The Normal College News, February, 1897

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and we are glad to welcome the Students back. Thanking our many friends among you for the liberal patronage extended

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C. H. CRANE.
THE NORMAL NEWS.

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Editorial.

The representatives of the different societies on the editorial staff, elected for the first semester, concluded their labors with the issue of the January number of the News. We take this occasion to thank them for the earnest support given us, and we trust their successors may be animated by the same spirit. Perhaps the most fervent appeal we wish to make to our assistants is to urge them to have all copy handed in promptly on time. Experience has shown us that the greatest trial an editor has to encounter is the tendency to procrastination on the part of those who are expected to furnish copy.

An editor's chief functions are enumerated in the old definition of a verb—"to be, to do, and to suffer," and the greater part of the "suffering" is brought about by disappointments in not having articles and items on time.

The present number of The News contains an article by Mrs. Rose Barton Winterburn on "History in the California Schools."

Mrs. Winterburn will be remembered as a graduate of the Normal, who after graduation acted as assistant in the history department. From this position she was called to La Porte, Ind., to take charge of the history work. Her duties there were discharged in the most acceptable manner, but she severed the connection and taught for a time in the schools of San Diego, Cal. After some university work she accepted a position in the Stockton schools where she is at present. Her work is history and German in the high school, and the supervision of the history and literature of the fifth and sixth grades. The work in supervision has in view the formation of a course of study in history for the grammar and primary grades.

On the program of the California Teachers' Association, Mrs. Winterburn's name appears as chairman of the history section. From the
topics discussed, as given in the program, the
subject of history teaching must have had thor­
ough consideration. We would gladly give the
program entire but lack of space forbids. Under
the three general divisions, "History in the Pri­
mary Grades", History in the Grammar Grades",
"History in the High School", such topics as
these were treated: "Local History with Pri­
mary Pupils"; "Stories with Children"; "School
Libraries"; "Relation of Government and His­
tory," "Correlation of the Myths and the Liter­
ature with the History of Greece."
As chairman of the history section, which is a
permanent organization, an outgrowth of the
state association, Mrs. Winterburn hopes to
see a state course in history formed, and in her
work in history supervision has this possible end
in view.

The following students have been elected Nor­
mal News Contestants:
Howard Streubel—Atheneum.
A. H. Murdoch—Olympic.
Edith Todd—Adelphic.
Lillian Downing—Crescent.
W. G. Cowell—Mock Congress.
Byron M. Cook—Senior Class.
Bertha M. Ronan—Junior Class.
Ida Mann—Faculty.
The above names represent some of the best
talent in the school, and the result cannot fail to
give us an enjoyable entertainment. No effort
will be spared to add to the enjoyment of the
occasion, and the different organizations repre­
sented should remember that their enthusiasm
for their representative is often a source of in­
spiration to him or her. Let us each believe
that our representative will win, and so inspire
confidence and enthusiasm.

Local and Personal.

FACULTY NOTES.
Prof. Barbour preached in the Congregational
church in Pontiac, Jan. 23.
We learn from an exchange that Prof. Mc­
Farlane, in a recent northern trip, had the ex­
perience of going down 4,000 feet underground
into a copper mine.

Miss Abbie Pearce recently gave an instructive
talk to the Y. W. C. A.
Since our last issue Prof. McFarlane has taken
part in a teachers' institute at Pentwater.
Miss Pearl Weinette of Decatur, Ill., has been
secured as assistant in the drawing department.
Mr. Ingraham took part in the Michigan Elo­
cutionists' Association which met in January.
He was chosen one of the board of directors of
the association.
Miss Schryver has again been asked to super­
vide the Nature Study work at Chautauqua the
coming summer, which will make the fourth year
she has exercised such supervision.
The mothers' congress held at Washington,
Feb. 17, is an event of general educational in­
terest, and receives an added interest to us from the
fact that Miss Schryver, of the Normal faculty,
has a place on the program.

One of the pleasant events of the season was
a birthday gathering in honor of Prof. Barbour,
held at his residence, Feb. 13. The fact that it
was so near to good Saint Valentine's day had a
marked effect upon the manner of celebrating,
and the guests came with offerings of original
valentines, which were read by Prof. D'Oooge and
formed the last course of refreshments. Among
the guests was Miss MacMahon of Ann Arbor.

Miss MacMahon of Ann Arbor was at the Nor­
mal, Feb. 15.
All the members of the board visited the Nor­
mal at the close of the semester.
Charles O. Townsend, '84, '91, has just re­
ceived the degree of Ph. D. in biology from the
University of Leipzig.
The friends of Miss Helen Elgie regret that
she has been compelled to return home, and will
not be in school this semester.
Miss Lizzie Schermerhorn and Mr. Jerome
Howard, both of the class of '96, entered the
Normal at the beginning of this semester.
Miss Ida Robbins, '96, gave a paper before the
Montana State Teachers' Association on "Cul­
ture Epochs," during the holiday vacation. It
was very well received. Miss Robbins is teach­
ing Rhetoric and German in the High School at
Butte City, Montana.
Miss Genevieve Cross is teaching at the Stone Schoolhouse.

Twenty-eight students completed courses at the close of the first semester.

Miss Minnie Roys, a former Conservatory student, has been visiting Miss Lulu Loughray.

Mr. Richardson received a telegram, Feb. 15, announcing the sudden death of his father. He left the same evening for his home.

Joshua G. Leland, '95, and Jennie Lou Campbell of Sharon were married Feb. 22. Mr. Leland is teaching in a military school at Kirkwood, Mo.

Mr. Arthur Farmer, '95, who has been taking post graduate work at the Normal, went to Pontiac at the close of the semester as principal of one of the ward schools.

At the close of last semester, the practice teachers in the third and sixth grades were entertained by their critic teachers, Miss Starks and Miss Roe. A very enjoyable evening was spent by all.

Miss Sarah King, '96, is teaching in Wisconsin, at White Birch—a name from a pupil's point of view. She says Normal life appears very tame in comparison with what she is now enjoying.

The birthday of Henry Barnard was celebrated during the month by exercises at the usual chapel hour, consisting of talks concerning his life and readings from his works. A special musical program was rendered.

J. S. Lathers is one of the U. of M. team which will meet Chicago University, April 16, to debate the question, "Is the English Cabinet system of government better for the United States than our own system?"

At the last Senior meeting a new committee was appointed to manufacture a class yell. Those things are said to be carried on at lunatic asylums. It isn't so very far to Pontiac. The class might pay the expenses of the committee.

On the program of the teachers' institute held at Belleville, Feb. 13, we find the name of Frank Romine, '93, as speaker, and Warren McDiarmid, '96, as toastmaster at a banquet which the "brisk wielders of the birch" enjoyed.

The Faculty and members of the Senior class enjoyed a reception at the Gymnasium, Saturday evening, Feb. 6. The hall was tastefully decorated with the class colors, lemonade was served, and a short musical program rendered, with a grand march for the finale.

A very large audience greeted Maro, the magician, on the evening of Feb. 8. The exhibition was very fine, and the demonstrations of the audience proved its enjoyment. Mr. McCormick's imitations of bird notes were wonderful. Miss Myra Bird furnished music on the occasion.

The class of '97 has decided not to issue an Aurora. From a financial standpoint the Auroras have not been a success, and the class of '97 believes in a firm financial basis and refuses to deal in "futur es," hence the decision. What escape valve for the effervescence of youthful spirits will be found remains a mystery as yet.

Prof. McFarlane's room is adorned with a beautiful representation of "The Old Year," drawn upon the blackboard by Mr. Kennedy. It is well worth seeing in order to note the fine effects to be attained by simple means. It was so highly appreciated that the suggestion was made to have it photographed, and several successful photographs have been made.

SOCIETY NOTES.

On Friday evening, Jan. 22, the Crescent society elected the following officers for this semester:

President—Mr. Maybee.
Vice President—Miss Howland.
Secretary—Miss Mann.
Treasurer—Mr. Edwards.
Chaplain—Miss Sanford.
Usher—Miss Allen.
Editor—Miss Saults.

Feb. 19, the Crescents and Adelphics held a union meeting. A program was first rendered by the Crescents in their society room, after which both societies adjourned to the Adelphic room where a pleasing and entertaining program was given by that society, and was much enjoyed by their visiting friends.

This Crescent society will be represented in the Normal News Oratorical Contest by Miss Lillian Downing.

Friday evening, Feb. 5, the girls of the Crescent society rendered an entertaining program,
two important features of which were the Fan Drill and The Happy Family. Mr. Richardson will represent the Crescent society on the executive committee of the Oratorical Association.

On the evening of Friday, Jan. 29, the Atheneum society held its election of officers for the second semester. The following were elected:

President—J. Watson.
Vice President—Miss Harper.
Secretary—Miss A. Dunstall.
Treasurer—Mr. Muller.
Usurers—Mr. C. Upton, Miss L. Hall.

On Friday, Feb. 5, the Atheneums held a very pleasant social at the Young Women's Christian Association rooms. The members of the society became better acquainted with one another and enjoyed a pleasant evening together.

At the election of officers, Jan. 29, the Atheneum society elected Mr. Strubel as representative on the Normal News Oratorical Contest.

The ladies of the Adelphic society gave a very interesting program at their room, Friday, Feb. 12. Among the interesting features were a piano duet by the Misses Loudon and Bird, and a representation of a family photograph album. A valentine box also furnished considerable amusement, and nearly every one of the members received from one to a dozen of the articles known as valentines.

A musical program was rendered on Feb. 5, when a very pleasant evening was spent by all. On Feb. 2 the society participated in a sleigh-ride, and enjoyed a supper at the Eureka Club.

Mock Congress began its second session with the following corps of officers:

Speaker—Nathan Bowen.
Vice Speaker—Charles Waterbury.
First Clerk—T. O. Sweetland.
Second Clerk—Thayer.
Treasurer—Orville La Bounty.
Sergeant-at-arms—W. N. Philipp.
Editor—H. E. Straight.

Fred Broesame.
Executive Committee—Orlo Norris.
E. D. Howe.

Mr. W. G. Cowell was elected to represent Mock Congress in the Normal News Oratorical Contest and Mr. W. N. Philipp as a member of the Executive Committee for the Oratorical Debating Association which has recently been formed in the Normal.

The work of the past session has been very satisfactory; a number of important Bills and Resolutions have been considered, many new members taking part in the discussions. Mr. Bowen in his inaugural address, February 6th, enumerated the advantages which Mock Congress offers to its members and gave a very interesting review of its origin and growth. Ex-Speaker J. W. Howell was present, and, upon invitation of Congress, gave a very interesting talk which showed his high esteem for the organization.

The time for meeting has been changed from 2 p.m. to 4 p.m., thus giving the members who have Library work to do an opportunity to attend the meetings. With this change of time, and the enthusiastic work begun by the new executive committee, the prospect for the present session is very encouraging.

The first meeting of the Mathematical Society for the year 1897 was held in Dr. Smith's room, Jan. 13. The subject for the afternoon was "The Principle of Continuity." Miss Gurdl discussed the principle and showed how many theorems furnish illustrations of the application of it.

The next regular meeting would have occurred Jan. 27, but was omitted on account of examinations.

On Feb. 10, Miss Engle gave a paper on cross-quadrilaterals. She presented many interesting cases of theorems proved for convex quadrilaterals, holding true when zero and negative magnitudes enter for the cross quadrilateral.

The number of students taking elective work in mathematics is unusually large this semester. At present there are enrolled in the different classes ninety students.

THE ORATORICAL ASSOCIATION.

No report has been received of the formation of this organization, but the following notice, copied from a local paper, no doubt sets forth its main features:

"The four literary societies met in joint session last week and listened to an explanation of the plan of the association from Mr. Ingraham. The management of the association is to be in the hands of an executive committee of nine members, one chosen from each of the four literary societies, one from the mock congress, one
elected by the association to represent the school at large, one member of the faculty elected by the council, the president of the association, and the teacher of reading. The preliminary debating will take place between the six literary organizations of the school, each organization choosing three contestants. A public debate will then be given by six of these contestants, one chosen by each organization, and out of these six three will be chosen by the debating society who will constitute the Normal debating team, and will meet other colleges of the state in debating contests. The association begins with a large membership.

The Association has elected the following officers:

President—Clyde L. Young.
Secretary—Miss L. E. Hall.
Treasurer—N. Bowen.

All the societies, except the Crescent, have appointed their member of the executive committee. They will be represented as follows:

Athenaeum—Byron Cook.
Adelphic—N. Bowen.
Olympic—A. B. Glaespie.
Mock Congress—W. N. Phillips.
School at Large—F. W. Lewis.

The association offers $30, $20, and $10 for first three prizes in final home contest. The interests of the Normal demand that every good debater should enter the preliminary debates.

The association has challenged Albion college to a debate on some subject to be chosen by the Normal, Albion being given choice of sides.

The officers of the association are contemplating securing the appearance before the association of some of the prominent orators of the state.

If you are not already a member, just hand in your name to one of the officers.

SHAKESPEARE CLUB.

The class in advanced literature, in charge of Miss Pearce, has organized a “Shakespeare Club” in order to supplement and extend the class study of the poet’s works. The meetings are in charge of a leader, but are very informal. Miss Pearce will meet with the class, Prof. Barbour has promised some assistance, and Miss MacMahon promises a talk on “The Home of Shakespeare,” which her visit of the past summer will make very interesting.

CONSERVATORY NOTES.

The two new Grand pianos purchased by the board are expected soon.

Several new pupils entered the Conservatory at the beginning of this semester.

Several students of the Conservatory went to Detroit, Feb. 16, to hear the celebrated pianiste, Mme. Teresa Carreno.

Miss Rohe of Chicago has recently entered the Conservatory, and will take up work with Mr. Lamond and Mr. Marshall Pease.

The opera “Olivette” will be given by local talent the last of this month, under the direction of Mr. Oscar Gareiss. Miss Edwards, Miss Ellis, Miss Deubel, Mr. Ellsworth, and Mr. Parsons, of the Conservatory, take prominent parts. The orchestra will be conducted by Mr. Pease.

The Wednesday recital of Feb. 3 was under the direction of Miss Lulu M. Loughray, teacher of the Children’s Department, and was one of the most interesting and instructive of the year. The program was carried out entirely by the younger members of the Conservatory, who did great credit to themselves, and showed much diligent and thoughtful work on the part of the teacher. This department, which is under the general supervision of the Director, is rapidly growing in numbers and enthusiasm, and promises to prove a very valuable addition to the school.

GYMNASIUM NOTES.

Prof. Bowen was unable to meet his classes a part of the first week this semester on account of “grip.”

Senator Blakeslee visited the gymnasium Feb. 8th, and called upon his former classmate, Mrs. Burton.

Mrs. Burton took charge of the Physical Training work at a teachers’ institute at Mason, Feb. 5 and 6.

Out of sixty-eight young ladies who entered the gymnasium at the beginning of the year, suffering from spinal and other forms of weakness, twenty-two reported “condition unchanged” at the close of the first semester. One was not so well and is advised to drop the work temporari-
ly. Forty-five reported improvement ranging from "a little better" to "entirely recovered."

The S. B. T. basketball team visited Waterman's gallery Saturday the 8th, and "looked pleasant" without even having to be told.

The student teachers for the present semester are Mary Hanna, ninth hour; Purnell De Puy, third hour; and Madge Bliss and Mildred Smith, fourth hour.

The students enrolled in the girls' gymnasium for the present semester are divided as follows: Physical Training I, forty-five, with Miss Lickly as instructor; Physical Training II, two hundred fifty-six; Physical Training IV, fifty-two.

Rival tables at the Savery Club organized basketball teams and played a friendly game on Saturday, Jan. 30. Miss Johnson umpired the game. At 10:30, selected teams from the fourth hour women's classes played with a score of 3 to 1 in favor of the north side class. The same morning Mrs. Burton umpired a game for the Blues and Whites which resulted in a tie.

Thursday evening, Feb. 28, Misses Lickly, Drake and Bowen—the student teachers of the past semester; Misses Harper, Jordan, Chase and Mann—the student teachers for the present semester; Prof. Bowen, and Messrs. Snyder, Upton and Milner, were entertained by Mrs. Burton at her pleasant home on Adams street. The time passed all too quickly with games and a new species of "day's order." After dainty refreshments and much discussion of the subject most interesting to all, they bade their charming hostess good night with many acknowledgements of an evening that will long remain a pleasant memory.

ATHLETICS.

The football boys' success as "bumpers" has aroused a much greater interest in all kinds of sports, than has been manifest in some time.

The large amount of good athletic material in the school seems to insure the N. A. A. honors of the highest class this year, and the boys are enthusiastic over the outlook.

Mr. Pearce, manager of track athletics, has an open eye for everyone showing indications of a sprinter, and states that he will have a team of sure winners, next spring.

The gymnasiaum has been secured for baseball practice, and the batteries are doing good work. Manager Traphagen, with his usual athletic spirit, is hustling into practice all who show symptoms of being twirlers. He states that this year's team will be much stronger than last year's, as most of the old players are back, re-enforced by others equally good.

A very important move and one which will stimulate Normal athletics is the action of the Association in voting to pay the expenses of a Normal team, to participate in the Inter-Collegiate Field Day sports. This is the first time the association has attempted to do this, but it is a step in the right direction and will greatly advance Normal athletics. In order to raise money to meet the expenses of this team, the Association gave an indoor meet in the Gym. on Saturday evening, Jan. 30. The receipts were inadequate to fill the wants of the Association, and there is much talk of raising the remaining amount by a concert given in Normal Hall for the benefit of the N. A. A. Doubtless this time arrangements will have been made and the advertisements out for the same.

The officers of the N. A. A., as elected for this semester, are:

Director of Sports—ProL Bowen.
Pres.—E. W. Harrison.
Vice Pres.—Henry Straight.
Sec.—D. E. Brewster.
Treas.—A. J. Whitbeck.

THE INDOOR MEET.

The indoor meet held in the Gym. Saturday evening, Jan. 30, was a grand success, not only as an entertainment and a means of raising money, but as bringing into public notice our score or more of prize winners and as clearly demonstrating the fact that the N. A. A. need take no back seat in athletics this year. A feature of the evening was the society basketball games which resulted as follows.

Olympics 1. Atheneums 4. Adelphics 2. vs vs
Adelphics 2. Crescents 3. Atheneums 3. vs
Exhibitions of boxing were given by Messrs. Watters, Richmond, Agnew and Woodard. The results of the various events, as may be seen below, are very encouraging.

Split Kick—Green, 6-9.
Run High Kick—1. Hoxy, 8-2; 2. Green, 8-1.
High Jump—1. Hoxey, 5.3; 2. Brannock, 5.2.
Wrestling (Heavy Weight) 1st round—Wilson-Straight, draw; 2nd round—Wilson threw Straight, 1:30.
Welter Weight, 1st round—Watters-Richmond, draw; 2nd round—Watters threw Richmond, 2:30; 3rd round—Richmond threw Watters, 2:32.
Light Weight, 1st round—Crook-Edwards, draw; 2nd round—Crook threw Edwards, 1:36; 3rd round—Crook threw Edwards, 1:12.
Walking on hands—1. Watters; 2. Reid.

Messrs. Pierce and Selleck gave a very difficult and novel exhibition on the parallel bars, showing some of work required in Physical Training for men.
The Exhibition in every particular was without a flaw and the boys are very proud of their athletic showing.

Alumni

Geo. A. Dennison, '85, continues as superintendent at Dundee.
Charles Curtis, '92, is practicing law in Detroit.
Frank White, '91, is at home on a farm near Ypsilanti.
Helen McPhail, '90, is principal of a ward school at Calumet.

Class of '93.
F. O. Loveland is teaching at Palmer.
Anna Dickerman, at home at Hartford, Conn.
Lillian Eadus, teaching at Ypsilanti.
Nina Ransom, teaching at Galien.
Miss Mary Pickett, now Mrs. Thomas Paton, at home at Iron Mountain.
Nellie May Loomis, teaching in Detroit.
Pearl Vanneter, principal of a ward school at Battle Creek.
Cordelia Zimmerman, teaching at Adrian.

Class of '95.
Carrie Belle Barr, in Ypsilanti, taking a needed rest.
H. E. Johnson, teaching at Union City.
Dennis C. Van Buren, superintendent at White Sulphur Springs, Montana.

Class of '95.
Jean McNicol, taking work at the Normal.
Janet Van Dusen, teaching in Detroit.
Angeline Wilson, teaching in the High school at Ypsilanti.

A. Dwight Kennedy, assistant in the drawing department, M. S. N. S.

Irving Hunter is teaching in Illinois.
Sara Parsons, at her home near Ypsilanti.
Amy Newcomb, principal at Norway.
R. A. Whitehead, principal at Armada.

Class of '96.
Edith Atkin, teaching at Petoskey.
Mary Belle DuBois, at home in Hillsdale.
Deldan Davis, teaching at Galesburg.
Mary Southgate, preceptress at Whitehall.
Augusta Biesky, principal at Imlay City.
Nellie Delaforce, principal at Dexter.

Our Exchange.

"Joaquin" Miller lectured at Indiana University, Feb. 16.

A bill is now pending in the Indiana legislature for the abolition of football.—The Student.

The Vidette contains an interesting biographical sketch of Jane Lampton Clemens, mother of "Mark Twain."

The Breeze, published quarterly by the Ann Arbor High School, is as lively and refreshing as its name indicates.

The Yale Lit is the oldest of the college monthlies, and has never had a new dress since its birthday.—The Inlander.

The Index for January contains the portrait and a biographical sketch of Dr. William R. Harper, of Chicago University.

The Washburn Mid-Continent and The Washburn Reporter have been consolidated and result in The Washburn Weekly Review.

The Amulet, from the State Normal School, West Chester, Pa., publishes an interesting article entitled "The Arthurian Legends," in the January number.

The February number of The Anchor contains a criticism, by one of the class of '98, of George Eliot's characterization of Savonarola in "Rom-
Algebra: Be positive, know when to eliminate yourself. Geometry: Rub off your angles.

Physiology: Develop back bone. Physics: Imitate the thermometer in responsiveness, but avoid a vacuum at the top. Psychology: Remember that there was once a time when you were not wise. Gymnastics: Marking time is not progress.—Ex.

"O hum!" yawned young Willieboy,
Waking one morn;
And his watch ticked ten and a quarter,
"I find if I would
Be up with the sun,
I musn't sit up with the daughter."

Prof. "How would you punctuate the sentence, 'Ethel, a girl of eighteen, walked down Main street?'"

Freshman: "I'd make a dash after Ethel."—Albion Pleiad.

You can lead a horse to water,
But you cannot make him drink.
You can ride your little pony,
But you cannot make him think.—Ex.

**Gleanings.**

There are about 80,000 members of college Greek letter fraternities.—Ex.

Words, thoughts, acts, are irrevocable. You cannot undo an act, unthink a thought, unspeak a word.—Ex.

Japan has decided to devote a large portion of her spoils in the late war to the maintenance of her schools.—Ex.

There are some people who do not know much. There is hope for them. There are others who do not know that there is anything to know. They are hard to reach.—Ex.

TO MY ABSENT CHUM.
No words can tell,
Nor could you spell
The words if such there chanced to be,
That could express
My loneliness;
I am so far away from thee.
Deep is my woe,
My eyes o'erflow,
And yet I must restrain my grief;
For you today
Are far away,
And I forgot my handkerchief.

—College Index.
Prof. D'Ooge's new book, "Easy Latin for Sight Reading," has just made its first public appearance. It is published by Ginn & Co., and is an exceedingly neat little volume of about 150 pages.

In planning their course, more students of Latin should include at least two years of Greek. At present the school is not meeting the demand for teachers of Latin and Greek. To be sure, Latin and German will continue to be the more popular combination, because the demand for teachers of those two languages is greater; but there is a steady and growing demand for teachers of Latin and Greek as well, which we are not always able to supply. Apart from this practical consideration, is another of still more importance, namely, that no one can go far in the study of Latin without feeling the imperative need of Greek. Greek should least of all be neglected by those who are planning for a university course. The ancient classics are still the gateway to all the finest culture in the university curriculum. Do not bar your way to it by omitting Greek from your course here.

TRAINING SCHOOL.

The following assignments of students for observation and practice have been made for the first quarter of the second semester:

Kindergarten.—Misses Reinh, Wier, Russell, Mastin, Smith, and Howell.

First Grade.—Misses Bliss, Bryce, Kinny, Cole, Cherry, Godfrey, Harper, Hawkes, Kaye, Marvin, Daniels, Ellis, Thompson, Krepps, Brown, Jacobs, and Coles; Mrs. Markham; Messrs. Broesamle, Welch, Walter, Thompson, Traphagen, and Howard.

Second Grade.—Misses Breene, Bryant, Hugner, Nichol, Wilsey, Warren, Finch, Greene, Babcock, Valentine, Gardner, Marvin; Mrs. Hetley; Messrs. Howard, Traphagen, and Cavanaugh.

Third Grade.—Misses Averill, Bamborough, Burke, Clinton, DePuy, Feeley, Gingles, Gordon, Holmes, Hanna, Kirk, Robertson, Smith, Souls, Oliver; Messrs. Bowen, and Gardner.

Fourth Grade.—Misses Blackmer, Bennett, Deane, Edwards, Ferguson, Hope, Hathaway, Hughes, Perkey, Robbe, Shunk, Sellers, Allen, Pfaff, and Bibbins; Messrs. Howe, Wood, and Webb.

Fifth Grade.—Misses Chase, Calkins, Higgins, Mann, Morse, Powers, Warner, Wood, McNevin, and Johnson; Messrs. Harrison, Halstead, McDonald, Rhodes, Smith, Stowell, and Tooker.

Sixth Grade.—Misses Greene, Lake, Marshall, Millard, Mayze, Palmer, Rappelye, Thayer, Wright, McDonough, and Wykoff; Messrs. McDonald, Markham, Marvin, Watson, Warner, Cook, and Babin.

Seventh Grade.—Misses Batt, Gibbs, Morseman, Shingler, Savage, Weese and Drew; Messrs. Edwards, Lewis, Young, Cross, Warner, Cook, and Gillespie.

Eighth Grade.—Misses Cady, Maveety, Maxon, Raikes, Thayer Anderson, Schermerhorn, Hoyt, and Lewis; Messrs. Henne, Pearce, Pitkin, Sisson, and Ward.

Gymnasium.—Misses Bliss, DePuy, Hanna; Mr. Webb.

Latin.—Misses Bamborough, Robertson, Hathaway, Perkey, Chase, Marshall, Grace Thayer, Anna Thayer, and Anderson; Mr. Bowen.

German.—Misses Schermerhorn and Robertson; Mr. Cross.

Among the above students, twelve have taken teaching as elective, and the same credit is given as for other elective work.

Miss Mary Berkey, of Chicago, takes charge of the fifth grade.

Miss Waldo, of Lansing, has been engaged to assist in the seventh and eighth grades.

LIBRARY.

The following is a brief list of late accessions, which we hope to continue at greater length next month.

Brewer,—Dic. Phrase and fable.
Mowry,—School history U. S.
Hammond,—School laws of Michigan.
Morris,—Historic tales, vol. 6.
Wright,—Stories of American history.
Cooke,—Story of the Old Dominion.
Burton,—Story of our country.
Parton,—Colonial Pioneers.

—Captains of industry.
Adams, C. K. ed.—British orations. 3 vol.
Pattee,—American literature.
Francke,—Social forces in German literature.
Wolf,—Deutsche literatur.
Likman,—Das Deutsche drama.
Garlick,—Manual of method.
Gaufrès,—Horace Mann:
Transactions of Illinois Child study Soc. v. 1
Workman,—Arithmetic prize papers.
Heilprin,—Earth and its story.
Bates,—Quartz, and its varieties.
Selling out there two years later, he came to Ypsilanti as one of the publishers of the Ypsilantian, and after three years of successful management he again sold, and bought the Cadillac News and Express, which he has developed into one of the most valuable and influential country papers in Michigan, and which he still owns.

In 1888, a year after moving to Cadillac, Mr. Powers was nominated by the republicans for member of the State Board of Education, and elected; and in 1894, after serving a term of six years, he was renominated with practical unanimity, and re-elected by a majority of more than a hundred thousand over his highest competitor. His present term will expire Jan. 1, 1901. The last four years, two terms, he has filled the office of president of the Board, and is now its treasurer.

There has never been a member of that Board more zealous and faithful, more jealous and watchful for the interests of the institution committed their care; and without previous preparation by association with it or with educational concerns, he quickly comprehended its needs, and has ably and successfully fostered its growth and prosperity. He has expended himself without stint, and devoted to the affairs and interests of the school an amount of time and personal attention that few records can equal. Sympathy and fidelity are his characteristics as a man, and these have been conspicuous in all his relations with the school and with those connected with it.

In other fields Mr. Powers has gained distinction and honors. He has been president of the Michigan Press Association and of the Republican Press Association of Michigan; secretary of the Michigan Republican State League, and its delegate to the national convention of Republican League Clubs at Denver; and during the last campaign he was in constant service as a speaker in the employ of the republican state central committee, in which he won very prominent recognition.

Mr. Powers was married eight years ago, to Miss Jessie Warren, of Whiteford, Monroe Co., a talented and popular Normal student who graduated with the class of '87; and the handsome home he has built in Cadillac is merry with the shouts of two beautiful boys.
HORACE—Book IV, Ode VII.

JESSIE M. ROBERTSON.

Once more cold winter’s snows have fled,
The fields are decked with green;
The stream glides softly o’er its bed,
Earth glows with brighter sheen;
Coy nymphs, by clinging Graces led,
In merry dance are seen.

“Oh, hope not for immortal years,”
The hast’ning moments warn;
For winter, spring, and summer’s cheers
In fleeting turn are born,
And winter wastes the golden ears
In autumn’s ample horn.

Fair Luna soon repairs the loss
Whene’er her beauty fades,
But after we the river cross,
Ve shall be clust and shades.

Ah, who can say the gods above
Will grant to-morrow’s light?
But what thou now dost use in love
Shall ne’er an heir delight.

When once for all thy sun shall fail,
And Minos name thy doom,
Torquatus, naught can e’er avail
To call thee from the tomb.

For fond Diana could not save
Hippolytus so pure,
Nor Theseus snatch from Lethe’s wave
The friend there held secure.

BONING FOR EXAMINATIONS.

Scene.—Normal Study Hall. Group of girls seated in one corner with open books.

[Enter Miss L.]

Miss L.—“Hello, girls! Is this the English History corner?”

Several girls—“Yes.”

Miss G.—“Here’s a seat. Join the crowd. We’re boning for dear life.”

Miss M.—“Don’t you dread it?”

Miss L.—“Dread it? I should say I did!”

Miss N.—“What was the Conventicle Act?”

Miss L.—“The Conventicle Act was the act that deprived the Catholics of seats in parliament.”

Miss R.—“No, it wasn’t; the Conventicle Act prohibited the king from unlawfully imprisoning a subject.”

Miss L.—“Oh, yes; I remember now. I won’t stop to look it up.”

Miss N.—“When was the Bill of Rights passed?”

Miss J.—“1832.”

Miss L.—“That was the Reform Bill of 1832.”

Miss R.—“I don’t believe she will give us any of those bills, we have had them in class so much.”

Miss N.—“I have the questions she gave the other class.”

Chorus—“Let’s see them.”

Miss N.—“Here they are. Just look at the dates. I shouldn’t be surprised if we had to give dates of the reigns of all the English sovereigns from Egbert to Victoria. Don’t you remember we had to put them on the board every little while?”

Miss L.—“Can you give them, Miss R.?”

Miss R.—“Yes, I think so. 1066 to 1089, 1089 to 1100, 1100 to 1135, 1135 to 1154. That finishes the Norman period. I know that much, anyway.”

Miss M.—“I wish my memory were as good as yours.”

Miss O.—“Let’s go over all the questions the other class had.”

Miss N.—“How did England come to have a king?”

Miss R.—“I think it would be a good deal better to find out what she didn’t ask the other class, and look those up.”

Miss O.—“Say, girls! Did you hear about the fellow who went into the corner store and asked for a ten-cent coffin?”

Miss R.—“A ten-cent coffin! What did he mean?”

Miss O.—“Why, he wanted an examination blank.”

Miss L.—“Here comes Mr. M. Call him over here.”

[Mr. M. joins the crowd.]

Miss O.—“Mr. M., what are we going to have in English History?”

Mr. M.—“Can you divide the English History
into periods and characterize each?"

Miss O.—"Yes, I shouldn’t be surprised if we had that; the other class didn’t have that question."

Miss M.—"Can you trace the rise of the House of Commons and give important dates connected with it?"

Miss R.—"I’d laugh if we didn’t have a single date to give."

Miss N.—"Say, girls and boys, look at the clock! It’s time to go."

Miss L.—"I am so glad I came early; when a crowd gets together to bone up for an exam, they get so much out of it..."

Miss R.—"Yes. I’m sure we’ll all do better than we would if we had stayed at home and studied by ourselves, and then it’s so much more fun."

(All start for the door.)

Miss O.—"Don’t forget your ten-cent coffins."

EDMUND SPENSER.

JENNIE CLINTON, ENGLISH LITERATURE CLASS.

The early life of our “Poet’s Poet,” Spenser, is, like that of his worthy predecessor, Chaucer, and his sublime successor, Shakespeare, enveloped in mist. Only by catching a gleam, here and there in his poems, do we gain any kind of authentic knowledge concerning it.

For the place of his birth and the social standing of his ancestors, we refer to the following lines in his poem, “Prothalanium.”

“At last they all to merry London came; To merry London, my most kindly nurse, That to me gave this life’s first native source, Though from another place I take my name, An house of auncient fame.”

To determine the date of his birth, we turn to one of his sonnets, in which he writes:

“So since the winged god his planet cleare Began in me: to 111ove, one year is spent; The which t’.oth longer unto me appeare Then al those forty which my life out-went.”

This sonnet was composed, it is thought, in the year 1593; and if, as the lines imply, he was forty-one years old at that time, the date of his birth would be 1552.

Of his parents he tells us nothing, except, as in one of his sonnets, he pays a tribute to his mother’s name, it being the same as that of the Queen, and the lady who became his wife.

“Most happy letters! fram’d by skilfull trade, With which that happy name was first desynd, The which three times thrice happy hath me made, With gifts of body, fortune, and of mind.

The first my being to me gave by kind, From mother’s womb derived by dew descent:"}

Very little is said in his poems that would give us any notion of how, when, or where he received his education, but in the “Fairie Queen,” where he gives us the matchless description of the marriage of the Thames, he prays, as it were, a tribute to his Alma Mater, Cambridge:

“Next these the plenteus Ouse came far from land, By many a city and by many a towne, And many rivers taking under-hand Into his waters. as he passeth downe, The Cle, the Were, the Grant, the Sture, the Rowne, Thence doth by Huntington and Cambridge flit, My mother Cambridge, whom as with a crowne He doth adorne, and is adorned of it With many a gentle muse and many a learned wit.”

At some time after leaving Cambridge, Spenser resided in the north of England, among the hills. Such at least would seem to be the most natural interpretation of words which Habbinall addresses to Colin Clout in the sixth eclogue of the “Shepheards Calender,” Habbinall representing Gabriel Harvey, and Colin Clout, Spenser himself.

“If thou passest hither, then doth thee bewitch; Leave me those hills where harbrough nis to see, Nor holy-bush, nor breke, nor winding watche; And to the dales resort, where shepheards ritch, With many a gentle muse and many a learned wit.”

It was during this sojourn among the hills that Cupid first successfully aimed at the poet’s heart, there dwelt the “widowes daughter of the glenn,” that “fayre Rosalind who hath bredle bys smart.” In the “Shepheards Calender,” he gives us the whole story of his unsuccessful woo-
ing. In this poem, he represents the shepherds as conversing, and in the conversation he describes his own state of mind at the time.

Habbinall laments thus:

"Nor this, nor that so much doeth make me mourn, But for the laddie whome long I lov'd so dear, Now loves me lasse that all his love doth scorne. He, plongd in paine, his tressed Locke dooth teare: Shepheardes delights he dooth them all forsweare; Hys pleasaut pipe, which made us meriment, He wyfully hath broke, and doth forbear His wonted songs, wherein he all outwent."

Themot asks:

"What is he for a laddie you so laiment? Ys love such pinching payne to them that prove? And hath he skill to make so excellent, Yet hath so little skill to bryde love?"

To which Habbinall answers:

"Colin thou kenst, the southerne shepheard's boye? Him Love hath wounded with a deadly darte: Whilome on him was all my care and joye, Forcing with gyfts to winne his wanton heart. But now from me hys maddening mynd is starte, And woes the widdows daughter of the glen ne; So now faire Rosalind hath bredc le hys smar t; So now his frend is chaun ged for a frenne."

A considerable portion of this poem seems to be devoted to lamentation over his unrequited passions. He says:

"I love thilke lasse, alas, why do I love? And am forlorne, why am I lorne? She deigns not any good will but cloth reprove, And of my rural music holcleth scorne. Shepheardes devise she hateth as the snake, And la ughs the song that Colin Clout cloth make."

We can scarcely resist the impulse to sympathize with him, when he says to his friend,

"And tell the lasse, whose flowe is wore a weede, And faultless fayth is turned to fayth lesse fere, That she the truest shepheardes heart made bleede That lyves on earth, and loved her most dere."

And his friend replies,

"O careful Colin! I lament thy case; Thy teares would make the hardest flint to flowe; Ah, faithless Rosaline, and voyde of grace, Thou art the roote of all this ruthfull woe."

But at the close of the poem he becomes resigned to his fate, and with the rest of his friends bids Rosalind adieu.

"Adieu, good Habbinall that was so true, Tell Rosalind her Colin bids adieu."

However, even in his home in Ireland, his love seems to have followed him, for he remarks,

"For love had me forlorn, forlorn of me, That made me in that desert choose to dwell."

Many critics think that he describes this same Rosalind under the name "Mirabella" in the "Faerie Queen." If so, he seems to have slightly come to his senses, and saw the lady as she really was.

"She was a lady of great dignity, And lifted up to honorable place, Famous through all the land of Faerie; Though of mean parentage and kindred base, Yet deckt with wonderous gifts of nature's grace, That all men did her person much admire And praise the features of her goodly face, The beam thereof did kindle lovely fire In the hearts of many a knight and many a gentle squire.

But she thereof grew proud and insolent That none she worthie thought to be her fere And scorned them all that love unto her ment; Yet she was loved of many a worthy pere; Unworthy she to be loved so dere, That would not weigh of worthinesse aright."

Spenser's life in Ireland was probably a very quiet one, and he tells very little about it; however, we conjecture from the way in which he characterizes his adopted country that he had no great amount of love for it. He speaks of it as a "savage soyle" and a "desert drear."

In "Colin Clout Come Home Again," he describes Raleigh's visit, calling him the "Shepheard of the Ocean."

"One day, quoth he, I sat as was my trade Under the foot of Mole, that mountain hore, Keeping my sheep amongst the cooling shade Of the greene alder's by the Mullee's shore. There a strange shepheard chaunted to find me out, Whether allured with my pipes delight, Whose pleasing sound yshrriled far about, Or thither led by chance, I know not right: Whom when I asked from what place he came, And how he hight, himselfe he did yclcep e The Shepheard of the Ocean by name, And said he came far from the main-sea deep."

"He gan to cast great lyking to my lore And great dislyking to my luckless lot. That banished had myself, like wight fororne, Into that waste, where I was quite forgot. The which to leave thenceforth he counseld me, And wend with him his Cynthia to sep."

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"He me persuaded forth with him to fare; Naught tooke I with me but mine oaten quill; Small needments else need shepherd to prepare. So to the sea we came, the sea, that is A world of water heaped up on high, Rolling like mountains in wide wilderness, Horrible, hideous, roaring with hoarse cries."

In the same poem, the ship and the journey across the waves are beautifully and fantastically described. At last they are

"All put ashore on Cynthiaes land, And as the same shepherd still us guided, Until that we to Cynthiaes presence came."

Then follows a wonderfully overdrawn, unnatural picture of the Yuen, or Cynthia, as she is called in the poem.

"The Shepheard of the Ocean, quoth he Unto that Goddess grace me first enhanced And to mine oaten pipe inclin' d her ear, That she henceforth gan take delight, And it desired at timely hours to heare "

But court life does not suit our gentle shepherd, so he returns to Ireland, and in the same poem quoted above he gives us the reason why. When asked by Thestyllis,

"Why, Colin, since fondest such grace With Cynthia and all her noble crew, Why didst thou ever leave that happie place, In which such wealth might unto thee accrue; And back returnedst to this barren soyle, Where cold and care and penury do dwell?"

He answers:

"I, silly man whose former days Had in rude fields been altogether spent, Durst not adventure such unknown ways, Nor trust the guile of future blamishment; But rather chose back to my sheep to turn, Whose utmost hardness I before had tryde, Then, having learned repentance late, to mOURNE. EMBROUGHT those wretches which I there descryde."

After this he gives a graphic and detailed account of court life, which is not at all edifying, or inclined to produce any great amount of respect for the courtiers of the day. He culminates his court life description in a few terse, ringing lines which show a disappointed spirit.

"To fret thy soule with crosses and with cares; To eat thy hart through comfortless despair, To know, to crouch, to wait, to ride, to run, To spend, to give, to want, to be undone."

Although Spenser claimed, and believed, that his love for Rosalind was everlasting, he met another whom in the "Faerie Queen" he calls "A country Lass," and with whom he became as deeply in love as he ever was with Rosalind. In his poem "Amorette" he gives us a charming account of his wooing, which seems to have been a long and troublesome one, though at last successful.

"After long storms and tempests and assay, Which hardly I endured heretofore, In dread of death and dangerous dismay, With which my silly barke was tossed sore, I do at length desery the happy shore, In which I hope ere long for to arryve: Fayre shore it seems from far, and fraught with store Of all that dear and dainty is alyve. Most happy he that can at last achiye To joyous safety of so sweet a rest; Whose least delight sufficeth to deprive Remembrance of all paines which him opprest. All paines are nothing in respect of this! All sorrows short that gain eternal bliss."

We can glean but a slight notion of the object of his passion from this poem, but we must make allowance for blind love, and see her as best we can from the following:

"To all these happy blessings which ye have With plenteous hand by heaven upon you throw This one disparagement they to you gave, That ye your love lent to so meane a one; Ye, whose high worths surpassing paragon Could not on earth have found one fit for mate. Ne but in heaven matchable to none, Why did ye stoop unto so lowly state? But ye thereby much greater glory gate, Then had ye sorted with a prynced pere: For now your light doth make it selfe dilaite, And, in my darkness, grea ter doth appear, Yet, since your light hath once enlumind me, With my reflex yours shall encreasde b."
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this we have that loveliest and most tender description of his bride.

"Behold whiles she before the altar stands,
Hearing the holy priest that to her speaks
And blesseth her with his two happy hands,
How the red roses flush up in her cheekes,
And the pure snow goodey vermi11 staine,
Like crimson dyde in grayne:
That even the angels, which continually
About the sacred altar doe remaine,
Forget their service and about her fly,
Ofte peeping in her face, that seems more fayre
The more they on it stare.
But her sad eyes still fastened on the ground,
Are governed with goodly modes ty,
That suf fers not one look to glaunce aw ry,
Which may let in a little thought unsound.
Why blush ye, Love, to give to me your hand,
The pledg e of all our band ?
Sing, ye sweet angels, Alleluya sing,
That all the woods may answere, and your echoe ring."

Our poet was very loyal to his friends, always in the kindest words rating them above himself. Of Sydney, for whom he seems to have had an especial admiration, he says he was the true "precedent of nobleness and chivalry'', and "among all others was none his paragon." He wrote several poems in regret for the death of "worthie Philip immortall!, the flowre of Syd­neyes race, the honour of the name.''

In the "Shepheardes Calender" he speaks of Chaucer as Tityrus, and pays him a very pretty tribute:

"The god of shepheards, Tityrus, is dead,
Who taught mee, homely as I am, to make;
Hee, whilst hee lived, was the sovereigne head
Of shepheards all that bene with love y take:"

Well eouth he waile his woes, and lightly shake
The flames which love within his heart had bredde
And tell us many tales to keepe us wake,
The while our sheeue about us safely fedde."

Many tributes are found in his works to Harvey, Lord Gray, and his other friends; but he especially praises the Queen, in fact says one critic, "It is often ludicrous to witness Spencer's trepidation on finding that he has gone too far in praise of beauty, whether speaking in his own character or that of another he checks himself at full speed and lugs in the Queen, sure as fate there comes that everlasting Cynthia."

Spencer's idea of women seems to have been a very elevated one. "For demigods they are and first did spring from heaven, though gait in frailness feminine."

This man's aspirations were not of a low and sordid source. He aspires to give us "nobler loves and nobler cares."

"Oh what an honor is it to restrain
The lust of lawless youth with good advice
To make men heavenly wise though humbled well."

He was resolved to have, "that rich fee which poets wont divide," but he was obliged to fawn, as it were, to the Queen and her nobles to obtain means and leisure to exercise his pen "the vacant head which verse demands." And although he says the "praye is better than the price, the glory eke much greater than the gain."

He labored assiduously to obtain the "price", and at last died in poverty, having gained, however, that which he prized highest, "glory", not only for his own time, but for all time.

From the quotations given, we see how readily we can trace the man, as well as the poet and artist, in Spenser's works. This fact serves to make the poems of all the more interest to us, and so complete in style and beauty do we find them, that we cease to question why,

"Hither, as to their fountains, other stars
Repair, and in their urns draw golden light."

It would seem from the poem below, which we copy from The Ypsilantian, that the Normal Muse has forgotten where her services belong.

THE OLD CLOCK ON THE STAIRS.

YPSILANTI VERSION.

[In some way, intelligible only to the ethereal essences, word reached the other sphere that the old clock had "gone west," whereupon the ghost of Longfellow came down to visit the new location, with the following result.—Ed. Ypsilantian.]

Somewhat back from the public street
Stands, gray and massive, learning's seat.
Beneath its pillared portico
The wise Professors come and go,
While from its station in the hall
A tradesman's time-piece shows to all:
"Sweet, Wortley, and Krysske in stately rank,
Carpenter, Homer, and National Bank,
Preston and Kuster and Fingerle,
King, Morford & Hyzer, and Dolson you see,
Turning forever like spirits in pain,
Coming and vanishing, coming again,
THE NORMAL NEWS.

While motionless ever, forever in view,
Are L., D. & K., and the Dodgers two,
And the Bazarette."

Near to the foot of the stairs it clings
To the corridor wall, and slowly swings
Its ever vocal pendulum,
Which says to students and all who come,
"These are the dealers who want your aid
To make things boom in the marts of trade:
Dolson and Preston and Krysske and all
The fellows hung up on the corridor wall."

By day its voice is low and light,
But in the silent dead of night,
As the nightwatch passes along the halls,
Distinctly that faithful time-piece calls,
Along the ceiling, along the floor,
And seems to say at each teacher's door:
"Carpenter, King, and the Bank are found
Solemnly riding the merry-go-round."

Over that corridor used to be
The most exacting scrutiny;
A modest notice on wall or door
Was signal for rumpus, in days of yore;
And worse than skeleton at the feast
Had been a ticking bill-board leased
To Wortley and Sweet and the Partners Three,
First-rate fellows although they be.

Then groups of merry children played,
Then youths and maidens dreaming strayed;
Gone are those hours of golden prime,
But still there's a gleam of time in store;
For while 'Old Program' rings its bells,
The clock in the hall this story tells:
"Kuster and Horner and Fingerle,
Ever revolve on the cylinders three."

Old chums are scattered now and then,
Some are married and some are dead,
But when I ask with throbs of pain,
"Who of these here shall meet again?"
As never in those days gone by
That thrifty time-piece makes reply:
"Morford & Hyzer will turn and turn
While days go on and night lamps burn."

Some of them here and some of them there,
Burdened like others with trouble and care,
Seeking for custom as times grow tight,
Patient through darkness, but seeing a light
In the postoffice clock (that used to be),
Which bemoaned their business incessantly:
"Sweet, Wortley, and Krysske in stately rank,
Carpenter, Horner, and National Bank,
Preston, and Kuster, and Fingerle,
King, Morford & Hyzer, and Dolson you see.

Turning forever like spirits in pain,
Coming and vanishing, coming again,
While motionless ever, forever in view,
Are L., D. & K., and the Dodgers two,
And the Bazarette."

HISTORY IN CALIFORNIA SCHOOLS.

MRS. M. V. WINTHERBURN.

California's public school system has a deservedly high rank. This is especially true of her grammar and primary grades; the high schools receive no state aid and the resulting dependence upon local support tends to cramp their development. High schools are, however, passing through a rapid revolution whose principalagitator is the demand for university training; every year shows some decided advance in a leading school and since there are but eighty-five high schools in the state, such advances are quickly known, commented upon, adopted, improved and generally incorporated into the body educational. As a result of this state of affairs, general advancement is more readily found in the grammar and primary grades under the fostering care of the state, while the high schools show a more sporadic growth strongly tinged by the personality of individual teachers. This paper, therefore, can deal more justly with the condition of history in the lower grades: it would be very easy either to over or underestimate the exact condition of the high schools.

History has not as yet an established place in our school curriculum. Everybody recognizes the fact that American history must be taught somewhere before the pupil leaves the eighth grade; but that "somewhere" may be anywhere according to the teacher's attitude towards the subject, modified somewhat by the length of time needed to cover the pages of the state history or by the belief of a city or county superintendent in the importance of the lessons of history. The present state history, compiled by state direction and a required book in all schools where history is taught, is a very imperfect collection of material for a pupil and an insufficient guide for a teacher. It is however being revised by C. H. Keyes; or rather, a new text is being written. This will unquestionably mark an advance in the historical methods of
the schools, for it combines the topical with the chronological method and presents well graded bibliographies with each topic. I believe that Mr. Keyes will produce his work in two volumes, one elementary the other advanced, thus insuring the study of history during two or more years. Not only is the teacher's interest in history an important factor in deciding how much time shall be devoted to it in our schools, but, here as elsewhere, her preparation is often a turning point. Generally speaking the teachers of the state have not been prepared in this subject: five years ago a few graduates of the State University were to be found in the schools, but the predominating number of teachers were graduates from the Normals or successful applicants for county certificates. The latter had probably had almost no training in history, having simply crammed a text-book for examination purposes; normal graduates had been taught some methods and had taken a review of a few weeks in United States history. With the establishment of Stanford University and the introduction of the broad ideas of such a woman as Mrs. Mary Sheldon Barnes upon historical materials and methods of teaching, there has come a revolution in history instruction all over the state. We are, however, only at its beginning. The schools from one end of the state to the other are filled with teachers, who, with individual exceptions, are untrained themselves in history and are consequently unprepared to teach it to others. Moreover there is another serious hindrance to immediate good work: school programs are so crowded that little time has been left for history. The revival in literature, drawing, music, manual training all preceded that in history and in some places science also; these subjects were fitted into the daily programs in addition to the "three R's," so that now it is difficult to say how room can be made for anything else. Careful educators are studying the problem and it will be solved in our state before very long; solved, at least, so far as present human wisdom can see.

Given then these school conditions,—the majority of the teachers untrained in history, crowded programs and state control of the textbooks; given also the revolutionary forces at work in our state,—a wide and rapid adoption of university ideals, a growing professional pride that is creating a demand for pedagogical training at a university or normal for teachers in any grade from the primary to the high school, and by the state normal schools, a steady adaptation of themselves to new educational environments, a most interesting question presents itself: what is the present condition of our schools, what is their probable future? All branches of study are involved in these conditions, and let me confine myself, if possible, to the consideration of history.

What is the subject matter that is used in our schools? The condition of the program has done much in deciding this question, pedagogical views have played a part: correlation was necessary. Reading and history can not be distinguished in the majority of our primary schools where history is taught. Santa Ana, Santa Rosa and Stockton have the best developed history work in the grades in the state; even in these cities it is fragmentary. In the first four grades there are two leading motives found, each usually depending upon the personality of teachers or supervisors: the study of historical ideals for the purpose of character building or the study of myths; two other motives might be mentioned, found especially in cities where there is spasmodic history teaching,—history stories for the sake of language, and stories for the story's sake, pure and simple. This last produces the weakest results of all. In our own schools, here at Stockton, character ideals are nucleus; connected with this thought are stories appropriate to the day or the month, such as the Thanksgiving story, the Christ story, the bear flag (for Admission Day, September ninth) and others of similar interest. Many myths are also studied, but with us that is considered as a part of the reading or English work; the dividing line is very lightly drawn, however. Santa Rosa lays more stress upon myths, even teaching to a class of delighted boys and girls the story of Henry Schliemann's youth and how he was lead to go to "dig up" far-away Troy. There they fit into the actual fact of Troy their already well known Trojan heroes. Santa Ana is not quite sure whether history or reading is being taught in her primary schools. The superintendent assures me that he has no intention of differentiating and there is undoubted wisdom in his position.
In these three cities as elsewhere in the state the subject matter for the grammar grades, that is the fifth, sixth, seventh and eighth, sometimes the ninth, is much more uncertain than is that for the primary grades. Educators began at the bottom to work out their solutions and are gradually carrying them upwards. This much is fixed,—American, or more frequently United States, history is taught in the eighth grade and usually in the seventh; sometimes it is carried through the four, beginning with the fifth. There is a general tendency to broaden out beyond the limits of our own country in order to give the children a glimpse of the life and growth of the world. Sometimes this is done by means of correlation with geography or with reading, so saving time and gaining in clearness. In a few schools English history stories of the seventeenth century are told in connection with the periods of discovery and settlement in America. This year in our schools at Stockton, Roman history stories are told and read in the sixth grade; the purpose has been twofold, to broaden the child's knowledge of the world and to study character, the persons chosen being those who would show plainly Roman patriotism or moral virtue. The historical ideal is kept more clearly in mind here, too, than is the case in the most of our cities where similar work is being done; geography is accessory to history, since history is the life of the world. There is a regular course in geography, however, having no connection with the history. It is still uncertain whether next year's history course will be the same as this; probably not, as it is still unsystematic and its aim too poorly defined.

Methods of teaching are not so diversified as is the subject matter. In the first four grades and to quite an extent in the fifth and sixth grades the stories are first told the children; questions upon the story follow, then the children tell in their own words what they have heard, finally the story is written. Sometimes it is again used as a reading lesson. Two of the Santa Rosa teachers, under the guidance of their inspiring superintendent, F. L. Burke, now a fellow under G. Stanley Hall at Clark University, have published interesting little books, Old Tales Retold and The Story of Washington, formed entirely of written exercises by the children.

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These are used as reading books in the grades lower than those in which they are composed. When the children are old enough to read, supplementary books give an added charm to the teacher’s narrative. “History books always out” my teachers tell me, “I can never put my hand on one for my own use.” Does not that fact speak for itself about the fascination of “real stories”? Over and over is the scene repeated as I go from room to room among the children: bright faces, flashing eyes, quick responses, references to this book or that, until I again and again think “history is fairy-land, play-ground, school and church for our little ones,” and I bless the days at the dear old Michigan State Normal where noble hearted Miss King first showed me real history and its meaning.

What are the prospects for history in our state? Hamlet expresses it: “There is a tide in the affairs of men, which, taken at its flood, leads on to fortune.” The turn is here, the state is awake, history is recognized as a cornerstone in the social, the moral and political education of the child. We are trying to take the tide at its flood. At the State Teachers’ Association during the Christmas holidays the History Round Table held its own in point of numbers although the Child Study Round Table had the attractions of the presence of Dr. Harris of Washington and Dr. Mara L. Pratt of Boston. At the close of the regular session a permanent organization was formed having for its object three lines of investigation:

1. Collection, organization and publication of materials bearing upon local history.

2. Observation and experiments suited to throw light upon the psychology of childhood in relation to the subject of history, and the publication of the results of such experiments and observations.

3. A report of the actual work being done in the schools of California at present in the teaching of history.

To this will unquestionably be added the development of suggestive outlines of history for the guidance of country and city schools. At present there is no connection between this organization and the Council of Education for the state, but this, too, will probably follow before the State Association again convenes. These prospects, united with the eager, receptive attitude of the teachers of the state towards a betterment of history conditions in California, leads to the prophecy of good things in the immediate future.

MY UMBRELLA.

H. F. PHATT.

My umbrella! How shall I describe it? It cannot be classified exactly, as it is neither an article of clothing, nor yet a piece of furniture; but whether classified or not, I have found it a very useful invention; especially when I have been caught in a pouring rain, and happened to have it with me.

But to attempt a description: My umbrella is none of your gilt-handled, gauze-covered affairs. It was evidently made for service. The handle is a knot of some tough wood, while its long ribs are covered with a thickness of good strong cotton. It was bought at a country store, where “quality, not quantity,” is the rule; the main requisite for an article there offered for sale being that it is substantial, rather than showy. But although bought in the country, it was an umbrella, which in its better days, one need not be ashamed to have been seen with, even in the city.

I have had it a long time—several years, in fact. This seems like a rather strange thing to say about an umbrella; but soon after I bought it, had my name painted on the inside in strong, bold letters, which perhaps accounts for my being able to keep it so long: for should any one try to cut out the name, he would cut out a hole sufficiently big to cause it henceforth to be useless for the purpose for which it was intended. Then, too, were it not endeared to me by so many pleasant associations, perhaps I might hint that now it was hardly good enough for any one to steal.

If I were to write an account of all the adventures that have befallen me with this umbrella, it would fill a good sized volume. (Not a dry subject about which to write such a volume, surely.) “Rain or shine,” on my pleasure trips it has been my constant companion for days at
a time, and has served in turn as sunshade, windbreak, and as a protector from storms. I have gone down town under it on errands many a time; and in its better days it was sometimes seen at church. It has also been used for such things as sailing a boat, or making a parachute drop: things for which it was never intended to be used, and things for which no one but a boy would ever think of using it. It has traveled many miles. It has been loaned a great many times, but thanks to the kindness of my friends, despite the jokes of the newspaper man, to the contrary, it has always come back again.

One or two mishaps have befallen it. Once I was riding in a buggy, when three were sitting on the seat. The umbrella was pushed out, and the handle broken off against the wheel. I took it to the tinshop and had a ferrule put on, which made it for all practical purposes as good as ever again. Once a boy of one of my neighbors, seeing it in the barn where I had left it, and thinking I had about done with it, started to cut off the covering for a fish-net. I caught him in the act, and scolding him well, fixed it up as best I could. A few days after, an Italian umbrella mender coming along, I had it fastened on again.

It is old and faded now, but like an old friend who sticks to us through "thick and thin," I am loath to part with it. The very things which make it unseemly to others, make it pleasing to me. The places where the varnish is barked off, the handle, remind me of the time I played "shinny" with it, down on the ice. The faded cloth reminds me of the time it fell overboard, when I was using it for a sail, and of how I afterwards spread it open on the beach to dry. The color also reminds me, with some feelings of remorse, of the times when I have left it in woodshed or hallway, unopened, to drip and dry as best it could.

As I said before, I prize it very highly still.

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