1897

The Normal College News, January, 1897

Eastern Michigan University

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To our readers we offer the usual good wishes for the New Year, and we sincerely hope the relaxation of the holidays will not unfit the students for school work as is the case with a young lady whom we overheard saying, "I had such a good time, I'll not be able to study any for a month." Should this come to the ears of the faculty we may find our vacations still fewer and farther between.

Our Normal School was well represented by both students and faculty at the State Teachers' Association held at Lansing. To Normalites, the most enjoyable part was undoubtedly the Normal reunion, held Tuesday evening. After a delightful supper, the crowd exchanged greetings with old friends, and sang songs, until finally a grand march was formed, at the close of which we were entertained by a number of those present.

Prof. Austin George, as president of the Alumni Association, introduced the speakers in a humorous way which was greatly enjoyed. Prof. Daniel Putnam was the first speaker, followed by Robert Barber of the class of '92. W. R. Moss, '91, gave a recitation. Among the other speakers were Prof. C. T. Grawn, Miss Maxwell, Hon. H. R. Pattengill, and Prof. Julia King.

This is the third reunion of this kind, but it forms too pleasant a feature of the Teachers' Association to be allowed to let drop. An early adjournment was necessary in order that we might attend Dr. Harper's lecture at 7:30.

The Normal lecture and music course seems to have been in the highest degree satisfactory. The first number, Prof. Morse Stephens' lectures on "The Scientific Study of History" and "University Education in England," was of special interest to the student of history, and to any interested in the study of the educational institutions of England. Lieut. Peary thrilled all lovers.
of adventure with his hair-breadth escapes in the frozen north, and the two musical numbers were highly appreciated by those interested in music. The lecture on "World Making," by Samuel Phelps Leland, was spoken of with enthusiasm by the students.

The lecture on Jan. 12, by Miss Jane Addams, fully realized the high expectations we had entertained in regard to it. We certainly feel that Miss Addams is one who would be able to win all hearts to the cause which she so feelingly presents.

**Locals and Arsonsals.**

**FACULTY NOTES.**

Miss Harris spent the holidays at her home in New York.

Jan. 15, Miss King spoke to the critic and practice teachers on the subject of "History Teaching."

Friday, Miss Walton gave the students of the English history classes, and others who availed themselves of the opportunity, an interesting talk upon "English Cathedrals."

Eleven of the Normal faculty attended the meeting of the State Teachers' Association.

At the Association Mrs. Burton was elected vice-president of the physical culture section, and Prof. Bowen, secretary. Miss King was appointed one of a committee to outline a history course for the common schools.

Friday, Jan. 8, Prof. McFarlane spoke to the critic and practice teachers on the subject of "Geography Teaching."

The young ladies who teach in the gymnasium gave Mrs. Burton a silk pillow for her office couch at Christmas time.

The No. 9 basket ball team presented Prof. Bowen with a rug for his office.

At the meeting of the State Teachers' Association, Miss Schryver read a paper on "Nature Study in the Rural Schools," Miss King spoke before primary section on "History for the Primary Grades," and Dr. Smith presented a paper to the mathematical section on "Studies in Mathematical Education."

At the December meeting of the "Monday Club," Miss Shultes and Miss Ackerman read papers relating to colonization in Africa. Mrs. Burton read a paper before the January meeting upon "Parks."

Prof. Hoyt lectured at Nashville, before the Barry County Teachers' Association, Saturday, Jan. 16.

Miss Addams was entertained at Prof. Putnam's during her stay in Ypsilanti.

Miss Belle Hanford visited the Normal just before the holidays.

Mr. Sereno Clark, '95, visited relatives in Ypsilanti during the holidays.

Miss Mary Horn, '96, who for some weeks has been filling a vacancy in the high school at St. Louis, Mich., is again at the Normal.

Several students have secured positions and commenced teaching since the holidays: Miss Lillian Cutler, at Iron Mountain; Miss Clara Bliss, seventh and eighth grades at Jonesville; Miss Mabel Field, at Iron Mountain; Miss Gert-rude Robbe and Mr. M. C. Potter, at Three Oaks, a suburb of Chicago.

Mr. R. H. Van Buren, who finishes his course at the close of this semester, has been offered a position in one of the state offices at Lansing. His duties commence the 1st of February.

Miss Clara Dole has gone to Grand Rapids to take a position in the schools.

Miss Ruth Myers has a position in the west side high school at Jackson, teaching Latin and English.

Fannie King, who was in school during the early part of the year, is teaching at South Haven.

Myrta Myers, who attended the Normal during the early part of the year, is now in Cleary's Business College.

Irene Gilbert is teaching the first grade at Houghton.

Miss Lodeman, after spending some time in New York, has gone abroad. Miss Marie Dickinson of the Conservatory accompanied her.

Miss Nina Hesse is teaching at Benton Harbor.
The Normal Cornet Band was organized again this year with glowing prospects. The following officers were elected for the first semester:

President—F. E. Whipple.
Vice-President—S. D. Groove.
Treasurer—R. A. Randall.
Secretary—T. S. Drake.
Leader—Mr. Streubell.
Assistant Leader—S. D. Groove.

The following members of the class of '96 were to be seen at the State Teachers' Association: Edith Atkins, Mattie Hunt, Orpha Worden, Bnj. Gregor, John Everett, Jerome Howard, Georgia Fox, Lizzie Schermerhorn, Warren McDiarmid, and undoubtedly many more whom the eye of the reporter failed to light upon. There was a fair representation present for the class of '97, showing the interest taken by the members of that class in their prospective vocation. They were generously allowed to be present—or at least they were present—at the alumni exercises.

After considerable discussion concerning the advantages of Detroit and Grand Rapids, it was decided that the State Teachers' Association should meet next year at Lansing. The following officers were elected:

President—Delos Fall, of Albion.
Vice-presidents—B. J. Miller, of Big Rapids, Mrs. L. W. Treat, of Grand Rapids.
Secretary—W. J. McKone, of Mason.

Miss Nellie Van Patten took the excursion train to Detroit, Friday, Jan. 15, and spent the following Saturday with her sister, Mrs. R. M. Hewitt.

There is a number of students, both in diploma and certificate courses, who finish their work at the close of this semester.

Timely Topics is the name of a new publication issued under the fatherly care of the editor of the Moderator. It promises to be useful in giving a brief and careful summary of the news of the day.

Mr. Jerome says if he lives through his twenty weeks of teaching, he expects to live forever.

Rumor says there was a Christmas party some time during the holidays, for the benefit of those students who spent their vacation in Ypsilanti. Was no one left to chronicle it?

As one comes in at the front entrance at the Normal, he is now confronted by a large clock, lavishly adorned with advertisements of the leading business firms of the city. The famous Strasburg invention could hardly prove more attractive. It is to be feared much time is wasted by the delighted students who stand around waiting for the advertisements to change.

The natural science department has reason to be proud of the work done this semester by its
class in zoology. The drawings made by different members of the class are unusually good, especially one of a lobster done in pen and ink by Mr. Forest B. Brown, of the class of '95.

R. D. Calkins, '97, has charge of Miss Whitney's classes.

Miss Alice Heron, '95, who was compelled to give up her work in the St. Louis high school on account of ill health, is able to resume her duties.

It is expected that the new training school building will be occupied at the beginning of the next semester, when a new critic teacher will take exclusive charge of the fifth grade.

Miss Sara Chapman, '96, who has been teaching at Grose Isle, has given up her work on account of ill health and gone to Colorado.

At a Senior meeting some weeks ago, Mr. Clyde Young was elected editor of the Aurora for '97. This choice is satisfactory to the class in the highest degree. There has been some delay in electing a business manager, but the necessity of attending to this matter at once, must be apparent to every member of the class.

Rumors of the societies electing Normal News contestants are in the air.

One of our exchanges compliments the writer of a criticism on "Hiawatha," given in a late number of The News, very highly.

The training school children are in a state of excitement in regard to the new building.

Report says Mr. N. Collins has accepted a position, but fails to say where.

Miss Addie Parker, '96, who has been teaching at Duluth, visited the Normal just before vacation.

The Vidette for December is a "contest" number, giving an account of the annual literary contest. It is illustrated by a fine picture of the contestants.

The Washburn Mid-Continent, of Washburn College, Topeka, Kan., gives an amusing sketch of the tour of the college glee club.

Miss Ida Robbins, '96, who is teaching in the high school at Butte, Montana, is much pleased with her work. She favored one of her Ypsilanti friends with the holiday edition of The Miner, which gives an extended description of the schools of Butte. There are illustrations of some handsome school buildings. There is a new high school building in process of construction which will cost over $100,000. The regular teaching corps numbers ninety-six. There are ten teachers in the high school, which contains 270 pupils.

Miss Effie Sands, of Hillsdale, spent her Christmas vacation in Ypsilanti.

Chester Parsons spent Saturday, January 16, in Detroit.

Much sympathy is felt for Miss Catherine Mitchell and her sisters on account of the sudden death of their mother, Jan. 8th. Although a confirmed invalid, she was not considered in any immediate danger. They left for their home at Negaunee with the remains, Jan. 9th, but have returned and are again in school.

Monday evening, Jan. 18, Miss Stowe spoke to the critic and practice teachers on the subject of the "German Kindergarten."

Prof. Bowen's Method Class in Physical Training is learning the rules for base-ball, foot-ball, lawn tennis, and basket ball. The members of the class would much prefer practice to theory.

Miss Martha Warner, '95, came home from Ohio to spend her Christmas vacation.

Miss Ada Benedict, '96, attended the State Teachers' Association.

Miss Cannell, former critic teacher in the kindergarten, was at the Association.

Herb. Woodward spent part of his Christmas vacation at Hillsdale.

A young lady who claims to have an excellent joke on hand is inquiring for the Aurora editor.

Miss McMahon came down from Ann Arbor to attend Miss Addams' lecture.

Miss Carrie Bibbins, '96, visited the Normal last week.

J. H. Hetley, of the class of '96, is again in Ypsilanti.

The Anchor, of Hope College, paid the Christmas number of The News a compliment which is highly appreciated.

Prin. E. E. Overholt, of Brooklyn, together with his teachers, are doing admirable work in those schools, and the people are profuse in their praise for the schools.—Moderator.
The students are indulging the fond hope that a tennis court will be laid out upon the grounds surrounding the gymnasium sometime during the spring.

Theodore Drake deserves the sympathy of his fellow students. He was ill the greater part of his Christmas vacation.

The next number of The News will contain an article by Mrs. Rose Barton Winterburn, a graduate of our Normal school, now a teacher in the schools of Stockton, California.

Miss Lettie Augustine, '95, spent her Christmas vacation at her home in Ypsilanti.

SOCIETY NOTES.

The Adelphic society had a humorous programme a short time ago, and what distinguishes it especially is that it was really humorous.

A German program was rendered in the Adelphic society, Jan. 15. The society, isn't entirely made up of Germans but the air was quite blue with "Dutch" some of the time.

Adelphics are very much interested just now in the girls' and boys' programmes which are soon to be given. The amount of attention the members are paying to them ensures complete success.

On the evening of January 15, the gentlemen of the Crescent Society tendered a banquet in honor of the ladies, at the Y. W. C. A. rooms. About fifty Crescents were present, and after partaking of a sumptuous repast, the following toasts were proposed by Mr. Welch: "The Crescent Society as a Factor in the Normal School"; "Relation of the State to the Government"; "Relation of the Individual to the State"; "Crescents Abroad" and "The Crescent Ladies", to whom Messrs. Pierce, F. Goodrich, Cavanagh, E. P. Goodrich, and Wilber responded. Under the head of "Briefs", Misses Downing, Mann, Soultz, Tuttle, McArthur and Sanford toasted the following: "That Brother of Mine"; "Men What We Make Them"; "Briefs"; "The Crescent Boys"; "Impressions of Jane Addams" and "Mutual Improvement".

The Crescent girls are preparing a special program for the near future.

The Olympic boys program, held just before the holidays' vacation, was (so the Olympic girls say) the best that the boys have ever given.

The program was a farce upon the usual humdrum way of conducting high school commencement exercises.

The Atheneum society had a special treat at their last meeting before vacation. "Santa Claus" was in his happiest mood, and found presents enough on a beautifully decorated tree to give "good cheer" to each member. On Jan. 15, the entire program was devoted to Gipsies, and consisted of essays, music by a Gipsy band, tableaux, etc. Such programs are very popular, as they are found to be a happy combination of that which is instructive and that which is more purely a mere bit of entertainment.

CONSERVATORY NOTES.

The State Board of Education has purchased two grand pianos, one to be placed in Normal Hall, and one in the Conservatory.

On Jan. 6th in place of the regular Wednesday afternoon recital, the class in Musical History gave a very interesting and instructive entertainment illustrating the history of Music. The same was repeated before the Sappho Club at its January meeting.

The Conductor Class which has recently been organized by the Director has a membership of 14. It promises to be one of unusual interest.

Mr. Chester Parsons found it necessary to resign his position as secretary of the Conservatory and Miss Lulu Doughray has been appointed to fill the vacancy for the remainder of the year.

The Conservatory Mixed Quartette consisting of Miss Ellis, soprano, Miss Bird, contralto, Mr. Ellsworth, tenor and Mr. Parsons, bass, made its first appearance before the State Kindergarten Association and was well received. This quartette is under the direction of Mr. Frederic H. Pease.

At the Normal choir concert the oratorio "Creation" will be rendered. The soloists of the evening will be Miss Jenny Osborne, of Chicago, soprano, who made such a favorable impression here with the Sherwood Concert Company. Mr. Frederic Carberry, also of Chicago, tenor, who comes highly recommended, and Mr. Gardner Lamson of Ann Arbor, Bass. Mr. Lamson is so well known here as to need no
further mention. Choir rehearsals are held every Monday evening in Normal Hall, and Mr. Pease also meets the parts separately once a week. Great interest is being shown, and the concert promises to be one of the finest ever given.

The Normal Glee Club is planning to give a complimentary concert to the Faculty and students of the Normal.

S. C. A. NOTES.

At the first meeting in Dec. of the S. C. A., the services were conducted by Miss Odiorne, Sec. Y. W. C. A.

The Bible Study classes, which have been studying the subject of the Holy Spirit, held an interesting and most helpful meeting in Conservatory Hall, Jan. 9th. These classes will now begin studies in the life of Paul, and will be under the leadership of Miss Paton.

The number of students enrolled in the Young Men’s Bible classes has been actually doubled during the last few weeks.

Although our Association was not able to send delegates to the Y. W. C. A. conference at Lake Geneva this last summer, yet we were favored by reports from there; four of the Ann Arbor delegates coming over to our S. C. A. meeting and kindly giving us their Geneva reports.

MARRIAGES.

Edward Ryder, '93, of Traverse City, and Miss Georgia Smith of Marshall, were married Dec. 23.

From an exchange we learn of the marriage of Miss Winnie Sturdevant, '93, and Mr. Leon L. Tyler, of Grand Ledge.

Miss Amanda Robbins, class of '92, was recently married to Mr. Arthur DuBois, of Chicago.

GYMNASIUM NOTES.

Tuesday evening, Dec. 22, the department of Physical Training gave an exhibition. It consisted of Swedish gymnastics by the 3rd and 4th grades from the Training School, and Indian club work, led by Prof. Bowen. Mrs. Burton had charge of the ladies’ marching, which introduced the pivot movement. The program closed with ring and bar work and a basket ball game. The admission fee was fifteen cents, and as a result twenty-five dollars was realized for seating the gallery of the north side.

By the purchase of two new pianos for the Conservatory, the gymnasium comes into possession of the grand piano which has stood for some years in the chapel.

Dec. 19, at 10 o’clock, the S. B. T. and the ’97 Scrubs played their first match game of basket ball, with Mrs. Burton as umpire. The game resulted in a victory for the S. B. T. with a score of 3 to 5.

Prof. Bowen, Mrs. Burton and several of the student teachers attended the January meeting of the Detroit Association for the Advancement of Physical Education. Prof. Bowen led the discussion upon Progression in Exercises.

The Freshman girls have organized two basket ball teams. One of them, the Blues, made their first appearance in a game with the S. B. T. Saturday morning, Jan. 16.

FOOT-BALL TEAM RECEPTION.

On Dec. 5 the Toastmaster Club and the Arm of Honor gave a reception and banquet to the members of the Champion N. A. A. Foot-Ball team at the Savery Club. A social hour was passed in relating anecdotes and incidents and in recalling various experiences on the grid-iron. Then the boys proceeded with the assistance of their hosts to eat up the enemy as they usually do. It was a rather one-sided match and a big score run up, but as Caspar Whitney says: “It was as interesting a contest for a one-sided one as often occurs.” No substitutes were required, but all the boys excepting Mr. Broesamle showed signs of evident exhaustion before the end of the second half. Later in the evening several toasts were responded to in a very interesting manner. Some of them were: “Our Champion Foot-Ball Team”, R. H. VanBuren, “Foot-Ball as a College Sport”, Mr. Potter, “U. of M. Not the Champion of the West”, W. H. Pearce, “In the Line”, Mr. Murdock, “Two Aspects of the Game”, W. H. Phillips, “Experiences”, B. J. Watters. This is the last game of the year except the one at Mr. Cooper’s studio, and the team will soon break training.

Cornell will no longer make Latin and Greek requisite for the degree of A. B.
THE NORMAL NEWS.

Alumni.

Grace Rutherford, '96, Petoskey.
Alice Bird, '88 teaching at Pontiac.
Christine Paton, '96, Traverse City.
Mattie Hunt, '96, teaching at Lansing.
Panny Begele, '89, teaching at Delray.
Grace Loomis, '96, is in Grand Rapids.
Mr. Edger, '96, is teaching at Hastings.
C. H. Naylor is principal at Lexington.
Edna Barnum, '95, teaching at Jackson.
Miss Copeland, '95, is teaching at Osceola.
Marjory Gibson, '91, teaching at St. Clair.
Mr. Miller, '96, is teaching near Battle Creek.
Lola Fairbanks, '96, is teaching at Centreville.
Bertha Crosby, '96, is teaching first primary at Sand Beach.
Carrie Hall, '96, is teaching Latin and German at Otsego.
Bertha Goodison, '94, is teaching drawing at Marquette.
Miss Jennie Bartlett, '94, is spending her third year in the Escanaba schools.
Miss Jessie Fuller, '94, is doing grade work at Calumet.
Miss Emilie Mack, '94, has accepted a position in the State Superintendent's office at Lansing.
Sereno Clark, '95, is teaching in the Benton Harbor schools.
Arthur Benson, president of the class of '96, is teaching at Fowler.
Mildred Grosvenor, '95, who last year taught at Negaunee, is teaching at Mt. Clemens.
Miss Rachel Cook, '90, who has been teaching in the State School at Coldwater this year, holds the position of clerk in that institution.

It very often happens that
In making ready for the press,
There is a corner to be filled—
An inch or two, say, more or less,
In such a case, with copy short,
It's handy just to have about
Some fellow who can write a verse
Like this, to fill the column out.—Mirror.

Silence is sometimes the very best argument that can be used.
While the world lasts, the sun will gild the mountain tops before it shines upon the plain.
—Bulwer.

Before examinations cuffs and books should be carefully written upon, with necessary information.—Ex.

A college paper is a great institution. The editor gets the blame, the manager the experience and the printer the money, if there is any.—Ex.

Botany class. Miss C.—“Mr. W., what reason can you give for the growth of cocoa nut palms on coral islands?” Mr. W.—“The seeds (cocoa-nuts) are carried there by birds.”

Prof.—(speaking of Wycliffe) “Who translated the Bible in the 14th century?” Student—“King James.” Moral—”‘Tis better to have stabbed and missed than never to have stabbed at all.”—Ex.

Pupils should be taught to realize that they owe a debt to the State for their education, which they are bound in honor to repay by, at the first, diligently learning, and, subsequently, well and faithfully performing their civic duties.

If I may judge from my experience with college work, covering several years, and from my briefer experience with school work, I am forced to the conclusion that sympathetic reading on the part of the teacher should be the main method of presenting literature, especially poetry, to young minds. I have never got good results from the history of literature or from criticism except in the case of matured students, and I never expect to.—Prof. W. P. Trent in The Atlantic.

Dr. Nansen, who returned last summer baffled in his attempt to reach the north pole, although he got nearer to it than any one else has ever been, reports a fact which upsets some old ideas about the Polar sea. He found that the sea north of Siberia is shallow in its southern portion, averaging only 90 fathoms deep, but that above latitude 70 deg. it suddenly becomes profound, the bottom falling to a depth of from 1,600 to 1,900 fathoms. If this applies to the
entire polar basin, then the north pole does not lie in shallow water as many have supposed, but is situated in the midst of the deep sea—a fact which has a bearing upon the problem of how best to reach the pole.

An amusing story is told of the late Principal Pirie, of Aberdeen, Scotland. Just after “at home” cards became fashionable, one of the driest specimens of the old professional régime was surprised to receive a missive which read as follows: “Principal and Mrs. Pirie present their compliments to Professor T., and hope he is well. Principal and Mrs. Pirie will be ‘at home’ on Thursday evening at 8 o’clock.” This was something which evidently required an answer, but the recipient of it was quite equal to the occasion. He wrote: “Professor T. returns the compliments of Principal and Mrs. Pirie, and informs them that he is very well. Professor T. will also be at home.”

We find that class management includes both control and teaching. In order to be a good class manager, one should be able to govern well and teach rightly. No teacher can instruct a class effectively until he can control it at will, until he is master of the situation, or until he can secure that degree of order and respectful attention he desires, whenever he likes, and without any difficulty. Nothing but good teaching will help to secure and maintain orderly attention, and make school government easy. We experience no difficulty in controlling a class which is much interested in its work. Never place control in the place of teaching; such is a grand mistake—it is a means for the end. Truly, control is a prerequisite, but good sound teaching is the main business.

NOT POSTPONED.

The following amusing story is told by the Boston Herald, of Timothy Coffin, who was for a long time judge of the New Bedford district: When a very young man he was retained in a case of sufficient importance to bring out almost every resident of the town; so that the little New Bedford courthouse was packed when court was opened that morning Coffin had been secured as counsel by the defendant. Although it was his first attempt in open court, he had made little or no preparation, thinking that he could get through somehow or other when the time came. This, when the council for the defendant came into court that morning, he was greatly surprised and no less agitated, to see the big crowd and realize the wide public interest in the trial at hand. He saw that he had looked upon the case too lightly. The prosecution was strong, and he had made not even a slight preparation. To lose the case meant to lose a hoped-for reputation. Could he afford to commit this blunder by displaying his ignorance of the case? How could he get out of it? These were a few of the questions that are known to have flashed through the young lawyer’s head, for afterward he himself told of the awful perplexity of the hour.

Being a shrewd inventor, he devised a plan. As soon as the court had been called to order, and the crier had said his little say, he arose and asked for a postponement of the trial, on the ground that he had just received a telegram announcing the sudden and fatal illness of his mother, who resided at Nantucket. Scarceley had the words of this appeal proceeded from the lips of young Coffin, when an elderly woman quietly arose in the balcony of the courtroom and gave utterance to these words: “Timothy, Timothy, how many times have I chastised thee for lying.”

Timothy recognized the sound of that voice only too well. It was that of his mother. This being Timothy’s first public case, the old lady had secretly come up to New Bedford to see how well her son would do. Her presence was of course totally unknown to him. The further developments need not be recorded here. Suffice it to say that Timothy Coffin in after years made sure that his excuses would not be thrown back at him by any member of his family.

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The Asa Gray Bulletin

Should be on file in every school in which Botany is taught.

THE STUDENTS’ DEPARTMENT

conducted by Mrs. Lucy A. Osbland, is devoted to the interests of students and young teachers in high school and in grade work.

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Agricultural College, Mich.
Had not the date of Miss Addams' lecture been changed, this sketch of her life would have been given to our readers before that event, together with the accompanying references concerning her life and work to be found in the Normal library.

Jane Addams is the daughter of Hon. John H. Addams, who for many years was state senator of northern Illinois. In 1881, she graduated from Rockford College, Ill., and since that time has held the position of trustee of that institution.

The founding of Hull House is the work with which we all associate Miss Addams. Her plan was formed upon the theory that the rich need the poor as much as the poor need the rich. To the advancement of this idea she has devoted money, time, and all her strength of intellect. In 1889, she purchased a dilapidated building known as Hull House from the name of its builder. It was repaired, and some improvements made, and was opened the same year. Miss Ellen G. Starr was associated with Miss Addams in this enterprise. Through their work, Hull House has become one of the most useful and widely-known institutions of its kind in the world. It is said Miss Addams took her inspiration from one of the best of England's philanthropic institutions—Toynbee Hall.

It is difficult to speak of the life of Miss Addams without giving the work carried on at Hull House, that work being so much a part of her life. Of that, however, it is impossible to speak, within the limits of this short sketch. Mrs. Florence Kelley, in her lecture at the Normal last year, gave us some insight into the work planned and accomplished at Hull House, but we can well believe that one evening is too short in which to tell it all.

In the September number of the Forum, 1892, in an article entitled, "Hull House, Chicago: An Effort at Social Democracy," Miss Addams gives us, in her delightful way, the plans and aspirations embodied in this institution, so dear to her. She speaks of the Social Science Club which meets weekly at Hull House. One of these meetings is described in a book by Madam Blanc—"Condition of Woman in the United States."

Another article of great interest is, "The Art-Work Done by Hull House, Chicago," to be found in the Forum, July, 1895. It is written by Miss Addams, showing the influence of Miss Starr in forming and guiding a taste for art among the frequenters of Hull House.

The Outlook of February, 1895, gives a sketch of the work done at Hull House. This article is illustrated by a cut of Miss Addams and views of some of the club rooms, the kindergarten room, and the gymnasium.

We each have our own impressions of Miss Addams' appearance and personality, and while it might be deemed an impertinence to give our own impressions, it will surely be allowable to quote the words of a noted lady in speaking of Miss Addams: "Miss Starr is giving the pupils a special course on art. The preference of a large majority is for Botticelli. It is, I suppose, largely due to the influence of Miss Starr's teachings, and also to the influence of the physical type of Miss Addams, who is singularly like a Botticelli, with her saintly face, pale, anxious, with slightly hollow cheeks, pensive brow, great deep eyes whose gaze seems but half conscious of all save pain and misery."

"Delicate from her early youth, she has answered the medical decree that she could only live if spared all fatigue, by an extraordinary ex-
penditure of energy. And she lives as by a miracle: she forgets her body."

Perhaps the most impressive effect Miss Adel- 

ams has upon an audience is that of entire ab- 
sorption in her work and entire forgetfulness of self. She seems simply to feel that she is helping her neighbors, her friends—making life a little easier for them, or, in her own words, "Helping men, women, and children to join in one family, as God meant them to be."

Department Notes.

PHYSICAL TRAINING.

Among the requirements for graduation at the Michigan State Normal School is one year's attendance upon gymnasium classes.

The objects of this course are:

(a). The physical improvement of those who are to become teachers.

(b). A preparation for teaching physical training and related subjects in the schools of the State.

The students who come to us vary so much in physical ability that, in order to provide what will be useful for all without overtaxing or injuring any, the following divisions of the work are made:

1. Exercises without apparatus of any kind, taken in standing position in class, at word of command. Marching is included, but no running or other violent exercise. The time does not exceed thirty minutes per lesson, with frequent brief intervals of rest.

2. Exercises with Indian clubs, dumb-bells, wands and pulley weights. The work is somewhat more vigorous than that described under No. 1. The time is limited to thirty minutes.

3. Individual assigned work. In this section, students practice exercises arranged specially for them, the exercises and the apparatus being chosen for each student in accordance with his physical condition and strength. The work is all done under supervision and after definite instruction. The time is limited to from ten to thirty minutes.

4. Gymnastic games. In these the strength and effort used depend largely upon the choice of the student. The tendency is toward lively and enthusiastic play. The dangers and excesses of outdoor athletics are reduced to a minimum. The time is thirty minutes, once a week.

The classes for men and women are separate. All exercise is taken in regular gymnastic costume. Whenever a student is temporarily or permanently in such physical condition as to make the practice of any part of the above work detrimental or unsafe, he is excused from the same as long as may be necessary. In such cases, students excused occupy seats in the gallery and are held responsible for an acquaintance with the exercises and the method of teaching through observation.

MODERN LANGUAGES.

The students in German III are preparing a play which they propose to give before all the students of the department soon. They have taken up this work for the sake of the practice in pronunciation and the use of colloquial German, which they who listen, as well as they who take part, will get from it. The German classes of the seventh and eighth grades are also about to begin similar work suited to their age and advancement in their study. The department hopes to give an exhibition, in public, of this work, some time early in the summer semester.

THE TEACHERS' COURSE.

The Teachers' Courses in the several Common School subjects—Arithmetic, Grammar, Reading and Language, History, Civics, Geography, Physics, Nature Study, Physical Training, Music and Physiology, cover ten weeks each, and are offered every quarter, throughout the year.

The N. A. A. have voted to raise money to defray the expenses of sending a team to participate in the inter-collegiate field day sports. For this purpose they have arranged for an indoor meet, where exhibitions of boxing, wrestling, jumping, etc., will be given. There is much talk in favor of having a concert in Normal Hall for the benefit of the N. A. A. The idea seems to be a good one. That there would be a large attendance goes without saying, as each and every student will be only too willing to help the Athletic Association.
POOLE'S INDEX.

Dedication.—This, the last and perhaps the greatest work of the author, is affectionately dedicated by her to the two fair damsels, Misses Bowen and Robbie, whose superior intellect will be fully capable of appreciating, as but few could do, the heights and depths of feeling with which the poem bristles.

A student of the Normal sat in her easy chair;
Pale and care-worn were her features, and disheveled was her hair;
On the floor, and on the table, books lay wildly scattered 'round,
Pens and pencils, ink-stands, blotters, did confusion worse confound.
But her sister sat beside her, smoothed the hair fast growing gray,
And bent with pitying glances to hear what she might say.
The weary student faltered, as she took that sister's hand:
"Alas! I never more shall see my own, my native land,—
Take a message and a token to those absent friends so dear,
For it may be that my dying words their aching hearts will cheer.
Tell them that I'd hoped to see them, when this weary year was o'er,
And, sure of sympathy from them, tell all my troubles o'er.
Tell them that the work seemed easy, and I'd surely hoped in June
To bear homeward my diploma; but alas! I hoped too soon;
For I had not seen the breakers that were waiting just ahead;
And little did I know then, that morn when teacher said:
"You may write me no more essays, but bring references instead
Of the eighteenth century poet, Shelley, whom you've often read,"
That those words so calmly uttered, the directions that she gave,
Would prove to me a Waterloo—would bring me to my grave.
But I feel my days are numbered—it has proved too great a strain,
And to-night I'm surely dying of 'Poole's Index' on the brain.
Tell my mother that her other girls will comfort her I know,
But I was, aye, a student, and thought home life too slow;
For my father was a teacher, and from my earliest days
I've longed to be a teacher, too—a guide in wisdom's ways;
And when he died and left us to take what we could get,
His old 'Lit. Primer' fell to me—the same I'm using yet—
And with eagerness I seized it, and from morn till set of sun
I studied from its pages, but remembered not a one.
When my brother reads 'Fox's Martyrs' he'll feel a thrill of pride,
For his sister was a martyr, too, and for 'Poole's Index' died.
There's another, not a brother—in the days that are to come,
He'll forget I e'er existed and seek out another one.
Tell my classmates and my teachers when they meet and pause to hear
My dying message to them, and drop for me a tear,
That I battled long and bravely, and ere Friday eve had come,
Of references in the card catalogues there remained not a one
That I had not seen and copied, tho' the work seemed hard and slow,
And the drawer that I had worked at was on the lower row.
But I stood my ground full bravely, and worked with downcast head,
Tho' the crowd did surge about me, and Miss Walton sternly said:
'When you've found the book you're seeking, please move on and clear the way,
For Poole's Index's just above you, and in great demand to-day.'
And Miss M. paused just beside me, in a higher drawer to look,
Which, when opened, cast a shadow long and dark upon my book.
And she said in pitying accents: 'This is far the easier part;
When you come to use Poole's Index, all your courage will depart.'
And her words did cast a shadow long and dark upon my heart,
And my aching head seemed bursting, and the pent-up tears would start,
And all night my sleep was troubled; but when morning came again,
I sought once more the library, with weary, weary brain,
And with surging crowds around me I one volume did obtain
That on its outer cover bore this title clear and plain—
'Poole's Index'—Ah! those words now seem imprinted on my brain.
Then I sought a chair, but found not one; so, 'mid that noisy throng,
I stood and searched, and searched, and searched, both patiently and long.
At last the name of Shelley to my longing eyes appeared,
And then I thought: this work, perhaps, is not as I had feared.
It must be easy, after all; for below his name, 'tis clear,
That the references I'm seeking will be recorded there.
And I felt at once new courage, and my pencil quick did seize,
And then—Ah, me! paused in despair—I'd never learned Chinese.
Those hieroglyphics on that page, they were in truth, I ween,
The very, very strangest things mine eyes had ever seen.
And then, at last, my ebbing strength and courage quickly fled,
I sought, at once, my quiet room, and threw me on my bed.
And now I feel within my heart my work on earth is o'er,—
But do not, sister dear, I beg, this fact too much deplore.
Tell them that I hate to leave them; and I wonder who will be
Chosen to read that special volume teacher always gave to me.
When Miss B. reads her essays in her own unequalled style,
Who'll stand up to tell what's in them, after I am gone the while?
Tell Miss R. not to grow weary in the work we were to do,
For I'll be with her in spirit, though my form she may not view;
And 'Poole's Index' I'll interpret, as she turns its pages o'er,
For I'll then see all things clearly that I couldn't see before.
And, sister, do not weep for me, and sob with drooping head,
When the seniors hasten home in June with glad and joyous tread;
But march on with them right proudly, with calm and fearless eye;
For your sister was a senior, too, e'en tho' she had to die.
And hang up your diploma in its place upon the wall,
And opposite, where mine should be, my books and essays all;
And inscribe there just above them, in letters clear and plain:
'Her loved her lit. for it she died of Poole's Index on the brain.'" —Ada Bentley, Class of '97.
od of the Elizabethan Literature, it was the first book of the brightest days of the "golden age" of English literature; and contemporary with the works of such writers as Spenser and Shakespeare. The book became, at once, the fashion. "It was constantly reprinted and eagerly read for fifty years, then forgotten for nearly two hundred; then frequently discussed, but seldom read." We now have it in Edward Arber's Reprints, published in 1868.

The language of Euphues became the language of the Court. The ladies learnt its phrases by heart. Blount says: "Our nation is in his debt for a new English which he taught them. All the ladies were his scholars; and the lady who could not parley Euphuism was as little regarded as she who now speaks not French." The book influenced the writings of Sidney, Spenser, and Shakespeare.

The scene of the first book is laid in Naples; and is a kind of love story, the action being, however, next to nothing, and subordinated to an infinite amount of moral and courtly discourse. It is a sort of skeleton on which to string his thoughts on love, friendship, education, and religion. The vices and follies of the day are attacked; and there is in it much description of the manners and customs of the times. It seems to have met with some adverse criticism in England; for it is said that Lyly wrote the first book to satisfy his conscience, and the second, to satisfy the country and the court.

In the second book, he praises everything in England, pays great compliments to the ladies for beauty and modesty, and overloads the Queen with praise, saying of her beauty: "I am constrained to say as did Praxiteles when he began to paint Venus; he doubted whether he could find colors good enough for such a fair face, and I, whether our tongue can yield words to praise that beauty the perfection whereof none can imagine; but like those who, wanting strong enough sight to look upon the sun in the sky, are forced to behold its image in the water; or Zneaxis, having before him fifty fair virgins of Sparta, whereby to draw one Venus, said that fifty more, fairer than those, could not administer sufficient beauty to show the Goddess of Beauty, refrained from painting her face; but pictured her entering a temple with her back toward the gate; so I, having all the ladies of Italy—more than fifty hundred—whereby to color Elizabeth, must say that as many more will not suffice; and so paint her court with her back towards you."

This book describes the voyage and adventures of Euphues, who goes from Athens to England. It is much like the first book in its discourses on love, descriptions of the country and court, and the manners of the times. In a special dedication to the ladies, he says: "Euphues had rather lie shut in a lady's casket than open in a scholar's studio."

The work seems to have been partly inspired by a reading of Ascham's "Schoolmaster," and from the passage in which Ascham gives the "seven plain notes to choose a good wit for learning in a child"—the first being Euphues, which is, "apt in all ways by nature, with full use of all his senses"—he takes the name for his work.

The fashion of ingenious talk had been brought home to England by the young men traveling in Italy during the decay of liberty and rise of petty tyrannies within the old republics. Talk about literature was encouraged as a substitute for the less convenient talk about politics. The style was an outcome of the revival of the study of Demosthenes and Cicero, and of the Greek and Latin works upon the art of speaking. Fine gentlemen at the court affected wit and talked daintily. Whatever they said must, if possible, display both wit and culture. An allusion that showed reading, with a turn of thought in it that showed wit, combined with alliteration and contrast, was aimed at in speaking.

This fashion spread from Italy through western Europe, and affected the language in England, Spain, and France. Everywhere, the desire was felt to adorn and exalt the vernacular tongues, so as to make them vehicles of literature worthy of taking rank with Latin and Greek. This naturally led to the habit of overloading the sentence.

This fashion in speech having become established, Lyly conceived the idea of giving to the English people some of the good doctrines found in Ascham's "Schoolmaster," by framing them in the shape of an Italian novel. "He so exactly caught and perfected the fashionable way of
speech, that the book was regarded as a model." It was the text-book and masterpiece of the style. From its title, the term, Euphuism, was formed to represent the dainty way of speaking.

In his introduction to the first book, he refers to the taste for fine speaking: "It is a world to see how Englishmen desire to hear finer speech than their language will allow, to eat finer bread than is made of wheat, or to wear finer cloth than is made of wool; but I pass their fineness which can in no way excuse my folly."

If I were asked to give a recipe for Euphuism, I should say: Take equal parts of similes and allusions borrowed from mythology, botany, alchemy, astronomy—everything. String these in an endless chain, hang upon a framework of antithesis, and sprinkle freely with alliteration. Add a play of wit, and strings of questions and answers to represent processes of thought. Take pages to say a thing which might be said in a few sentences. Use a great deal of exaggeration, and you will have a style of writing which you may call Euphuism.

We read Lyly's book now, not for the story or the long moral discourses, but to study its style. The chief characteristics of the style are: a fondness for classical names, turns, and allusions, particularly Latin quotations; an affectation of the mediæval so-called learning, called Natural History; numerous illustrations; balanced antithesis; use of the pun, which is said to have been introduced by Lyly; and much ornamentation and artificiality.

As we read, we tire of the monotony of dictio, the numerous similes, and constant antithesis; but there is often, with all its artificiality, an ingenuity and finished elegance that is very captivating. In his writings, he often uses very homely words; but, at times, he is truly poetical.

All this fantastic style suited the spirit and the times. It was an age when men were scarcely recovered from barbarism; for, even in the time of Henry VIII and of Mary, people still knelt under the ax of the executioner. Men's heads were filled with tragical images. No one cared for what was natural or possible in those days. A word was not an exact symbol, as it is with us, but a part of a complete action. When they read it, they did not take it by itself; but imagined with it the voice, the gesture, the picture which lay behind it.

Taine tells us, in substance, that luxuriance and irregularity were the two features of the times and the literature. There was no prose writing; and men sought satisfaction in poetry, the same as in masquerading and painting. Things were no more beautiful than now; but men found them more beautiful. They were full of enthusiasm, everything was exaggerated; and strange comparisons, over-refined ideas, excessive images, were the natural expression.

Imagine such an age, and let this form of speech come springing from the lips of lords and ladies, quickened by gay voices, flashing eyes, and laughter, and the style will be to us what it then was, and not a dead, inert thing, as we find it now in old books.

POPULARITY OF THE PETRARCHEAN SCHOOL.

LIZZIE G. NICOLS.

The period immediately preceding the Elizabethan Age is sometimes called, "The Age of Italian Influence." Scholars had visited Italy, and there imbibed a knowledge and love of the classics, which they brought back to their native land. As a result of this, many new schools were founded and the classics were taught in a new and practical way. The influence on poetry was also very great.

Chaucer was guided by the poets of Italy, but in Wyatt and Surrey this influence has become supreme. They introduced into England the new style of writing, that of the "Amourists." Now, poetry was made an art. The poets endeavored in every way, as in meter, rhyme, expression, form, etc., to make their writings pleasing and interesting. It is said of Surrey, "At last intellect has grown capable of self criticism."

After the example of Virgil and Petrarch, he guages the means of striking the attention, assisting the intelligence, avoiding fatigue and weariness. He keeps the strongest ward for the last, and shows the symmetry of phrases. Sometimes he guides the intelligence by a continuous series of contrasts to the final image. He selects elegant and noble terms, and rejects idle words or redundant phrases. Such is the new-
born art, and those who have ideas, now have an instrument capable of expressing them." This style of writing was so perfect, that a little later, the most perfect versifiers, Dryden and Pope, were able to add but little to the rules, introduced or invented by the writers of this time.

These poems were known as Passions or Sonnets. They exhibited the passion of love in its various phases, each sonnet being an expression of one sentiment. Like Petrar ch, the English poets dedicated to some lady as a mark of honor.

Each sonnet was usually composed of fourteen lines, consisting of two quatrains and two tercets, the quatrains repeating one pair of rhymes and the tercets another. But different poets varied this form.

Many poets followed the lead of Surrey and Wyatt, among whom were Sidney, Watson, Spencer, Shakespeare, Dryden and Pope, and in a later period Rossetti and Mrs. Browning. The first writer of this school, except Spencer and Shakespeare, is Sidney. Ward says of his most famous work, "The Astrophe and Stella", "As a series of sonnets, the 'Astrophe and Stella' poems, are second only to Shakespeare; as a series of love poems they are, perhaps, unsurpassed." Their chief charm lies in their reality. They are addressed to Penelope Devereux. They contain three, distinct parts or stages, which represent various phases of progress in his wooing:—A period of impetuous passion; another, of partial relenting on the part of Stella; and a third, a period of widening separation, when the lover forced to depart, sinks deeper into depression and discouragement. When Stella partially relents, Sidney expresses his joy in these lines:

Gone is the winter of my misery,
My spring appears.
O see what here cloth grow.
For Stella hath, with words whose faith doth shine,
Of her high heart given me the monarchy."

Surrey addressed his sonnets to a child, for whom all the Court felt a sympathy. His writings are various in their interest, but not so varied in their music as Wyatt's. We find, occasionally a touch of mirth as in the following:

"Lord! what abuse is this: who can such women praise."

Without setting down the exact rules, the first writer of this school, except Spencer and Shakespeare, is Sidney. Ward says of his most famous work, "The Astrophe and Stella", "As a series of sonnets, the 'Astrophe and Stella' poems, are second only to Shakespeare; as a series of love poems they are, perhaps, unsurpassed." Their chief charm lies in their reality. They are addressed to Penelope Devereux. They contain three, distinct parts or stages, which represent various phases of progress in his wooing:—A period of impetuous passion; another, of partial relenting on the part of Stella; and a third, a period of widening separation, when the lover forced to depart, sinks deeper into depression and discouragement. When Stella partially relents, Sidney expresses his joy in these lines:

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"Lord! what abuse is this: who can such women praise."

That for their glory do devise to use such crafty ways?
1, that among the rest do set and mark the row.
That in her is greater craft than is in twenty mo',
Whose tender years, alas, with wiles so well are sped.
What will she do when hoary hairs are powdered
in her head?

Watson, a contemporary of Sidney, was one of the sweetest of the Amatory poets of Elizabeth's reign. In 1582, "A Passionate Century of Love", was published. "Hecatompithia", though called sonnets are composed of eighteen lines, divided into three stanzas, in which the rhyme is, 1 and 2, 2 and 4, 5 and 6. A noticeable feature is an introduction in prose, which explains some parts of the sonnet.

The Scottish poet, Drummond of Hawthornden, also employed the sonnet. The most interesting are those directly inspired by his lost love, Mary Cunningham,—"Sonnets and songs that ring true and contrast with the cold conventionality of some of his other poems."

Constable, who was a Catholic, in addition to his secular sonnets wrote in honor of the saints, especially Mary Magdalene. The critics of his time speak of him as, "pure, quick, and high delivery of conceit."

In addition to these were many "lesser lights", as Barnes, Fletcher, and Daniel Drayton, who are only names to us, but who indicate the popularity of the Petrarchean School.

THE IRISH QUESTION.

CLYDE L. YOUNG, '97.

Questions of public interest are ever with us. Those concerning economic policies may be of vital importance to the people of an individual nation. Those involving problems of human rights are of interest to all the world. Civilization's support should be found wherever attempts are being made to subdue injustice or to allay suffering. All efforts to build human institutions by adopting higher systems of government should be encouraged; and while our sympathy goes out to the struggling Cubans, it should not be withheld from the half enslaved populace of Ireland.

The Irish question, best known as Home Rule, has developed since the abolition of the Irish
Parliament in 1800. Prior to this, Ireland was a dependency of Great Britain, with a parliament having power to make laws which affected only Irish affairs. In short, the government was similar to that of Canada to-day. Through political intrigue, the parliament was disbanded, and the Irish people became truly subject to English authority. Since that time, all laws, general and local, have been made by the British parliament and enforced by British officers. The Irish are entitled to representatives, but the number is so small that they, of themselves, have been unable to defeat measures brought up in the interest of English capitalists.

It matters little what form of government is employed, so long as all constituents have equal opportunities as inducements to enterprise. But when the reward of honest labor is misery, reform can be justifiably demanded. Thus, the numerous evils in the governmental system of Ireland have engendered the dissatisfaction of its people. Those which are most detestable to the friends of justice, are the land regulations. The estates are owned by English landlors, who are largely non-resident. Their rentals are enormous. The demands upon the tenants are outrageous. About three thousand of them control a nation of five million people.

The tenants, who constitute the Irish peasantry, are almost destitute of educational opportunities. They live in most wretched homes, in small huts or log cabins. About one-fifth are hungry and in rags. The staple product, the potato, is the principal article of food. The productions of the country are abundant, yet, after many pay their rents and taxes, they are deprived of their food. In fact, high rents have caused more famines than bad harvests. Vast amounts of food have been exported, while charity was sending in thousands of dollars to help the poor. Added to all this, the renters, in their destitute condition, until 1881, were subject to removal at the landlord's will. Such circumstances furnish the basis of the long continued agitation against the dominance of English landlordism.

The Irish question, then, involves those plans which, from time to time, have been proposed as sufficient to meet the demands for redress of grievances, and as possible remedies of the political evils.

The conditions have naturally brought forth such leaders as O'Connell, Bright, and Parnell. They succeeded in arousing enough sympathy to secure the passage of certain land laws, which furnished slight temporary relief. But these in turn have needed revision, so they have been practically impotent as final settlements of the great question.

Those who have the interests of the country most at heart do not stop with a demand for the revision of land laws. That is their alternative. They insist upon a change of the government itself. But they have always been compelled to resort to the weaker measures. These, since the evils of the tenant system are due to the land ownership, have been land acts. Even the passage of these is due to the assistance given by the English members of parliament under the leadership of Gladstone, the champion of Irish rights. Through his influence land bills have often been passed simply as conciliatory features in the great campaign for Home Rule. They have usually fallen far short of expectations, for, as one of their statesmen says, "It is one thing to make a law and another to enforce it."

The Gladstone Land Act of 1870, so far as relief was concerned, gave not one iota of advantage to the Irish tenant. The purpose of the act was to restrain the landlords. But their rapacity found revenge in the creation of a famine, in which thousands would have lost their lives had they not received the assistance of charity. Such is the power of landlordism.

Various measures were agitated until, in 1881, the second great attempt was made. In this act all inducement to the landlord to improve was removed. The tenant was to have incitement to mend and build, and have security as to his improvements in the future. But as rapidly as made these improvements were confiscated by the proprietors, and the peasants were again deprived of their anticipated rewards. Thus, the effort of '81 proved a calamitous failure.

In 1886, and in almost every subsequent year, measures have been brought forward which have been ineffectual as pacificators of Irish discontent.

A few years ago a plan was prepared through the instrumentality of the Irish Land League,
formed by Michael Davitt. The primary purpose of the organization was to secure peasant proprietors. The idea was to have the government purchase the land from the landlords, and then sell it to the tenants, who were to have the privilege of completing the payments in thirty-five years. This scheme was too socialistic to receive popular favor.

During all the years in which the patriots have been contending for much needed changes, and pleading for justice, their ultimate purpose has been the achievement of Home Rule. While they have been laboring for the triumph of unsatisfactory policies, they have not forgotten that the government of their country must be revolutionized before Ireland can be delivered from the stigma of its intolerable wrongs.

Home Rule means that a city may perform its municipal duties; that roads may be built, and that land may be owned, without the consent of the British government. It means an Irish parliament, empowered with the making of local laws. It means subjection to England in the sense in which Canada is subject.

The reasons for such a change are numerous. One of obvious significance is that the Irish are a people having distinctive national traits and peculiarities. They can trace separate lines of ancestry just as authentically as the English. And it is not surprising to find them demanding a government in which to express racial individuality.

Another thing which appeals more strongly to the sense of justice, is the fact Ireland is just as resourceful, and just as capable of partial self-government, as other dependencies which are provided with separate legislative bodies.

But leaving aside all this, had England been successful in her administration of Irish affairs, no aggrieved victim would ever have raised his voice in protest against English law. Oft repeated efforts to appease the disconsolate thousands have resulted in naught but disgusting failures. Only three measures beneficial to this people have ever been passed: The Catholic Emancipation in 1829; relief of the poor in 1846; and the sale of encumbered estates. All others represented as passed in the interest of the pauperized peasantry, have accrued to the advantage of unsympathetic landlords. Such are the influences which have given shape and prestige to the Home Rule movement.

The results of the labors of Mr. Gladstone as the English advocate of justice for Ireland, have probably been deeper and more far-reaching than the present status of affairs would indicate. A strong sentiment, which no parliament can counteract, is gradually becoming more evident. Yet much remains to be accomplished. The deliberate avarice of English statesmanship, and the selfish prejudice of English thought, must be displaced by the altruistic feeling of common good for all mankind. And while we are impressed with the gravity of the Irish question, we trust in a solution that will be emancipative to the enslaved, and remerative to the afflicted.

It may be that American influence will be necessary to the realization of this hope, as has been suggested in a prediction made by one of their most efficient thinkers: "If Dublin parliament is formed, it will be formed by the pressure of public opinion from the liberty-loving people of the world."

A WEEK IN THE SOUTH.

RICHARD G. ROGGE.

After a week of lecturing and visiting schools and conferences with teachers in Pennsylvania, New York and New England, the writer left Washington, D. C., on a Sunday afternoon Atlantic Coast Express for Ocala, Florida. This was Dec. 27, and Ocala was reached Monday at 4:35 p. m., a little more than twenty-four hours for a run of 600 miles. Richmond, Virginia, was reached just after night-fall and a very meager lunch taken. The remainder of this State and the two Carolinas were passed in the night time. Savannah was reached for a late breakfast. Southern Georgia and two hundred miles of Florida were covered during the day. The weather was all that could be desired. Throughout the day cotton fields were visible, and few signs of the grains so common in the north. The forests became fewer and cities were far apart. The regular country roads familiar to my readers were wanting. Unfenced and, many of them, ill-kept cabins dotted the fields and forests for hundreds of miles. These cabins are sometimes frame and covered with upright
boards loosely put on and showing many openings. More often they are built of logs, and frequently, if not generally, of round logs, the spaces “unchinked”. The average country cabin consists of one room, sometimes having a lean-to; has one window, rarely more, closed not by a frame of glass, but a solid wooden “shutter”; and is accompanied by a stick and clay chimney outside one end of the structure. The chimney usually ends short of the gable top and shows a much smoked and often charred wall above it. As might be expected the cities have many excellent buildings. But south of Savannah there was no city of importance before reaching Ocala except Gainesville. Life in the South is a rural life as it is nowhere in the North.

Ocala is a city about the size of Ypsilanti. It is on the Plant system of Railroads that covers West Florida for 250 miles. The chief industry of the surrounding country is orange culture. It has, or has had, considerable wealth. “The late unpleasantness” (the cold wave of two years ago) as they call it, gave them hard times.

The State Convention of Teachers held its meeting for the year at this place. Of 2000 teachers in the State one third were present. It was said to be a representative gathering, and in point of general intelligence, professional training, pedagogical interest, and courteous and considerate attention would compare favorably with similar bodies of teachers in Michigan and elsewhere in the Northwest. Papers were read by their own teachers, or lectures delivered upon the following, among many topics of great interest: Some things that ought to be considered as settled in Educational Doctrine; Froebel’s Influence upon Primary Education; The needs of the Florida Schools; Qualifications of School Officers; Nature Work; The New Education; Mathematics—Its early History and Later Development; The Rural School Problem; The Relation of the Normal school to the Common School. Many of the men present, and a large majority of the women, were originally from outside the state—some of them from the north, and the northern tier of southern states. Dr. John Forbes, Pres. of Stetson University, went to his present place ten years ago from a New York Normal School. Dr. W. F. Yocum,

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who read the paper on The New Education was an Indiana teacher fifteen years ago, and counted one of the most scholarly men in the State. The paper on “Nature Work” by Mrs. Warner of Leesburg would have attracted attention in any State Association in this section. Miss Hampton’s paper on Art Education in the Public Schools was an able presentation of a very important subject.

State Supt. W. N. Sheats, now beginning his second term, is certainly a vigorous and efficient officer. It could easily be seen that his influence is felt throughout the State. His address on Wednesday afternoon was a masterly plea for better organization for the Florida schools, more central control, closer supervision, better equipment, and more careful selection of school officers. Almost one fourth of his time was given to a comparison—statistical and detailed of the school systems of Florida and Michigan. It was a generous and farseeing statement. Michigan wages, low as they are, were yet shown to be more than are paid in Florida. But in one respect at least they have passed us. Less difference is made in the salaries of men and women than with us. They fix their pay by the position, not by the sex. Their houses, however, are poor. Of more than 2000 houses, seven only are brick, and nearly 500 are log. Notwithstanding the mild climate through most of the counties, Supt. Sheats affirmed that more time was lost by Florida schools on account of the cold and of inclement weather than in most northern states. They are poorly prepared for even moderate exposures.

On Wednesday evening Gen. Gordon’s famous lecture on “The Last Days of the Confederacy” was given, and with an evident wholesome effect. Such men are saviors to their country. This one life must bring the two sections preceptibly nearer together in all good ways. The speaker was royally received and gave a royal entertainment.

The Ocala Convention was a pleasant and helpful one to at least one northern man who will remember his new friendships there formed with great satisfaction.

It has been said that all institutions are the projected shadow of some great man who has absorbed all the light of his time in himself; perhaps he has not created, yet he at least reflects a clear, steady light through succeeding ages; his name is the synonym of an epoch; his biography includes all the events of that age. Doubtless, as we have often heard, great men are the outgrowth of their environment; there is a providence in their appearance; they are not the product of chance. Were we to remove the great man from any age, we would destroy the harmony and the work of that age; for an age can not move without its great men—they inspire it and urge it forward; they are its priests, its prophets, and its monarchs.

History tells of scores of men whose names we invariably associate with greatness in military operations, statecraft, literature, art, or religion. Each of their biographies reveals a life of ceaseless energy, of toil, hardship, and endurance, and of constant striving toward certain ends or purposes by untold ways—unbroken paths.

Prominent among the greatest of these great names, stands the name of Oliver Cromwell. He who displayed military genius second to none in his own or any other age, who held together and forced to a foremost place among the nations of the earth, a people composed at the time of bitterly hostile factions; who was more than a match for the crafty and subtle Mazarin; and who, in religious toleration and wise government was generations in advance of his countrymen. His life but exemplifies his own words—“One never mounts so high as when one does not know where one is going.” His duty and country’s welfare were ever his purpose; he, like all geniuses, utilized opportunities as they presented themselves; he traveled a new road to eminence and to fame.

In our own land, the rise of that calm, still spirit, Washington, amid the acclamations and stern purposes of a liberty-loving people, is sung a century later by every school boy. His life was indeed toilsome, but he laid the foundation of a constitution which should abide secure in the future; he gained the title, “Father of his
country;" he rests in an honored grave.

A little later came the immortal Lincoln, that mental, moral, and physical giant, that "new birth of our new soil, the first American." What he stood for is fresh in our minds; indeed, it becomes but more and more apparent as the days go by. Such dizzy heights are better comprehended when viewed from the distance of subsequent years.

Many more are the names in varied spheres of life, to which, with these, the oft-quoted words of an English poet may be applied:

"As some tall cliff that lifts its awful form,
Swells from the vale, and midway leaves the storm,
Though round its breast the rolling clouds be spread,
Eternal sunshine settles on its head."

What is true of an individual, may be equally true of a nation. The nation that, ever keeping the honor and welfare of its people in view, dares to step boldly forward without a precedent, meets new conditions and dangers with new plans and defenses, is ever ready to take the initiative even though she may stand alone, is the nation which, other things being equal, will secure the admiration of mankind and the blessing of the God of nations.

If any one thing has carried England to her present lofty position, it has been the sublime faith of her people in their own destiny. It is the hearty and ready way in which she moves forward, the self-reliant manner in which she plunges into the unknown future, that has and ever will challenge the surprise of the world. It was this inheritance from the mother country that led us to struggle for our independence, to build a new and grand government upon a virgin soil, to maintain it through the fearful carnage of a civil war; and it is this same heritage, Americanized, that must carry us forward to a greater and more glorious future. It is this spirit that characterizes the Cubans of to day, and eventually they must triumph. It is the lack of this rugged backbone that leaves Ireland where she is; streams can not rise higher than their source.

History gives us examples, and we can profit by experience; but our future as individuals or as a nation is still unknown. There was but one Marathon, one Waterloo, one Yorktown, one Gettysburg, and there will never be another. Our Magna Charta, our Bill of Rights, our Constitution are secured. We have the accumulations of all the previous learning, industry, and strife of man; but to-day is a different day than any the world has before seen. To-morrow and the years to come will likewise be strange. They will offer new experiences for mankind, they will present new conditions; and we must meet them with the spirit and faith of conquerors or they will prove the rock of our destruction.

Our beloved poet, Bryant, in his poem, "To a Waterfowl," says:

"He who, from zone to zone,
Guides through the boundless sky thy certain flight,
In the long way that I must tread alone,
Will lead my steps aright."

Life seems intricate, complex, and obscure at times. It is hard to pick our path. Let us remember Bryant's words. Success requires energy and toil; but it is only in the successful cutting of a path for ourselves in life that we can be conscious of a well spent life and be able finally to lay down our mortality in peace.

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