self-instruction, and no colleague of mine on this side of the ocean will have cause for regret if he occasionally borrows from Beman-Smith some figures for use in his own classes.

**Notes.**

Myrta Caul, '96, visited old friends Oct. 30 and 31. She is teaching in the kindergarten department at Delray.

F. E. Wilcox, '94, Principal of the Clinton schools, brought his teaching corps en masse for a visiting day at the Normal Nov. 6.

Miss Abbie Lockard’s many friends have been greatly saddened by the news of her mother’s death. Mrs. Lockard had come to this city intending to remain with her daughter during her attendance at the Normal, but was taken ill very suddenly October 28. In this sad bereavement, Miss Lockard is assured of the sincere sympathy of her fellow-students.

The young men who so successfully sang the German songs on the occasion of Prof. Pease’s lecture at St. Luke’s church-house, Oct. 9, have since enjoyed (?) the roasts of other students owing to their having received special tickets entitling them to a standing position in the toilet room during the time of the lecture. Further comments are unnecessary.
The organization known as the "P.ease Musical Art Club" last year, has lately reorganized with a membership of sixteen, and will hereafter be known as the Normal Glee Club. Prof. Garieisen has been unanimously elected president and musical director, and the club has enthusiastically entered upon its work.

Theron Langford, '93, visited the Normal recently.

Miss Kopp, '95, who is teaching at Mt. Clemens, visited the Normal recently.

Oct. 15, Miss Jennie White went to Grand Rapids to attend the funeral of a cousin.

Edwin A. Blakeslee, '86, was elected State Senator from the seventh district.

Oakland county Normalites are organizing a social club.

Misses Jennie and Martha MacArthur, who were called home by the illness and death of their mother, have returned to school.

Miss Jenks, '94, who is now attending the U. of M., visited the Normal last month.

Mrs. L. A. DeWitt, '86, has been appointed demonstrator of anatomy before the girls' section of the U. of M. medical department.

The Graduate Club met Oct. 16, and elected the following officers:

President—Fred Lewis Ingraham, '90.
Steward—Gertrude E. Woodard, '94 and '92.
Executive Committee—E. P. Goodrich, '94; Frances Tripp, '94; Myrtle Upton, '88; Harry Farmer, '95.

Miss Clara L. Clark, who had returned to her home in New York on account of illness, spent a few days with Ypsilanti friends on her way back to Oshkosh.

Miss Lois MacMahon of Ann Arbor visited Miss Pearce last month.

Miss Winnie Robinson formerly of the Training School, now of the U. of M., spent a Sunday with Miss Walton recently.

Fred Churchill, '95, now in the literary department, U. of M., occasionally visits the Normal.

The following is sufficient proof that the Adrian schools are flourishing under the care of Prof. Stratton Brooks, '92: "The high school starts off 'booming,'—200 students, 40 seniors, a vigorous athletic association, a good foot ball team, a choir of 125 voices, 8 teachers, and enthusiasm enough to go around."

Prof. H. W. Miller, now interested in the life insurance business, as his advertisement in The News shows, was at the Normal during Nov. He intends to make his home in Detroit.

The State Normal has just received some valuable specimens for the natural science department from Corea. These specimens were prepared and presented to the school by Prof. J. M. B. Sill, United States Minister to Corea. Among them are two leopard skins, a large one and a small one, the skeleton of a leopard, and a Corean badger skin.

The mother of Mrs. Fannie Cheever Burton, who has been seriously ill, is much better.

The effort to form a social organization of all former Normal students who are now attending the U. of M. resulted in the formation of the Normal Graduate Club of the U. of M. H. O. Severance, '91, was elected president and Grace Otis secretary. A look-out committee was appointed consisting of H. S. Voorhees, '92, Theron Langford, '93, Rupert Holland, '93, and E. P. Goodrich, '94.

A few days before election R. H. Van Buren, in company with Hon. B. E. Andrews, addressed the people on political issues, at Florence and other points.

M. C. Potter, Albion, '95, who is attending the Normal, made a visit to Albion the past month.

Miss Maggie Knapp, of the Conservatory, has gone to her home in Adrian to accept a position in the public schools.

Miss Dawson, a student at the Normal in '81, '83 and '86, teaches at Willis.

J. E. Clarke of '94 is pushing to the front rapidly. In Shelby, where he is Superintendent, an increase of salary bespeaks the mind of the Board, and his being president of a very strong Chautauqua circle shows his influence is not confined to the school room. We also learn with pleasure that he has been elected president of the Oceana Co. Teachers and Patrons Association.

Miss Grace George has recovered from the effects of a sprained ankle and returned to her school at Jackson.

Among the alumni and former students who have returned to the Normal for further work are Misses Bertha Buell, Esther Pomeroy, Ada Prudden, Ida Macklem, Nellie Aldrich, Bertha...
Holmes, Messrs. Nicholas Knothuisen, Louis Milner.

We understand the writers of the Christmas stories and poems have been elected by the different societies. We would remind them that it is necessary that the articles should be in the hands of the judges by Dec. 1. The Adelphic Society elected Miss Perkey to write the poem and Mr. Bowen to write the story. The other societies have not been heard from.

The Michigan State Kindergartner's Association, which was organized at Saginaw last year, will hold its second annual meeting at the Ypsilanti State Normal School, Nov. 28 and 29. Miss Hof of Chicago will give an address, and papers will be read by Mrs. Irma Jones of Lansing, Miss Miller of Detroit, Mrs. Plum of Alma College, Miss Sherwood of Saginaw and others. All interested in kindergarten work are cordially invited to be present.

The "Christmas Market" mentioned in our last issue took place Friday, Nov. 20. The financial result is not known as yet, but the proceeds are to be used to buy pictures for the rooms in the new Training School.

A class in cryptogamic botany has been formed for students who have asked for further work in botany.

The Hillsdale Leader speaks thus appreciatively of one of our Normal graduates:

Miss Effie Sands, a graduate from the three years' kindergarten course at the Normal, has been engaged to teach in the primary department at the central building in this city. It has long been desired to have a trained Normal teacher on the force, and Miss Sands comes fresh from the training of the Normal School, backed up by her experience in graded school work. The Board deem it fortunate for the Hillsdale schools to have secured her services.

The Union City schools, of which H. E. Johnson, '94, is superintendent, took the first prize for school exhibits at the Branch county fair.

Nov. 7, the Seniors met and elected the following class officers:

President—Frank E. Ellisworth.
Vice-President—Florence Warner.
Secretary—Helen Tuttle.
Treasurer—DeWitt Richardson.
Executive Committee—Alice Johnson, Lillian Downing, R. D. Calkins.

The 17th Michigan regiment, to which the Normal company belonged, held a reunion at Jackson last month. Prof. Austin George was one of the speakers at a banquet given at the home of Gen. Withington.

Much to the enjoyment of the class in American Literature, two fine portraits of Longfellow and Emerson have made their appearance in Prof. Barbour's recitation room. They were presented by Rev. Mr. Bradshaw, pastor of the Congregational church at Ann Arbor.

Married, Sept. 24th, at Norval, Miss Ellen Lowry to Rev. Humphrey Flemming. Their home will be at Erie, Mich. The bride was a member of the Normal class of '95.

Oct. 20, occurred the marriage of Miss Delia Cook of Allegan and Mr. Fred S. Lamb of Cadillac. Both were well known Normal graduates.

The Normal class of '93 is well represented at the U. of M. this year. Among the members in the literary department are Derk M. Stegenga, Tinnie L. Thompson, Frank E. Creasy, Theron Langford, Marna Ruth Osband, Milo J. Sweet, J. Stuart Lathers, Rush Banks, Paul Cowgill and Ralph Dean, and in the law department Rupert Holland and Fred W. Green.

On Saturday evening, Oct. 24, the Olympics were hospitably entertained by Miss Saunders at her home on Summit street.

The Olympics have been holding a series of special programs which were—the Columbian, the Memorial (in commemoration of the lately deceased Harriet Beecher Stowe), the American Statesman, and the Bryant program. Representative topics discussed in the above programs are as follows: in the first program, Growth of Our Nation; in the second, The Silent Force of the Emancipation; in the third, Relation of Statesmen to their Country; and in the fourth, Bryant's Many Sided Nature.

A Hallowe'en program given in the Crescent society, October 30, attracted considerable attention, and was thoroughly enjoyed by all. Not less enjoyable was the "Riley" program given Nov. 6.

On the evening of Oct. 21, the ladies of the Crescent society tendered a reception to the gentlemen in honor of their athletic achievements in the inter-society sports. Early in the evening, about sixty Crescents assembled in the society room, and after a social reception, retired.
to the parlors of the Y. W. C. A. building where a sumptuous banquet had been provided. After all had feasted, toasts were proposed by the toastmistress, Miss Souls, on “Our President,” “The Crescent Relay Team,” and “The Crescent Base Ball Team,” to which Misses Hanna, Tuttle and Mann responded. A toast. “The Crescent Girls” was responded to by several of the Crescent athletes, after which the company adjourned.

On Friday evening, Oct. 16, the Atheneum society met at the home of Mr. and Mrs. F. M. Beall, 208 Hamilton street, and spent the evening in music, games, and visiting. Most excellent refreshments were also served, and thanks are especially due the “Marthas” who managed so successfully that part of the program. The object was to “know ourselves” and have a good social time, and all who were there are unanimous in saying the object was accomplished.

The Atheneum society is now, as heretofore, assiduously cultivating a social and homelike feeling among its members, but, over and above all else, it looks to the growth and development of the individual in literary work. The work of the society so far this year has been good rather than brilliant; and the membership, with very few exceptions, has evinced an earnest desire to do his or her part. Realizing that our society should make us stronger intellectually, the program committee have wisely avoided “catch” programs, and judiciously intermingled a little of the laughable with much that required close attention and deep thought. We learn to write and deliver well by writing and delivering, and we also learn to appreciate similar efforts on the part of others. With harmony throughout, with a sound financial basis, and with an earnest and zealous membership, the society is fully equipped and ambitious to do yet grander and nobler work.

The Mathematical society begins its fourth year with good prospects, judging from the attendance and interest at each of the three meetings. At the first, Dr. Smith gave a comparison of the work in mathematics in English, German, French and American schools. The year’s work was well begun, in enthusiasm and interest.

The students consider the fundamental notions of modern geometry. It is hoped in this way to supplement the work of those who have had their geometry in other schools, and to strengthen the work of our own students. It was appropriate, therefore that the first paper should be A Brief History of Mathematics, with especial reference to modern geometry, which was read by Miss Gibbs. At the next meeting, Mr. Harris read a paper on the Parallel Axiom or Playfair’s Axiom. This paper naturally discussed the imposibility of the proof to Euclid’s twelfth axiom, and gave the fundamental principle of the geometry of Lobatchevsky and Bolyai. The subjects of the meetings following will be further topics in modern geometry.

S. C. A. NOTES.

“Starkweather Day”, November 11th, was observed by the S. C. A. as a “Day of Praise”. It was begun by a sunrise prayer and praise meeting in Conservatory Hall, led by Miss Paton. During the day flowers were sent to Mrs. Starkweather with greetings from the S. C. A., thus showing her that the gift we received a year ago does not, nor ever will, lack appreciation.

It is to be regretted that the day could not have been celebrated in the new building, but work has been delayed because the orders for material could not be filled as soon as wanted. But it is hoped that the building will be ready for occupancy some time before the holidays.

Remarkable has been the growth in interest along the lines of Bible study. Two years ago the first class was formed by a few S. C. A. members. From this has grown our present organization of about fifteen classes with one hundred fifty students enrolled. Two subjects of study have been taken up this year,—Life of Christ, and Life of Paul with lessons on Holy Spirit.

The members of these classes enthusiastically declare them to be one of the most helpful things connected with the S. C. A. And they are indeed proving to be one of the most potent factors in the deepening of the spiritual life of those students enrolled. It is not yet to late to join one of these classes, and those wishing to do so, should give their names and addresses to Miss Olive Maveety.

The class which was organized last year for students in Foreign Missions is continued with an increased membership. The students consid-
er themselves especially fortunate in having secured Miss Mabel Smith as leader. A Students Volunteer Band has also been formed with the S. C. A. president as leader.

Mrs. Starkweather and the Board of Directors of the S. C. A. were entertained by Dr. and Mrs. Boone at their home on "Starkweather Day".

**CONSERVATORY NOTES.**

The number enrolled this year is equal to that of any previous year and the prospect is that it will be exceeded as new names are constantly being added. Remarkable talent has been shown by several of the new pupils and they will no doubt, at the completion of their course, rank among the best the Conservatory has ever graduated.

Miss Florence Bassett finds it necessary, on account of her position in the Central Methodist church of Detroit, to resign as first soprano of the Ladies' Quartette. Miss Mary Harlow will take her place.

The Glee Club under the direction of Mr. Oscar Gareiissen has been fully organized, and will be known as the Normal Glee Club. The following officers were elected: President and Musical Director, Mr. Gareiissen; Secretary and Treasurer, Mr. Maybe; Librarian, Mr. Parsons. Meetings are held every Tuesday evening in Conservatory Hall.

Miss Knapp has gone to Adrian to take charge of the music in the Public Schools.

During the first part of this month, Mr. Felix Lamond of the Faculty gave a series of five organ and pianoforte recitals in Louisville and Paducah, Ky. The October number of the Song Journal speaks of Mr. Lamond as being one of the very best of the resident pianists of America; and it also prophesies that although circumstances have conspired to keep him from taking the place in the public esteem to which his abilities entitle him, he will yet win his way to the front.

The Wednesday afternoon recitals thus far have been arranged by Mr. F. H. Pease, Mrs. F. H. Pease, Mrs. Helen Pease, Miss Dickinson, Mr. Gareiissen, Mr. Lamond, and Miss Owen. The large attendance and the unusual appreciation of the numbers shows an increasing interest in the recitals.

The third of a series of lectures given at St. Luke's Church House by different members of the faculty on their recent trips abroad, was given Nov. 8th, by Mr. Frederic H. Pease. He spoke principally of the music which he heard in different places, some illustrations of which he gave on the piano. He was assisted by a quartet composed of Mrs. Pease, Miss Bird, Mr. Ellsworth and Mr. Gareiissen; also by a chorus of twenty young men selected from the Normal choir, who sang a German song which Mr. Pease heard sung at Stuttgart by a male chorus of 800 voices.

The second regular monthly recital by the pupils of the children's department was given Friday, Nov. 13, before the Director. A marked improvement was noticed during the month. This department is under the direction of Mr. Pease, and taught by Miss Loughray.

A course of six lectures on Modern Song and Pianoforte Composers, with musical illustrations will be given in Conservatory Hall, on Thursdays, Nov. 19, Dec. 3 and 17, Jan. 8 and 22, and Feb. 5, by Messrs. Felix Lamond and Oscar Gareiissen, of the Faculty. Such a course is of great value to all students and music lovers in aiding their conception of the works of the great composers. All interested are cordially invited to attend.

**GYMNASIUM NOTES.**

Mrs. Burton completed the Physical Examination of the women the 4th week.

Prof. Bowen, being absent mornings, the men's classes this year are in the afternoon; two in physical training I, and one in physical training III.

Classes for women are eight in number, beginning classes being arranged for the 2nd, 3rd and 4th hours in the morning, a class meeting on either side the 4th hour and the 8th and 9th hour in the afternoon.

During the hours when Mrs. Burton is conducting the advanced classes, the beginning classes are in charge of Miss Lickly.

The total enrollment in the Gymnasium is about 550, of which nearly 350 are women.

The following students are doing a part of their practice teaching in the Gymnasium: Misses Jordan, Marra, Harper and Chase and Mr. Snyder.

Mrs. Burton was absent from the gymnasium
the 8th week of school on account of the serious illness of her mother.

Happenings.

Athletic Pluck and Conscience.—Conversation overheard at the delivery rail in the Library Thursday at 5 p. m.:  
K. (with face well covered with handkerchief) —“Reserved book, please; Collignon's mythology.”  
Librarian.—“What's the trouble? Football?”  
K.—“No. Broke my nose. Base ball.”  
By request not made a part of the Library Notes.

Young lady.—“Will you have some wild-grapes Mr. Welch?”  
Mr. Welch (tasting of them).—“Why these aren't wild grapes; they're elder-berries.”

Instructor.—“Miss M., explain trade winds.”  
Miss M.—“The sun's rays falling directly at the equator make the air lighter and it rises, leaving a vacuum. The cold air from the North Pole rushes in to fill this vacuum.”  
Instructor.—“Which has a tendency to make a vacuum.”  
Miss M.—“Well, it rushes down to fill the tendency.”

Librarian.—“Catherage Indians? In which U. S. history class was the reference given?”  
Ninth Grader.—“It wasn't in history.”  
L.—“Where then? Give me your reference.”  
N. G.—“I haven't any; my Latin teacher told me to look them up, and their leaders.”  
L. (in despair).—“What is your lesson?”

Ninth Grader produces Collar and Daniel's first book in Latin and points to Carthagenians.

Class of '92.

Myrtle Sawyer has kindergarten work at Reed City.

Miss Sickles is secretary of the State industrial school at Adrian. Her mother is superintendent of the school.

Menie Phillips teaches Latin and History in the High School at Reed City.

Class of '93.

Matie McFetridge is principal of the Normal Training School at Adrian. Adrian teachers must be high school graduates and take one year's work in teaching in this school.

Class of '94.

Mildred Weed, student at the U. of M.
Rupert Holland, student at the U. of M.

Class of '95.

Orel S. Groner, principal at Manistique.
Louise Harding, teaching at Wyandotte.
Jessie L. Parks, teaching at Iron Mountain.
Ethel Weed teaches at Centerville.
Annice L. Richardson, teaching at Ypsilant.
Helen Costello teaches in the seventh grade at Reed City.
Ada Hemingway, sixth grade at Reed City.
Jean Godfrey, third grade, Reed City.
PHYSICAL LAWS.

The increased attention given of late years to the history of science has made it seem at once natural and desirable to state the main results of science in terms derived from the original memoir, and to stamp this generalized form of knowledge with the name of the discoverer. This result is called almost indifferently law, or principle, or theory, or hypothesis. Systematists have endeavored to set metes and bounds to the use of these terms and to state the exact sense in which each should be used, but such distinctions have not acquired a foothold either in literary or scientific English. Any fact, special or general, may be called a law. As, for instance, it is entirely proper to say, "It is a law of the root (even of a particular root of a particular tree) to strike downward into the earth". The term principle is less often used in a somewhat similar sense. When either of these terms is applied to a statement, the person so applying it means to indicate that he feels a high degree of certainty of the truth of the statement. Should he however use the term theory or hypothesis he would simply indicate that he doesn't care to go back of the statement;—for the present he is willing to grant it, or at least to reason from it, and yet he may be just as certain of its truth as if he had chosen to call it a law.

Examinations often call for A's law or B's law and so on through the alphabet. Ah! if one alphabet could suffice to denote all these snares and pitfalls of the examination hour!

A pupil seats himself, with an air of confidence, for his "final". He gazes with pride at the display heading which spreads itself all abroad at the top of his huge examination sheets. He then looks at the blackboard.—"State DaVinci's law and name the property of liquids upon which it depends."—"Ah, yes, DaVinci's law." says the examinee confidently and yet seriously. He hesitates; casts his eyes up; runs the index finger along the side of the nose; and finally raises the pen for more mature deliberation. Suddenly, with the air of one who has caught a subtle idea by the tail, he brings his pen to paper and repeats:—"DaVinci's law! DaVinci's law states"—Again he hesitates. The idea, like a fifth magnitude star, seems to fade away as he gazes upon it. He wildly runs his fingers through his hair, and.—gives it up.

Without attempting to discuss the pedagogical principles involved in such a case as the above, the writer would ask whether the time has not about arrived for the publication of an alphabetical list of physical laws which the wise student might carry up his coat sleeve along with his classical "pony", and with this team, harnessed abreast, or, perhaps, tandem in difficult places, be borne across the Stygian abyss of examination. This department, ever on the alert to alleviate the miseries of student life, has prepared such a scientific Pegasus, but is delaying its publication from the fear that it may prove too bulky for safe use.

Below are given a few samples from this work. It will be seen that no attempt has been made to state the laws enunciated with fullness or even with accuracy, but simply to give a hint of their content.

Archimedes' law.—The law of buoyancy. Too well known to need statement: i.e., almost never known in a utilizable form.

Avogadro's law.—All gases at the same temperature and pressure have, in equal volumes, an equal number of molecules.

Arrhenius' law.—The ions exist independently and contribute each its own properties to a solution.

Boyle's law.—Pressure varies inversely as volume.

Hagden's law.—The freezing points of aqueous solutions of various substances, below the freezing point of water, are proportional to the quantities of the substance in solution.

Babinet's law.—When light passes through small apertures if a portion of the aperture be rendered opaque the illumination will be the same as when the opaque portion is transparent and the transparent portion opaque.

Brewster's law.—The tangent of the angle of maximum polarization equals the index of refraction.

Coulomb's law.—For a solid or hollow cylinder every straight line of molecules remains a straight line of unchanged length after torsion.
Carnot's law.—Heat cannot of itself pass from a colder to a warmer body.

Charles' law.—Volume of a gas varies as absolute temperature.

Da Vinci's law (law of continuity).—The amount of flow across all sections of a liquid stream is the same, or, velocity varies as area of section.

Doppler's law.—A listener approaching or approached by a sounding body receives more sound waves in a given time than if at rest.

Dalton's law.—In a mixture of gases the pressure produced by each component is independent of the rest.

Dalton's law (2).—The vapor-pressure of a liquid in a gas is the same as in a vacuum.

Fermat's law.—Light takes the course that it can traverse in the shortest time.

Fick's law.—The quantity of a salt that diffuses through a given area is proportional to the difference between the concentrations of two areas infinitely near each other.

Gay Lussac's law.—The densities of two gases, same temperature and pressure, are proportional to their molecular masses. (See Avogadro's law.)

Huygens' law.—Every point in a wave-front becomes a centre of disturbance from which waves are propagated forward.

Helmholtz' law.—The law of the conservation of energy.

Hooke's law.—Ut tensio sic vis.

Henry's law.—The quantity of a gas dissolved by a definite quantity of a liquid is proportional to the pressure.

Or.—A definite quantity of a liquid dissolves the same volume of a gas at all pressures.

Joule's law.—The work done by a current is the product of the resistance, time, and current.

Kirchhoff's laws.—In electricity, two interesting extensions of Ohm's law. In spectrum analysis.—The relation between the emissive power and the absorbing power is the same for all bodies at the same temperature.

Laplace's law.—Law of direction of induced current.

Laplace's law.—The law of inverse squares applied to a current-element and pole.

Mariotte's law.—See Boyle's law.

Newton's laws.—Of the many laws of Newton those most commonly referred to are the law of gravitation and the so-called laws of motion. Newton's law of cooling states that a cooling body loses an amount of heat proportional to the difference of temperature between it and the air.

Pascal's law.—The pressure throughout a weightless liquid is everywhere the same.

Proctor's law.—Good radiators are good absorbers in the same ratio.

Ptolemy's law.—A particular case of Fermat's law.

Pfeffer's law.—Osmotic pressure is independent of the nature of the membrane.

Raoult's law.—The behavior of electrolytes in solution is as if they were broken up into smaller molecules. Or—in their aqueous solutions electrolytes are already broken up into their ions.

Snell's law.—The sine of the angle of incidence divided by the sine of the angle of refraction is constant for the same media.

Stokes' law.—Declares the equivalence of emitted and absorbed radiations for any body.

Torricelli's law.—If the "head" in a tank filled with water is kept constant the velocity of flow will vary as the square root of the head.

Tait's law.—The available energy of the universe tends toward zero.

Van't Hoff's law.—Osmotic pressure is proportional to concentration and varies, for constant volume, as absolute temperature.

The following accessions were placed on the shelves in October:

LeConte—Geology, ed. 4.

Halleck—Psychology.

Hill—Psychology.

McMurtry—Methods in history.

Herbart—A B C of sense perception.

Morse Life and letters of O. W. Holmes. 2 vols.

Brooks—American Indian.

Beman and Smith—Geometry.

Merriman and Woodward—Higher mathematics.

Ball—Primer of history of mathematics.

Ferrel—Tidal researches.
U. S. Treas. Dept.—Information on U. S. bonds on Nat. banks, etc.

A CULTURE LIST.

Hiram M. Stanley, Lake Forest, Ill. (Reprinted from Education, Nov., 1896.)

1. Webster—International dictionary.
2. Bartholomew—Library atlas.
5. Shakespeare.
7. Tennyson.
8. R. Browning—Selections.
15. Irving—Sketch book.
17. Emerson—Essays.
22. Eliot—Adam Bede.
23. Dickens—Pickwick papers.
25. Thackeray—Vanity fair.
27. Poe—Tales.
29. Bunyan—Pilgrim’s progress.
31. Marcus Aurelius—Thoughts.
32. Homer. Pope tr.
33. Church ed.—Trial and death of Socrates. (Plato.)
34. Dante. Longfellow tr.
35. Goethe. Taylor tr.
36. Moliere. Select comedies.
38. Cervantes—Don Quixote.
40. McMaster—History of United States.
42. Appleton pub.—Picturesque America.
43. Mahaffy—Pictures of Greece.
44. Wey—Rome.
45. Lihke—History of Art.
46. Cooke—New chemistry.
47. Langley—New Astronomy.
48. Shaler—Story of the Earth.
49. James—Shorter psychology.
50. Wallace—Darwinism.
51. Hermes of Olympia.
52. Venus of Melos.
53. Niobe.
54. Michael Angelo—Moses.
55. " Day and Night.
56. Donatello—St. George.
57. Luca della Robbia—Singing children.
58. Raphael—St. Cecelia.
60. Leonardo—Last Supper.
63. Titian—Christ and tribute money.
64. Dürer—Knight and Death.
65. Rembrandt—Nightwatch.
68. Poussin—Arca dia.
69. Claude—David.
70. Millet—Angelus.
72. Velasquez—Philip IV.
73. Reynolds—Dorothy.
74. Hogarth—Marriage a la mode.
75. Turner—Slave Ship.
76. Pergolesi—Stabat Mater.
77. Bach—Passion music.
78. " Organ fugue, G minor.
79. Handel—Messiah.
80. " Israel in Egypt.
81. Gluck—Orpheus.
82. Haydn—Creation.
83. Mozart—Don Giovanni.
84. " Requiem mass.
85. Beethoven—Choral symphony.
86. " Fifth symphony.
87. Schubert—Erl König.
88. Weber—Freischütz.
89. " Invitation to the waltz.
90. Mendelssohn—Elisabeth.
92. Schumann—Symphony in D flat.
93. " Fantasie Stucke.
94. Chopin—Fantasie impromptu.
95. " Polonaise in A flat.
96. Liszt—Hungarian rhapsody (12).
97. Berlioz—Damnation of Faust.
98. Meyerbeer—Huguenots.
100. " Der ring des Nibelungers.
MICHIGAN STATE TEACHERS' ASSOCIATION.

Forty-Sixth Annual Meeting of the Michigan State Teachers' Association, to be held at Lansing, December 28, 29 and 30, 1896.

OFFICERS.

Prof. C. O. Hoyt, Ypsilanti, President.
Supt. E. L. Briggs, Coldwater, 1st Vice-President.
Supt. J. R. Stewart, Bay City, 2d Vice-President.
Supt. J. D. Schillers, Niles, Secretary.
Prin. J. W. Kennedy, Detroit, Railroad Secretary.
Supt. H. C. Blodgett, Ludington, Treasurer, Executive Committee.

1893-6.
Dr. B. A. Hinsdale, Ann Arbor.
Miss Florence Fox, Lansing.
Prin. W. H. Ellis, Detroit.

1894-7.
Dr. R. G. Boone, Ypsilanti.
Hon. H. R. Pattengill, Lansing.
Commissioner E. P. Clarke, St. Joseph.

1895-8.
Supt. G. W. Walker, Adrian.
Prof. Delos Fall, Albion.
Miss Flora Beadle, Hastings.

PROGRAM.

Monday Afternoon, Dec. 28, 2 o'clock.
Representative Hall.

Opening Exercises.
President's Address—Prof. C. O. Hoyt, Ypsilanti.
Child Study Round Table, conducted by Supt. W. J. McKone, Mason.

Monday Evening, 7:30 o'clock.
Address—Dr. Arnold Tompkins, Illinois University.

Tuesday Morning, 8:30 o'clock.
Opening Exercises.
Papers:

Tuesday Afternoon, 1:30 o'clock.
Section Meetings.

College Section—
Prof. C. H. Gurney, Hillsdale, Chairman.
Profs. J. T. Ewing, Alma, Secretary.
Papers:
1. Sanitary Science in a College Course of Study, Prof. Delos Fall, Albion.
2. Sanitation and Health in the College, Dr. V. C. Vaughn, Ann Arbor.
3. The Value of Athletics to College Discipline and Moral Training, Prof. D. C. Thomas, Adrian.

Discussion, Prs. W. G. Sperry, Olivet.
Election of Officers.
General Business.

High School Section—
Prin. S. O. Hartwell, Kalamazoo, Chairman.
Prin. W. H. Smith, Lansing, Secretary.

Report of the Committee on High School Athletics.
Papers:
1. Student Organizations in the High Schools, Prin. F. L. Sage, Saginaw, W. S.

Primary Section—
Miss Hattie Plunkett, Ypsilanti, Chairman.
Miss Martha Sherwood, Saginaw, Secretary.
Papers:
1. What may the Primary Teacher expect of Kindergarten Child, Miss Sarah B. Goodman, Saginaw, E. S.
2. History for the Primary Grades, Prof. Julia A. King, Ypsilanti.
3. The Value of Athletics to College Discipline and Moral Training, Dr. D. C. Thomas, Adrian.

Commissioners' Section—
President's Address, Comr. W. H. Maybee, Jackson.
Round Table Conference.
Transferring of Certificates, Third and Second Grades, Comr. W. H. French, Hillsdale.
Reading Circle Board of Directors, Comr. C. E. Parmelee, Lapeer.

Papers:
1. Influence of the Course of Study on District Schools, Examiner R. B. Pickett, Jackson.

Miscellaneous Business.

Mathematical Section—
Prof. W. W. Beman, Ann Arbor, Chairman.

Prof. E. T. Austin, Owosso, Secretary.
Symposium on Examination of Teachers in Mathematics.
State Department, Hon. J. E. Hammond, Lansing.
State Board of Education, Hon. J. W. Simmons, Owosso.
County Commissioners, D. E. McClure, Shelby.
Normal Schools, Wm. Bellis, Mt. Pleasant.
City Superintendents, W. G. Coburn, Battle Creek.
Studies in Mathematical Education, Dr. D. E. Smith, Ypsilanti.

Music Section—
Mrs. Emma A. Thomas, Detroit, Chairman.
Paper: Music as an Aid to the Regular Teacher. Miss Harriet Cox, Port Huron.
Discussions will be led by Superintendents of the various cities.

Physical Culture Section—
A paper will be read by Dr. E. L. Kellogg, of Battle Creek.
All teachers interested are urged to present it as it is designed to form a permanent section.

Tuesday Evening, 7:30 o'clock.

Wednesday Morning, 9 o'clock.
Opening Exercises.
"The State Uniform Course of Study."
The following questions will be discussed and an attempt made to arrive at a definite conclusion:
1. Should systematic work in Nature Study be carried on in all grades below the High School?
2. Should the mathematics of the elementary course include both geometry and algebra?
3. Should not United States History be a part of every grade below and of every course in the high school?

Wednesday Afternoon, 1:30 o'clock.
Business Meeting—
Report of Committee on Constitution.
Report of Committee on Resolutions.
Reports of Special Committees.
Election of President.
Report of Committee on Nominations.
The railroads have granted a return fare for one and one-third of the regular rate. Hotels will entertain all members at reduced rates.

Those desirous to secure board at private houses can do so by addressing Mr. S. B. Laird, Supt. of Schools, Lansing, Mich.

It is hoped that many students of the Normal may find it possible to attend this meeting. It will prove valuable to you in more ways than one.

Music in the Public Schools.

Previous to the time when American educators visited Europe for the purpose of studying school systems, vocal music in the public schools of America was unknown. They found that, not only throughout Germany, but also in some other continental countries, instruction in this branch of study was almost universal.

This was about a half century ago. In 1840, Dr. Lowell Mason, returning from his studies in Europe, introduced music into the schools in Boston, and it was his desire that it be made a branch of study, coordinate with the others pursued, and be taught in every school in his native land as he had found it in Germany.

This movement met with prejudice and opposition, and, though public sentiment has changed greatly in regard to it, since that time, controversy still exists. Those who oppose it, hold that it is a specialty, a luxury, or an accomplishment, merely for amusement and recreation. But generally it has come to be regarded as a soothing, purifying, refining, elevating and inspiring influence.

We find England's greatest statesman to have said, "They who think music ranks among the trifles of existence are in gross error, because from the beginning of the world down to the present time, it has been one of the most forcible instruments for arousing, training, and governing the mind and spirit of man. There was a time when letters and civilization had not begun to dawn upon the world: in that day music was not unknown. On the contrary, it was so far from being a mere servant and handmaid of common and light amusement, that the great and noble art of poetry was essentially wedded to that of music so that there was no poet, who was not a musician: there was no verse spoken in the early ages of the world, but that music was adopted as its vehicle, showing, thereby the universal consciousness, that in that way, the straightest and most effectual road would be found to the heart and affections of man.''

History shows it as a great agent in the forma-
tion of the characteristics of nations. The Mars- 
seilleaise has given France much of its military 
glory; the religious songs of the Reformation, 
particularly the great Battle Hymn, Eine Feste 
Burg, were a great power in Germany; the songs 
of Switzerland moved the mountaineers to a deep 
love of liberty and Fatherland; those of America 
—but here we pause; many of us have felt our 
stirred by the powerful influence of our own 
national songs but is this universal with the peo-
ple of America? Only so far as they are Ameri-
cans.

People from many nations, not always of the 
best class, compose the popula-
tion, with di-
versified interests, aspirations and strivings; in each 
is an inborn love of his native land, strong and 
abiding, but in the rising generation must be cul-
tivated a love for each other as countrymen, and 
for the country in which they live.

How shall this be done? The answer is no 
other than that which is given as the solution of 
many social and political problems. Through 
education. Education,—the purpose of which 
must be to give to the body, and to the soul, "all 
the beauty and all the perfection of which they 
are capable;"—which shall involve not only the 
language of thought, but also the language of the 
emotions. The entire system of education in 
many schools of both lower and higher grade, 
hass been based upon the study of words, prob-
ably because it is in verbal language that thought 
is embodied and expressed; but, man does not 
speak in words alone;—tone language is the em-
bodyment and expression of his emotions. The 
ancient Greeks realized that if they would have 
young men and young women, with well devel-
oped, harmonious and beautiful characters, there 
must be esthetic culture. We need this more than 
the ancient Greeks. Shall this element then be 
left out of our systems of education? Hand in 
hand with the physical, the industrial, the in-
tellectual, and the moral training of the child must 
come the esthetical; surround him with material 
that this part of his nature may not become 
dwarfed from disuse. Beautiful music, with ap-
propriate words, should form a large part of this 
material, and should be so given to the child 
that it may awaken the highest emotions of which 
he is capable, at this stage of his intellectual de-
velopment. This, at first, may be mere imita-
tion on the part of the child, but gradually, if 
the examples have been rightly given, he will 
have imbibed something of this nature and in 
his song will be found the outpouring of his own 
soul. There will be an exertion of his own 
power to help and elevate himself and others. 
Unconsciously then, he has learned to love not 
only the beautiful, but the good, and in its very 
expression through song, loves not only the 
words. But he is the embodiment of the thought 
expressed.

Morals and esthetics are so closely associated, 
that the point of separation is not easily distin-
guishable; shall we then say that music has no 
moral element? No. We would deprive it of 
its greatest dignity if we fail to acknowledge this. 
Plato, the propounder of a great system of ethics, 
second only to Christianity, says: "Music is a 
moral law. It gives a soul to the universe, wings 
to the mind, flight to the imagination, a charm 
to sadness, gayety and life to everything. It is 
the essence of order and leads to all that is just, 
good, and beautiful." We must admit that 
through music the soul is raised above and be-
yond the reach of ideas; the region to which the 
the soul is transported through it, seems nearer 
heaven than that ever reached through thought 
alone. Perhaps you will say that this is not 
practical. It is not, being considered as a whole. 
Realizing that it is the intellectual education 
that is the main business of our public schools, 
as distinguished from the moral and esthetical, 
though it must of necessity involve something of 
these. I shall try to show that this branch of 
study is not only an important element of edu-
cation, but of much practical use.

"Level roads run out from music in all direc-
tions", is a wise saying. Men have not under-
stood that through proper musical instruction, 
either vocal or instrumental, the pupil becomes 
a better scholar in everything else—a better 
reader, arithmetician, rhetorician and linguist. 
Educators everywhere are emphasizing the im-
portance of the effective development of the per-
ceptive faculties: consider for a moment how 
music quickens the perceptions; how it culti-
vates and strengthens memory, and is an import-
ant aid in gaining concentration of attention and 
self control, being disciplinary of mind, body 
and character: vocal music claims especial at-
tention in that it also improves pronunciation and is both a physical and an intellectual expression and pleasure. Is it not, then, worthy of a place among the other branches of study? What can be said against it? It is true that all the evils as well as all the benefits accruing from class instruction in any other branch may also result in this; that it is a power for good or for evil, so that if not properly taught, it were better that it should not be taught at all. But can we not enumerate evils resulting from improper methods in other branches?

Much of the success in this work depends upon making it suitable, so that it may awaken interest. Instruction in this branch should be based upon the fact that the musical faculty is implanted in the soul of every child. In this Nature is very impartial, but without cultivation, this faculty may, become dormant, and even dead. The method employed in teaching this language corresponds to that used in other language. The child has already heard musical tones and is interested in learning about them; but first of all he must be taught the proper use of the voice, and this by imitation; he must be taught to listen and to hear, to tell what he hears, and to reproduce it; to understand tones and their languages before written signs, proceeding always from the simple to the more complex forms. As he progresses he is required to memorize longer phrases seen for but a short time, and finally to read at sight and to embody his ideas in simple musical form.

During this time great care must be taken that it may accomplish all that has been claimed for it. That it may aid in making truer, nobler and better men and women, with more nearly perfect physical organisms, who have a keen appreciation of life, and of the greatness of the gift of life itself, and that their lives may, indeed, be as "Hymns of Praise" to their Creator.

THE SONG OF HIAWATHA.

We have no poem that can be more truly called American than Longfellow's Song of Hiawatha. There is not a scene or description in the poem that has the faintest foreign coloring. Longfellow had been much interested in the writings of Schoolcraft on the American Indian. But it was a former student of his who first gave him the idea of writing the poem. This student had been spending the summer on the western plains among the Indians and had become very enthusiastic over their beautiful legends and myths. On his return to Cambridge, he related some of the most interesting of these to Longfellow and begged him to rescue them from extinction by putting them in verse.

Longfellow carried the subject in his mind nearly ten years before he brought it before the public, and then was very doubtful as to how it would be received. He laid the scene among the Ojibways, on the southern shore of Lake Superior, between the Pictured Rocks and the Grand Sable. Hiawatha was a prophet, promised the people by the Great Spirit long ago, who should dwell among them, clear their country, and teach them to live in peace.

His father was Mudjikeewis, the great West Wind and father of all the winds, his mother, the beautiful Wenonah, who deserted by the false West Wind died while Hiawatha was a babe. Hiawatha spent his childhood with his grandmother, Nokomis, whose home had once been in the moon, but she had fallen to the earth one day.

When he had grown to manhood, having heard the story of the falsehood of his father, from Nokomis, he set out for the home of Mudjikeewis in the Rocky Mountains to avenge the wrong of his mother. He effected a compromise with his father, and was promised a share of his father's kingdom, when he should have accomplished his work among his people.

On his way home he stopped at an arrow-makers and there met Minnehaha. After a short visit there he continued his journey homeward. His interview with his father was followed by a number of equally great victories over the enemies of his people. He destroyed the fierce sturgeon, and killed the great Pearl-Feather, guarded by his fiery serpents and the black pitch water.

But all this time Hiawatha remembered Minnehaha the beautiful daughter of the Arrow-Maker, and soon again journeyed westward to woo her. Very happy and proud was he, having won her, when he returned home and presented her to his people. A great wedding feast was
given them by the village people. After this he continued teaching his people. He instructed them in the art of healing and of picture writing.

But before long a sad affection fell upon him. Fever and famine seized the whole land and Minnehaha was taken ill and died. Hiawatha did not long survive her but before his departure he told his people of the coming of the white men and begged them to be friends and brothers with these new people. Then he was taken, as had been promised him to the kingdom of his father in the west.

When the poem was first published, its intellectual value was universally admitted, but the form in which it was written was severely criticized. One critic said that after reading five thousand or more verses of it, it became as tiresome as the tune of a barrel organ. But this criticism was more than answered by another who said, "The melody of the verse, rapid and monotonous, is like the voice of nature, which never fatigues us, though continually repeating the same round. Two or three notes compose the whole music of the poem, melodious and limited as the song of a bird."

Longfellow was very happy in his choice of this peculiar metre for such a poem. No other would have been quite so appropriate. It is a poem of a simple people and told as one might imagine one of their own number might have told it. A great many attempts had been made before Hiawatha to put into verse the legends of the Indians and the main reason of their failure was that the form used did not suit the matter. The writers tried to make a heroic poem out of the simple tales of a child-like people. If the mind is allowed to dwell upon the form alone, it does become monotonous, but if we enter into the spirit of the poem we feel that to change the meter would spoil a great part of the beauty.

The introduction to the poem at once arouses the reader's interest and a better connecting link between that and the main body of the poem than the prophecy of the Great Spirit could not be found.

The description of the four winds is especially appropriate; we have the strong West wind, the gentle East wind, the wild, fierce North wind, and the listless, careless South wind. And the legend of the dandelion gives a very pretty touch to this part of the poem.

One can trace Longfellow's love for children in the lines on Hiawatha's childhood. It is all so very true to life. The little Hiawatha calls the birds "Hiawatha's chickens," the animals of the forest, "Hiawatha's brothers". He questions his grandmother about everything he sees, the stars, the moon, the rainbow, and old Nokomis answers him in the legends of the people. Her answer to his questions about the rainbow is especially pretty.—

"'Tis the heaven of flowers you see there;  
All the wild-flowers of the forest,  
All the lilies of the prairie,  
When on earth they fade and perish  
Blossom in that heaven above us."

We find a little touch of humor in the lines describing Hiawatha's return home after his struggle with his father and his visit with the Arrow-maker.

"All he told to old Nokomis  
When he reached the lodge at sunset,  
Was the meeting with his father,  
Was his fight with Mudjikeewis.  
Not a word he said of arrows,  
Not a word of Laughing Water!"

One of the most picturesque and striking parts of the poem is the legend of Mondamin and the description of Hiawatha's victory over him. The whole picture is so mysterious and so full of wild beauty, and every word seems to be so well fitted for bringing out this beauty.

Hiawatha's choice of his two dearest friends gives us an insight into his character that nothing else in the poem does. Two more opposite natures could not well be found. We might almost call the description of the two an antithesis.

In the lines about Chibiahos, the sweet singer, the thought that all nature stopped to listen to his music is especially pleasing, and also that,

"All the many sounds of nature  
Borrowed sweetness from his singing;  
All the hearts of men were softened  
By the pathos of his music."

Then following this thought farther there is something so tenderly pathetic in the mourning of all the birds, the brooks, the trees and flowers for him. There is a depth of feeling in this whole passage of Hiawatha's lamentation for his dead friend, that is only surpassed in the description of his great sorrow when Minnehaha leaves.
him.

We have a very pretty bit of fancy in the personification of the trees of the forest, to whom Hiawatha goes to get material for the building of his canoe. Nearly every tree contributes something, so that in this canoe—

"The forest's life was in it,
All its mystery and its magic,
All the lightness of the birch-tree,
All the toughness of the cedar,
All the larch's supple sinews."

One of the prettiest parts of the poem is the lines about Minnehaha. Especially pleasing is the thought of the Falls of Minnehaha brought in connection with the description of the girl who is named from them. We have no real description of Minnehaha's beauty; it is only delicately hinted at in the comparison of her to the Laughing Water.

The story of Hiawatha's victory over Pau-Puk-Keewis, and his changing him to an eagle, the "chief of Hiawatha's chickens," is one of the most fascinating legends in the poem. And very fitting it is also that the daring Pau-Puk-Keewis, the handsome Yenadizze, should have been transformed into the king of birds.

The silence of Hiawatha's pallid guests from the Spirit-land, and their ravenous hunger, their only resemblance to human beings, gives that part of the poem a weird, mysterious coloring, that every word seems to emphasize. It might almost be said to be a preparation for the coming of the famine and fever. And the personification of these, make that dreadful winter seem more vivid and terrible.

Minnehaha's death is a sort of climax to this description, and the height seems to be reached when Hiawatha returns home to find her dead and cold.

"And his bursting heart within him
Uttered such a cry of anguish
That the forest moaned and shuddered.
That the very stars in heaven
Shook and trembled with his anguish."

Thus his sorrow shows a depth of passion that Longfellow seldom portrays.

But this soon gives way to a feeling of resignation in the hope that he shall soon follow her footsteps to the "Islands of the Blessed."

The poem would hardly have been complete without the arrival of the white men among Hiawatha's people and his welcome to them. And there could have been no more fitting ending than the mysterious departure of this wonderful prophet and the touching farewell of the trees and waves and birds.

The poem is a word-picture, in the truest sense of the term, of American scenery. The reader seems to see the forest, the birds, the rivers and the red-man himself, and can enter into his life and thoughts for the time.

SECULARIZATION OF OUR PUBLIC SCHOOLS.

LULIAN CUTLER.

The United States is unlike any other country in the world. We cannot say this will succeed here because it has succeeded in Mexico, or that will prove beneficial to us because Germany finds it so. Thus there are problems which it devolves upon us to work out, independent of and without reference to their workings in other countries.

Such a problem is involved in the mission of our public schools. Are they to be unsecular? If not, what shall be the religion taught in them? If we answer in the negative we create at once the necessity for a state religion, which is the very thing which was and has been studiously avoided since our country became a Republic.

Our population is of a varied character. Catholics, Protestants, and Jews are alike our citizens: each having an undisputable right to his own religious convictions, each is taxed for the support of the public schools, and each complies willingly, for he realizes their vital importance to a self governing people. But is it not unjust to ask one of them to support, or help to indoctrinate, either in his own children, or in those of others, a religion which does not accord with his belief?

Yet there are none who would not wish moral instruction. Granted that there is a desire for such instruction, two questions present themselves. First, can such instruction be given without sectarianism, but from a religious standpoint? If this be answered in the affirmative, there is still perhaps a small portion of the taxpayers, who declare themselves destitute of any
religious belief. Shall their rights be disregarded?

Second, can ethics be taught in complete separation from religion? To me it seems as though there is a common ground, standing upon which, the teacher can give efficient moral instruction without offending any, whether religious or non-religious.

Observation will show conclusively that the conduct of individuals is but little affected by their belief in the origin of the moral sense, hence it is not of vital importance that the teacher enter into any philosophical explanation as to why this is right or that is wrong. To illustrate: If ten persons were asked why it is wrong to lie, there would in all probability be given ten answers, each differing from the others, yet all agree upon the fact that it is wrong to lie.

Instead of discussing the grounds for moral obligations, is it not rather the duty of the teachers to quicken the perceptions of his pupils, thus enabling them to detect the finer shades of right and wrong? As an individual he may subscribe to whatever belief he desires, but as a teacher he is bound to give to his pupils only the common fund of moral truth upon which all persons are agreed.

By some it is urged that the Bible be read, but without comment. Shall the relations be taken exclusively from the old Testament? The Protestant says No. Shall they be taken from the New Testament? The Jew says No; and the Catholic wishes his own version read.

Yet in a large number of our schools there is compulsory attendance upon devotional exercises, the nature of which is determined by the majority. Is it true that childhood is not included in our statutes which declare that “no man shall be compelled to frequent or support any religious worship, place or ministry whatever”?

By the compulsory attendance, not only is the civil law disregarded, but the divine law as well; for the human will is by God placed beyond external human power, and although the attitude of devotion may be forced, true devotion can never be, but must ever be voluntary.

If religious exercises were excluded from our public schools there need be no fear that religion itself will suffer from it, for true religion will stand without the sanction of civil law.

If it were possible to eliminate the differences which separate the various sects, and settle upon a common creed, there would then no longer exist a reason for the exclusion; but, as the population now is, to stop short of this exclusion is to stop short of justice.

In civil matters we are content to abide by the will of the majority, but in matters of religion, if there be but one who differs from the others, it is not right, it is not just, that he be compelled to support, or his children forced to attend, exercises which he does not believe to be right.

As we go from here into the public schools of the State, may we with all sincerity, consider well what shall be our attitude upon this question; and as we cast our influence, may we keep ever before us the words of Him who never compelled homage, but who said “Whatever ye would that men should do to you, do ye even so to them.”

INFLUENCE OF ENGLISH AND AMERICAN LITERATURE.

NELLIE VAN PATTEN, '07.

More fully stated, the subject for debate is the resolution, That during the eighteenth and nineteenth centuries English authors have done more for their country than have American authors, and to me has been assigned the support of the negative.

Before entering upon the discussion, it would be proper for me to thank the kind fate that placed me upon the negative side of this question. All considerations both of policy and patriotism would impel me to take that side. “Thrice is he armed who hath his quarrel just.” Judging by that standard, I feel myself amply protected and well nigh invulnerable.

Let us consider first what literature does for any nation. It paints the manners, customs and tendencies of the age. It pictures the national life, but it also moulds that life. The more general the spread of education, the greater this influence is, and from the very founding of our colonies the idea of education has been widely recognized. This grew as the idea of self-government grew, our forefathers realizing that a free self-governing people must be an educated people. Thus was furnished the soil in which the seeds, sown by our literature, might take
The fact that Jefferson was a master of rhetoric and a clear and vigorous writer, and knew how to appeal to the pride and patriotism of his countrymen, made the Declaration of Independence accepted throughout the colonies with an outburst of enthusiasm. Again, the means which made the constitution acceptable, and clearly comprehended by the majority of the people, were the brilliant and forcibly written series of essays, called "The Federalist." Hence we claim that the very foundation of our government was laid by the literary ability of our American writers. We make the sweeping assertion, that we owe everything—the fact that we exist at all, as a nation—to what is embodied in our literature.

Can a parallel to this be found in English literature? We think not, because the masses of the English people have never been called upon to decide questions of that kind. The form of England's government was assured before the masses were able to exercise any material amount of influence in the matter. English writers, especially English political writers, wrote in support or defense of the aristocracy, whatever views it represented.

The political party in power could command the services of the best of the English writers when our Henrys and Franklins and Warrens were speaking and writing with the freedom of their country as their only hope of reward. Burke's eloquence is exerted in defense of Lord Rockingham's administration, on the side of conservatism, and for the maintaining of an aristocratic government.

Even the "Augustan Age" was an age of unbridled slander, when the Whig and Tory parties alternately bought the services of the best writers, and the effect upon literature was most demoralizing.

From 1763, we have a distinctively political literature, the work of our orators and statesmen, among whom we notice John and Samuel Adams, Hamilton, Jay, Henry, Madison and Jefferson. Freedom of the press was granted in America nearly forty years before the conservatism of England would permit the acts of the king and parliament to be thus publicly criticised.

---

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Comparing the political literature of the two countries, we leave it to any unprejudiced mind to decide which is the better calculated to be of benefit.

Every social and political question and crisis is marked in our literature. Our greatest orators and statesmen have lifted up their voices in defense of the Constitution and the Union. The poet has sung of the love of country, the joys of labor, and of the sufferings of the slave; the novelist has made our country's history and all social wrongs his theme. Can we measure the effect upon a generation of school-boys of the study of Webster's eloquent plea for the Union? However slight the impression at the time, yet in their manhood, when the question of disunion was raised, would they not hear the words, "Union and Liberty! One and inseparable."

The determined action of the South against the dissemination of anti-slavery literature, was because they feared that through that, the thing they dreaded might come to pass. And their fears proved true. Think of the influence of Mrs. Stowe's great story! Great in its effects! There was no more powerful agent in creating a sentiment against the institution of slavery. It moulded a generation in hatred of it, and when this feeling had power of expression in the nation, it strove for its downfall. Others were equally brave in their defence of the oppressed.

"Fortunate indeed," says a literary critic, "is a country that can produce such a singer for home and liberty as Whittier." His poems, "Voices of Freedom," were begun in 1833, and from that time he never ceased to sound the war-cry of defiance to the foes of liberty, until in 1865 he could write,

"All streams that flow, all winds that blow, Are Freedom's motive powers."

We have spoken of the effect of our literature upon our government and social institutions, because we claim that there it has had such opportunities for influencing as are afforded in no other country.

But we do not underestimate its influence upon us intellectually as a people. The establishment of the public school, which was done in advance of England, was the first instance when the civil government made provision for educating all the youth of a community. The result has been a nation of readers, and such a nation, as we have said before, is more readily impressed by literature.

Such a nation is also more capable of producing an independent and characteristic literature. This has been done, and its effect is felt throughout our national life, in all classes, to a greater extent we believe than in England or any country in the world.

Gleanings.

NEW EVERY MORNING.

Every day is a fresh beginning,  
Every morn is the world made new;  
You who are weary of sorrow and sinning,  
Here is a beautiful hope for you—  
A hope for me and a hope for you.

All the past things are past and over,  
The tasks are done and the tears are shed;  
Yesterday's errors let yesterday cover;  
Yesterday's wounds which smarted and bled,  
Are healed with the healing which night has shed.

Yesterday now is a part of forever,  
Bound up in a sheaf which God holds tight;  
With glad days, and sad days, and bad days, which never  
Shall visit us more with their bloom and their blight,  
Their fulness of sunshine or sorrowful night.

Let them go, since we cannot relieve them,  
Cannot undo and cannot atone:  
God in his mercy receive, forgive them!  
Only the new days are our own,  
To-day is ours, and to-day alone.

Here are the skies all burnished brightly,  
Here is the spent earth all reborn;  
Here are the tired limbs springing lightly  
To face the sun, and to share with the morn  
In the chrisnm of dew and the cool of the dawn.

Every day is a fresh beginning;  
Listen, my soul, to the glad refrain,  
And, spite of old sorrow and older sinning,  
And puzzle forecasted, and possible pain,  
Take heart with the day and begin again!—Susan Coolidge.

"Hold thy peace, or say something better than silence."—Pythagoras

An event which made commencement day a memorable one in the history of Tufts College
was the presentation of the degree of Doctor of Laws to Mrs Mary A. Livermore, the first woman ever so distinguished by that college.

Yale is called "The poor man's college," but the average expense of its students last year was $1132. — Ex.

Prof.— Give an illustration of the law that heat expands and cold contracts.

Soph.— The days are long in summer and short in winter.

Teacher.— Tommy, I want to give you a lesson in grammar.

Tommy.— Yes sir.

Teacher.— If I say "the teacher loves his pupil," what is that?

Tommy.— Sarcasm.— Anchor.

Gough once said that some people had three hands—a right hand, a left hand and a little behind hand. Too many students are blessed with this extra appendage. They begin the day by getting up late, then late to breakfast, latter still to recitation, never keep their appointments on time, and, I presume, conclude the day by going to bed late. With nearly all there is no excuse for this tardiness. It is simply a habit. We should break it now. Let's commence the first of the year for reform.— Ex.

The Michigan Agricultural College, the oldest in the United States, offers next year, for the first time, a full course in Domestic Economy. Its tardy action in coming into line with other colleges will perhaps be more than compensated for by several unique features in the course, such as kitchen gardening, poultry raising, etc.

One morning, in the garden bed,

The onion and the carrot said

Unto the parsley group:

"O, when shall we three meet again,
In thunder, lightning, hail or rain?"

"Alas," replied, in tones of pain,

The parsley, "in the soup."

An appeal for the observance of "Bird Day" in the schools throughout the country has been made by the agricultural department. The object is to devote a day to be set apart once a year or to be combined with "Arbor Day" to instruction in the value of our native birds and the means of protecting them from wanton destruction. The idea has been already adopted in two cities, Oil City and Fort Madison, Iowa, and Secretary Morton, the author of "Arbor Day," and indorser of the "Bird Day" movement, wants to see the latter extended generally.

The department in its published protest against attacks on birds, suggests that it is equally important to teach the best means of protecting the timber, game and fish as to teach students how to develop the agricultural wealth of the State.— Ex.
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