The Normal College News, March, 1897

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THE NORMAL NEWS.

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THE NORMAL NEWS

THE NORMAL NEWS
PUBLISHED MONTHLY DURING THE SCHOOL YEAR
BY THE STUDENTS
OF THE MICHIGAN STATE NORMAL SCHOOL.

ELOISE S. BRADSHAW, '97, Editor-in-Chief.
IRVING CROSS, '97, Business Manager.

STAFF:

LOCALS AND PERSONALS.

N. H. Bowes......................................Adelphic
Lulu M. Hammond..................................Olympic
Clara Chase........................................S. C. A.
Olive K. Maverty.................................Atheneum
Hattie M. Sculls................................Crescent
A. B. Glaspie......................................Athletic Association

EXCHANGES.

Henry E. Straight................................Mock Congress

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Editorial.

There are no literary articles which The News welcomes more cordially than those from the alumni of our school. Two favors of this kind have lately been conferred upon us, and we publish both in the present number. The writers were members of the class of '94, and are at present taking work at the U. of M. 'The articles show an interest (in one case we may say a jealous interest) in our alma mater which is very gratifying.

The editorial mind has been somewhat agitated in regard to the article by Mr. Severance, but after due consultation with the "higher powers," concluded that Mr. Severance should know whereof he speaks, and is undoubtedly quite able to defend his position if defence is necessary.

We give the following names of the judges selected for The Normal News Contest: Dr. Eliza Mosher of Ann Arbor, Gov. Pingree, Hon. Thos. Barkworth of Jackson, and the Rev. Lee McCollester of Detroit. As there is some uncertainty in regard to two of the names, we are compelled to postpone a full announcement until our next issue.

Miss Bertha Ronan, who was elected Normal News contestant by the Junior class, declined honor, and Miss Minna Weese has been elected to represent the class.

The bill before the Senate, fixing the relations between the two normal schools of the State, and establishing regulations in regard to the certificates granted by each, has passed. At the time of writing it is very hopeful that the general appropriation asked for our Normal School will be granted, although some doubts are expressed in regard to the special appropriation.

The article on Spenser in the last number of The News proved a stumbling block to both printer and proof reader. A fatal resemblance of o's to a's made "Hobbinol" read "Habbinal;
Course. You certainly want to attend the News Contest. Then put thirty-five cents more with that twenty-five and buy a course ticket. Think of it! Hear Morgan Wood, Prof. Trueblood, Geo. L. Yaple, the Normal Debate, and Washington Gardner, all for thirty-five cents. You can if you are a member of the Oratorical Association.

LEGISLATIVE COMMITTEE VISIT.

Friday, Feb. 19th, found the Michigan State Normal School on her good behavior as the result of an earnest desire to favorably impress the members of the Normal School Committee from the State Legislature, who arrived in Ypsilanti on the afternoon of the 18th.


On the evening of the 18th, after satisfying the inner man at the Hawkins House, these gentlemen repaired to the gymnasium where were gathered a goodly number of the members of the Faculty, students, and citizens, all anxious to shake hands, express thanks for past favors, etc.

Friday morning the first hour classes were omitted, much to the delight of students for obvious reasons, and the time was devoted to listening to speeches from the various members of the Committee all of which showed that they had our interests at heart. Senator Savidge, the bachelor, member of the Committee, (it is to be hoped his name has not been the cause of his state) was the hero of the hour, and proved himself fully equal to the occasion by a few well-chosen, apt remarks.

The remainder of the forenoon was spent by the Committee in visiting the various departments, and there is reason for believing that the impressions received were such as to ensure for us the needed appropriations in the future.

TOASTMASTERS' CLUB BANQUET.

On the evening of February 22, the Washingtonian Toastmasters' Club gave their annual banquet at the Hawkins Hotel. The party consisted of nineteen Toastmasters, three of whom were former members, and as many more ladies, who were the guests of the evening. After spending some time in a pleasant social manner and enjoying a short musical and literary program, the party marched to the dining-room, where the banquet was served. When this part of the program was finished, Mr. B. J. Watters was introduced as Toastmaster for the occasion.

The following impromptu toasts were responded to in a complete and graceful manner: "Washington's Manhood," Mr. Welch; "Lincoln's Boyhood," Miss Rosenbury; "Lincoln in Politics," Mr. Howell, Ann Arbor; "Our Club," Mr. Dohany, River Rouge; "A Sleighing Party," Miss Perkie; "Our Boys," Miss Mann; "The Faculty," Mr. Kennedy; "Our Ladies," Mr. Glaspie; "Influence," Miss Albertson; "That Boy in School," Mr. McDairmid, Belleville; "Teachers' Organizations," Miss Westland; "Opportunities," Mr. Young; "Musicians," Miss Hagerman.

DEDICATION OF STARKWEATHER HALL.

Starkweather Hall was formally dedicated on Friday, March 26. The exercises were as follows:

Afternoon Program—2 o'clock.

1. Music.
2. Scripture Lesson and Invocation.
4. Report of the Building Committee by the Chairman.
5. Response by the President of the Association.
6. Prayer of Dedication.
9. Address on behalf of the Board of Education by the Hon. Perry F. Powers.
10. Address on behalf of the School by the Principal.
11. Music and Benediction.

Evening Program—7:30 O'clock.

1. Devotional Exercises.
3. Brief addresses by former members and others.

CONSERVATORY NOTES.

The Juniors have organized with the following officers: Pres., Miss Jessie Myers; Vice Pres., Rose Perkins; Sec., Mr. Arthur Bostwick; Treas.,
Miss Grace Paxon. Their colors are royal blue and straw color.

It is rumored that a basket-ball team of Conservatory girls will be formed in the near future.

The Opera Olivette has been postponed until after the spring vacation on account of the illness of Miss Bethlea Ellis, who is to take the part of the Countess.

A class in Harmony 1 has been started with Miss Carrie Haight, '96, in charge. Also one in Musical History and Literature with Miss Bird Burck as teacher.

Conservatory Seniors are wearing letters, N. C. of M., '97.

About thirty of the piano students have entered the class in Methods in Piano Teaching which is under the direction of Mr. Frederic H. Pease. This class was organized last year for the first time and proved a very valuable adjunct to the piano course. It is the object of the Director to give in the form of illustrated lectures the ideal methods of teaching piano, beginning with the very youngest child and progressing through every grade to the most advanced.

Miss Mabel Warner, '95, has been visiting friends and relatives in the city. Miss Warner is filling the position of Soprano in the First Baptist church of Grand Rapids and is also giving private lessons.

The Wednesday Recital of Mar. 3, which was arranged by the Director, was a Song and Organ Recital and was of unusual excellence, most of those taking part being among the advanced pupils of the conservatory. It was held in Normal Hall and called out one of the largest audiences of the year. Each number was greeted with hearty applause, and Miss Mabel Warner, '95, who rendered in her delightful manner Elizabeth’s Prayer from Tannhauser, was forced to respond with an encore. The weekly recitals are gaining in favor as well as merit.

GYMNASIUM NOTES.

The game between the Blues and the I. X. Y. D.'s, Friday, March 5th, was played to illustrate our rules in basket-ball before Henrietta Moore of the Cutcheon and Pope boarding school for girls of Detroit.

The Michigan Branch of the American Association for the advancement of Physical Education meets in Ypsilanti the 27th of March. The morning session will be devoted to a business meeting, and exercises illustrative of the work in our gymnasium which will include a game of basket-ball between a team from the Detroit Boarding School and our Normal girls. The Normal team will be selected from the following persons: Misses Hammond, Springstein, Fisher, Ronan, Inez Clark, Bartlett, Mildred Smith, Depuy, Krepps, Keller, Goodrich, Harper, Bamborough, Redlin, Maveety, Moon, Snalsky, and Calkins. The afternoon session will consist of three papers and their discussions. Dr. Eliza Mosher is president and Prof. Bowen secretary.

During the past month one side of the South gymnasium has been lined with New Swedish apparatus, consisting of a line of stall-bars. They are fitted with benches and are used by both the boys and the advanced girls.

Friday, March 5th, the Blues and the I. X. Y. D.s played a match game which was umpired by Mrs. Burton and resulted in a score of four to three in favor of the Blues. The Blues also won in a game with the Spartans, February 22. Saturday, March 6th, the Spartans played with a picked team, and February 20th with Miss Harkwick’s team.

The girls of the Physical Training IV classes are doing some work in fancy marching and are about to learn a drill with bounding balls which will be given in one of the spring exhibitions.

The conservatory students in the gymnasium are organizing a conservatory basket-ball team.

ATHLETICS.

The Athletic Board of control met, Feb. 27, and adopted two measures interesting to every student as well as to every member of the Athletic Association.

1. Permission was extended to the base-ball manager to take his team away from town three school days during the season, provided that the men playing on the team have a class standing of G. in their various studies.

2. Excuses will be granted to all students wishing to attend the inter-collegiate field day exercises.

Manager Traphagen states that games will be played with Albion, Hillsdale, Kalamazoo and
Olivet during the trip of the base ball team. Alma wishes a game also.

Albion College has adopted a resolution similar to that of our Board. Their resolution reads: Resolved, that permission be granted to the base ball manager to take, not to exceed thirteen men, including himself, away from school for three school days during the season. No games will be played in Albion except on holidays.

A second base ball team has been organized with Mr. Brannock as captain. The team meets in the Gym. each week for practice. If indications count for anything they will give the first team some exciting times this spring.

The Board of Directors of the M. I. A. A. met at Jackson Friday, March 5, at 7:30 p.m. All the associated colleges were represented. The events for the field day were looked over and it was decided not to drop any from the list. A one mile tandem race was added. The date of the field day was fixed for June 4, 5 and 6. It was decided to amend the constitution at next meeting so as to make it perfectly plain and definite as to who is eligible to compete in the contests. Voted that the association where the field day is held shall be required to provide a court for the tennis games on the grounds where the other events take place. Representatives of association wishing the field day were instructed to bring to next meeting definite propositions as to what inducements they have to offer. The Board seemed in full agreement as to the matters needing change in our manner of handling field day, and a better understanding between all the colleges is to be expected. The meeting adjourned to meet in Jackson, Saturday, March 20, at 1 p.m.

ADELPHIC.

On Feb. 27 the Adelphics listened to Mr. White on "The trials of a Janitor." He told of the many mishaps and hardships of janitor life, and referred incidentally to some of the boys who are the greatest trials. After recess a talking contest took place in which considerable verbosity and redundancy were developed. The decision of the judges represented Miss Ruth Hill as the swiftest talker, but in justice to her it should be said that the judges were accused of having been bribed.

On March 6, the preliminary debate resulted in the selection of Miss Knapp, and Messrs. Straight and Bowen to represent the society in the intermediate debate. Considerable interest was developed.

The boys' program on Feb. 19 was pronounced a decided success. The drama, "The Turn of the Tide" was presented, all the characters, male and female, being represented by the boys in costume. Mr. Mast as the old woman and Mr. Agnew as the villain were very good, and received considerable attention. The program was perhaps the most elaborate and carefully prepared of the year, and drew a very large crowd.

OLYMPIC.

The officers of the Olympic Society for this semester are as follows:

President—Clyde L. Young.
Vice President—Helen Aldrich.
Secretary—Alice Johnston.
Chairman of Executive Committee—Ebin Wilson.
First member of Executive Committee—Miss Godfrey.
Second member of Executive Committee—Nellie Albertson.
Treasurer—A. Brannock.
Chaplain—Mr. Swartz.
Usher—Herbert Lull.
Editor—Lulu Hammond.

The Olympics elected Mr. Murdock as their Normal News contestant.

The result of the preliminary debate in the Olympic Society was a victory for the negatives. Those who entered the debate were Mr. Kendall, Miss Albertson, Mr. Howard, Miss Godfrey, Mr. Bolger and Miss Foote on the affirmative; and Mr. Glaspie, Mr. Wilson and Mr. Lull on the negative. The three who are to represent the society in the next debate are Mr. Lull, Mr. Glaspie and Miss Godfrey.

Feb. 26, an Alumni program was given at the Olympic society by former Olympics, among whom were Mrs. Burton, Miss Shultes, and Mr. Ingraham, of the Normal faculty. The others who took part in this interesting program were Chase, Mr. Lathers, Mr. J. Rieman, and Mr. Banks, all now U. of M. students.
MOCK CONGRESS.

Mock Congress discussed the following resolution at its last meeting: Resolved: That a committee of ten, five from each house, be appointed to make all necessary arrangements possible toward bringing about an international monitory conference. After a very lively discussion the resolution was carried.

Mr. Zach Kinne, Mr. W. N. Philipp, and Wm. A. Bolger were chosen to represent Mock Congress in the coming intermediate debate. They are pitted against Mr. C. C. Benson, Mr. S. D. Grove, and Mr. Jas. M. TeWinkle, who represent the school at large.

S. C. A.

The Sunday address for the month of February was given in Normal Hall by Rev. R. K. Wharton of the Presbyterian church.

Mr. Lewis, the traveling secretary of the Students' Volunteer movement for America, addressed the S. C. A. in Conservatory Hall, Feb. 12.

A reception was given to the students by the S. C. A., Feb. 19, in Conservatory Hall.

STUDIES IN HISTORY AND LITERATURE.

There have recently come to this office from Saginaw, W. S., a series of "Studies in History suggested for children in the Primary and Grammar Grades of the Public Schools," and a similar series of "Studies in Literature suggested for children in the Primary, Grammar and High School Grades of the Public School," both prepared by Supt. Edwin Thompson of the Saginaw schools.

Mr. Thompson graduated from the Normal School in 1870 in the Diploma Course. It is with both pleasure and pride that The News gives space in this number to Supt. Thompson's course in History. In a subsequent number it is proposed to publish also the course in literature.

GRADE I.


GRADE II.


GRADE III.

Myth Age—Customs, habits and life of the Primitive Child.

Greece.—Stories of Greek Life. Stories from Herodotus (Church).

Rome.—Stories of Roman Life.

Medieval.—Legends of the Rhine.

Present.—Stories of Great Americans, for little Americans.

GRADE IV.

Myth Age.—Kablu.—The Aryan Lad. Darius.—The Persian Boy.

Greece.—Cleon.—The Greek Boy.

Rome.—Horatius.—The Roman Boy.

Medieval.—Wulf.—The Saxon Boy. Gilbert.—The Page. Roger.—The English Lad.

Present.—Ezekiel Fuller.—The Puritan. Jonathan Dawson.—The Yankee. Frank Wilson, the boy of '85. Edison.—The Michigan Boy.

GRADE V.

Myth Age.—The River-drift Men. The Story of Troy (DeGarmo).

Greece.—Stories of Alexander. The building of Athens.


Medieval.—Stories of Charlemagne. Stories of Chivalry.

Present.—Stories of American Life and Adventure. Stories of Napoleon.

GRADE VI.

Myth Age.—The Cave Dwellers.

Greece.—The Story of Greece (Guerber).

Rome.—Stories of Rome.—Found in "Fifty Famous Stories Retold."


GRADE VII.

Myth Age.—Childhood of the World (Clodd).

Cyrus. Darius. Xerxes.

Greece.—Short History of Greece.

Rome.—Short History of Rome.

Medieval.—The Evolution of an Empire. (Ger-

Present.—The Story of Liberty (Coffin). United States History.

GRADE VIII.

Myth Age.—Chaldea (Story of Nations).

Greece.—The Battles of Marathon. Syracuse and Arbela.
Mr. H. W. Miller, Detroit, Mich.

My dear Mr. Miller: In reply to your of the 1st, let me say that I have not the slightest hesitation in expressing to you my entire confidence in the wisdom of life insurance for every young man and woman. Indeed I suppose there is no question as to the wisdom of insurance; the question rather is concerning the unwisdom of failing to insure. Years ago I remember of having my attention called to the large amounts of insurance carried by conservative men of large wealth and business interests; John Wanamaker for instance having, as I remember, something over $1,000,000 in insurance policies.

Perhaps the best evidences of my feeling in the matter is that at that time I took a small policy which is now paid up, and that since then I have taken out two others; one as you will remember with yourself.

But quite apart from my personal views, I suppose that no one questions the moral obligation of every head of the family in this direction. Furthermore, as an investment one is sure of a fair return if he lives to the maturity of the policy. Should he die before the maturity a much greater return is realized for his estate than in any other investment which has a shadow of safety. In general, such an investment is better, I think, than a real estate purchase; there are but small annual payments, no taxes, no interest, no insurance, no repairs, and no depreciation. In case of failure to make an annual payment one has not an equity subject to mortgage, and likely to be extinguished in foreclosure, but a smaller piece of the property bargained for, just as valuable, in proportion to what has been paid, as the entire investment.

As to the safety of insurance as an investment, the universal confidence of business men would alone seem to me to be sufficient evidence. But if farther proof is needed, one recalls that in the great panic of 1893 nearly 700 banks failed, representing a capital of over $200,000,000; 161 of them national banks with a capital of nearly $70,000,000; that 75 railroads with about $2,000,000 of capital fell into the hands of receivers. During that time not a single first-class insurance company in the country, was seriously affected.

I have stated more at length than I intended my reasons for believing in life insurance, and I conclude as I began, that the wisdom of such investment for every young man and young woman is, in my judgment, unquestionable. As a final word, allow me to congratulate you upon representing the Provident Life and Trust, certainly one of the safest and most reliable of companies. Sincerely yours, F. A. BARBOUR.

ENGLISH DEPARTMENT.

It is the intention of this department to encourage interest in debating and oratory and thus to strengthen this branch of the department's work. We are hence pleased to note that not only has the interest in the Normal News Contest kept up but the newly arranged debate has met with enthusiastic support. Some of the best talent of the school appeared in the preliminaries and strong teams have been chosen from each society to appear in the intermediates. These will occur as follows:

Friday evening, March 19—
Crescent—Negative vs. Adelphic—Affirmative.
Participants: Crescent—Messrs. Videoto, Velcher, Richardson; Adelphic—Messrs. Bowen, Straight, Miss Knapp.

Saturday evening, March 20—
Mock Congress—Negative vs. School at Large—Affirmative.

Monday evening, March 22—
Olympic—Negative vs. Atheneum—Affirmative.

These debates will be held in the Ladies' Study Hall. Good music will be furnished. An admission fee of five cents will be charged all not members of the Oratorical Association, to defray expenses.

The Oratorical Association has purchased a
silver prize-cup which will be given to the society making the best showing in debate. The cup is now on exhibition in Barnum’s show-window.

Perhaps the debaters will be interested in a book entitled “Briefs for Debate” which has recently been added to the library. The chapter upon “Preparation” is especially valuable. The January Forum contains an article upon “Intercollegiate Debating” which is also worthy of perusal. “Briefs for Debate” and “References for Students” both contain full references upon the annexation of Hawaii and Canada and some of the articles and indicated arguments would be very valuable by way of suggestion. The librarian can refer any debater to very full references to the periodical literature which discusses the question to be debated. The cyclopædias will also furnish valuable information.

The constitution of the Oratorical Association announces the object of the Association as: First, to elevate the standard of public speaking in the Normal by means of organized contests; second, to do all things practical to further the interests of oratory and debating in the school.

Accordingly it was thought that no better service could be done the interests of public speaking than to place before the students some of the best public speakers of our State. A course of entertainments has been arranged at a price of admission that for cheapness is almost ridiculous. The object is not to make money but to reach as many students as possible with this influence, which cannot fail to be highly educational. A detailed account of the course will be found in the advertising pages of The News.

The course in Public Speaking which was offered the last ten weeks of last semester, will be repeated the last ten of this. As before, this course will include drill in articulation, voice, and gesture, some work in writing orations, and practice in delivering selections and orations before the class. Twenty-one elected this course last semester, and it is hoped that an equal number will again take advantage of the opportunity.

FLOWER TRAINING SCHOOL.

Through the generosity of Miss Hester Stowe, critic teacher in the kindergarten department, the training school has been the recipient of a fine collection of photographs of noted structures and works of art. This is a part of a collection made by Miss Stowe when abroad. The State has defrayed the expense of framing these pictures, and from the list given below it will be seen that a valuable addition has been made to the facilities of the school for teaching by effective means.

- Monument of Queen Louise.
- Tower of Pisa.
- Strasbourg Cathedral.
- Cathedral of Cologne.
- Portion of the roof of Milan Cathedral.
- The Forum.
- The Parthenon.
- The Temple of Vesta.
- The Ducal Palace.
- The Rialto.
- The Grand Canal.
- St. Peter’s Church.
- Two representations of Aurora.
- Minerva.
- Cupid Sharpening his Arrow.
- Michael Angelo’s Moses.
- Saint Michael and the Dragon.

Some pictures have been purchased by the grades with the money obtained from the sale held a few months ago. The eighth grade has a fine picture of Queen Louise and her children, and the fourth grade a beautiful representation of Millet’s “Gleaners”.

The new training school is rapidly approaching completion and will be ready for occupancy immediately after vacation, at the beginning of the last quarter. When completed there will be little left to be desired in order to constitute model school rooms. If pleasant surroundings exercise an influence upon educational processes there will be an opportunity for excellent work being done. The 3rd, 4th, and 5th grades are accommodated on the first floor while the rooms for the 6th, 7th, and 8th grades, together with a large assembly hall, occupy the second floor. The large hall on the lower floor is so arranged that it presents fine possibilities for decoration. It is hoped—although it may be somewhat premature to mention it—that the different classes of practice teachers will each contribute something in the way of adornment for this hall.

The heating, ventilation, and lighting are admirable, the rooms are large and will accommo-
date a large number of practice teachers and visitors. Parents are especially invited to see the workings of the school and examine the new building.

Great enthusiasm is being shown by the practice teachers this semester. They were given the opportunity of three weeks' observation in the training school before beginning their work and the result has been found very satisfactory.

LIBRARY.

Books added to the library during the month of February.

Nautical Almanac 1899.
National Charities and Corrections, 1896.
Rood—Ed.—World's Congress of Ornithology.
Clodd,—Primer of Evolution.
Vierordt,—Medical Diagnosis.
Waldo,—Elementary Meteorology.
Zwet,—Theoretical Mechanics.
Beach,—Tables of Interest and Discount.
Holman,—Computation rules and Logarithms.
Willis,—Conic Sections.
Milne,—Weekly Problem Papers.
Whitworth,—Choice and Chance.
Dunn,—History of Modern Times.
Channing,—U. S. of America.
Andrews,—Last Quarter of a Century in U. S., 2 V.
Howe,—Taxation in U. S.
Follett,—Speaker of the House of Representatives.
Lowell,—Governments and Parties of Continental Europe.

Skinner,—Readings in Folk-Lore.
Baldwin,—Old Stories.
Wiggin & Smith,—Friel's Gifts.
W. Friel's Occupations.
W. Kindergarten Principles.
Lang,—Blue Poetry Book.
Warner,—Little Journey in the World.
Malory,—La Morte D'Arthur.
Geddic,—The Balladists.
Brookings,—Briefs for Debate.
Murray,—Handbook Greek Archaeology.
Gardner,—Greek Sculpture.
Sweetser,—Artists Biographies.
Muthur,—History of Modern Painting.
Halleck,—Psychology.
James,—
Stout,—Analytic psychology.
Weber,—History of philosophy.
testimonials from other schools, entire strangers to both students and faculty, and with little or no idea of how to proceed to obtain the most credit on their credentials, we think that the members of this association, in their respective departments, can be of considerable assistance to those who come with their Normal diplomas or credits. Very often, too, some of our number visit the University and would like to investigate some of its plants and workings, but, being strangers, are unable to fully accomplish the object of their visit. We are always glad to show these around and assist them in any way. But of course, we expect all new comers in return, when an opportunity is afforded, to assist us or any others whom they can and thus make it a mutual benefit socially and perhaps in after years financially.

On conversing with some of the Normal Faculty, including Principal Boone, they are all found to be heartily in favor of the association, have expressed their faith in the success of its plans, and wish to keep in close communication with it. They also suggested that branch associations be formed in the various cities and in any other place over the state where there are enough Ex-Normal students together to do so. Of course we heartily endorse all such suggestions if any such students wish to join with us.

True the association is yet young, but it is gradually getting a firm foot-hold, its strength is steadily increasing, and it is constantly growing in favor among all those who are concerned in the welfare of the State Normal and its students. Our great object is to try to unite and bind the acquaintanceships, efforts, and sympathies of all so situated as to be interested in the future welfare and prosperity of the State Normal School as an institution, and we earnestly invite all such to join hands and hearts with us. Nothing so assists and advances an institution or a profession as the hearty co-operation and support of all those who are concerned with it. Neither is this co-operation possible unless there exists an acquaintanceship and a system upon which to work. It is firmly believed by all that this union of interests and sympathies of the Ex-Normal students, heartily endorsed and assisted by the Normal School Faculty, will not only be a mutual benefit socially and financially to the ex-students, but will also be an inspiration to the students there and a promotion of the excellent standard of the institution itself.

THE COLLEGE GRADUATE COURSE, AND THE M. A. C.'S RELATION THERETO

Read before the University Association of Michigan Normalites, February 5, 1897.

HENRY O. SEVERANCE.

The degree of Bachelor of Pedagogics is distinctly a teacher's degree. It is granted by the Board of Education to Normal Students who have completed six years' work in academic and professional courses in the State Normal, and to graduates from any reputable incorporated college empowered to grant degrees, who pursue professional work in the State Normal one year. The Normal student must complete, at least, 270 weeks of professional work and the College graduate 160 in order to obtain the degree of B. Pd. Among Normal students the degree is not yet so popular as the writer hopes it will become. This is owing partly to the fact that the degree is little known among school boards and, consequently, there is little demand in the secondary schools for teachers holding this professional degree.

The time is fast approaching, however, when the majority of teachers in our secondary schools must have some college degree, and if the high standards of requirements for the degree in pedagogics is maintained it will become popular and the holder of it will have little difficulty in securing lucrative positions.

It seems to have been the idea of the Board of Education to place this degree upon a par, in respect to quantity of work, with the degree offered by the University of Michigan. According to present arrangements, a student entering the Normal School from the eighth grade of the Common school can complete the degree course in eight years—two Preparatory, four Teacher's course, two Degree course. A student, entering the high school from the eighth grade, spends four years there, then goes to the University where, in four years, he may complete a course and receive a degree. In like manner students
graders of "approved high schools", may enter the State Normal and complete the degree course in four years. On the other hand, Normal students who have completed the Teachers' course may enter the U. of M. and get a degree in two years. This substantiates the assertion that the amount of work required for the B. Pd. degree is equivalent to the requirement for literary degrees in the University.

There was a time when the courses offered by the Michigan Agricultural College were similar and nearly, if not quite, equivalent to the courses at the University. The requirements for admission were similar. The Board of Agriculture must have arranged the College course on the University basis. In 1852-53 the requirements for admission to the University in the Scientific course were: "To take a rigid examination in English Grammar, Geography, Arithmetic, and Algebra through to equations of the first degree". The B. S. course was a four years course. The Legislature of 1855 must have had this fact in mind when they established the college and empowered the Board of Agriculture to lay out the course of study with the advice of the Faculty and "to confer for similar or equal attainments similar degrees or testimonials to those conferred by the University of Michigan". Furthermore, (quoting from Howell's annotated Statutes E4988f) "This institution shall combine physical with intellectual education and shall be a high seminary of learning in which the graduates of the Common school can commence, pursue, and finish a course of study terminating in thorough, theoretic, and practical instruction in those sciences and arts which bear directly upon Agriculture and kindred industrial pursuits."

The College course is to be four years of nine months each, or thirty-six weeks each. Every student is to devote three hours per day to labor on the farm. The requirements for admission from 1861-67 were: "Candidates for admission into the Preparatory class must sustain a satisfactory examination in Arithmetic, Geography, Grammar, Reading, Spelling, and Penmanship. The Preparatory course one year in length embraced: Higher Arith., Phys. Geog., Eng. Gram., Algebra, Nat. Philosophy, and Rhetoric. Candidates for admission into the Freshmen class were to sustain an examination in all the previous studies of the course. This Preparatory course with the four years of College work was about equivalent to the University Scientific course.

Since that time, however, the entrance requirements of the University have continued to advance, to become more rigid and more comprehensive. At present one needs to be a graduate of some good high school like the Ann Arbor or the Ypsilanti High Schools before one can enter the Freshman class of the U. of M. It is the highest institution of learning in the state and completes and crowns the work begun in the public schools.

The M. A. C. on the other hand has retrograded in the sense that the one year preparatory course has been abolished, and the requirements, which, from 1861-67 admitted to the Preparatory class, now admit to the Freshmen class, with the single exception of U. S. History. The first year of the college course embraces Grammar, Algebra, and Natural Philosophy, which were formerly in the preparatory course. Under the present arrangement, it is possible for a pupil of fifteen years of age to come from the eighth grade of a district school, to enter the Freshman class and graduate in the Agricultural course in four years with a B. S. degree. With his B. S. degree he could enter the Normal this fall and get a degree in a year, making only five years' work to get the teachers' professional degree; or he may enter the U. of M. next Oct., and, at the end of two years, get a literary degree there which graduates from the Detroit High School would have to spend four years to obtain. It is obvious that a student who wishes a degree in the shortest time from either the State Normal or the University should go by the way of the Agricultural College.

The aims of the College and the Normal school are different; each was established for a definite work. The College is a farmer's school and emphasizes the science and art of agriculture; Normal is a teacher's school and emphasizes the science and art of teaching. Each is one of the best institutions of its kind. The difficulty in adjusting credits in either institution, earned in the other from the fact that each pursues a different line of work. The same fact should be borne in mind when the Board of Education undertakes to make a professional pedagogue in one
year out of a professional agriculturist. Should we leave out of the question the kind of work, the College does not furnish a quantity of work equal to five years' work in the Normal.

Any person who has studied in both institutions will admit that the Normal student does as much mental labor in a week as the M. A. C. student does. But, for the sake of the argument, grant that the forty weeks of the Normal equals the thirty-six weeks of the College work. In this case the College four year course would be equivalent to the Normal four year diploma course, not taking into account the large amount of preparatory work required at the Normal. On this reckoning the M. A. C. student would need to spend two years to get the degree of Pedagogics.

A closer examination and comparison makes the present credit allowed College students look still larger. The Normal student coming from the eighth grade of the district school must spend from one to two years in the Preparatory course before entering the Freshman class (the College has no preparatory course). In this course, Grammar and Algebra are studied covering as much ground as the College courses in a term in each. Preparatory Reading and Orthoëpy must include a great deal of College Rhetoricals. Likewise, preparatory work in Physiology must cover a large part of one of the College courses in that subject. Consequently it would be safe to say that the student who enters the Normal school proper has from a year and a half to two years' work more done than the student who enters the College. The writer thinks this a conservative estimate. How, then, can the College student gain this year and a half or two years on the Normal student and obtain credit for five other years' work toward the B. Pd.? It is a notorious fact that our Board of Education has considered the College course equivalent to five and one half years of the Normal work. The College graduates have been required to do but twenty weeks to secure the degree. Beginning with 1897 one year's work will be required.

It must be remembered that the College student must put in three hours daily in manual labor. According to the catalogue of 1895-96, sixty-eight weeks are spent in stock-judging, stock-feeding, dairy, soils and crops, carpentershop, blacksmith shop. A part of the three hours daily labor may be included in this estimate but I hardly think so. Another thing, three hours per week for three years is spent in military drill. In the academic studies which are alike and similar to studies pursued in the Normal, there are 420 weeks of work. The rest of the course is made up of studies in Agriculture and kindred subjects. I have reference to the Agriculture course.

Let us assume the College year of 36 weeks to be equivalent to the Normal year of 40 weeks. Then the 420 weeks of academic work will equal 464 weeks. Now the five years of work, including the preparatory course, is 800 weeks. This then, makes an allowance of 336 weeks, or about two years of work for the College labor, military drill, and agriculture pursuits. The Year Book for 1895-6 says: "It is assumed that the academic work done in such institution, and for which standings are asked, is equivalent to the requirements made of Normal students for the same degree". The fact is, however, that the academic work is not equivalent, nor is the total amount of work, even if a liberal allowance were made for farm and shop labor. If credit were given on consideration of manual labor, then very many students who bring evidence of scientific farming should receive about two years of credit on the Teachers' course.

Again, a certain amount of prescribed work is required of every Normal student. In English, for instance, such work includes Rhetoric, English Literature, and American Literature, twenty weeks of each. In the College according to present arrangements in the Agricultural course a twelve week course in Eng. Literature is offered under the name of masterpieces. The course is optional and need not be taken by students of Agriculture, and if taken is scarcely equal to the twenty week course offered by the Normal.

The course in American Literature is equal to a six weeks' daily recitation course. The English Department has refused and will refuse to accept this in lieu of the Normal course of twenty weeks. The writer speaks from personal experience. A credit for ten weeks work is the maximum. The Board of Agriculture has within a
year rearranged their courses. In the future the Agricultural student will get no work in American Literature in his regular course. Why should the department of English endorse the degree from the M. A. C. and grant the holder of it a Bachelor's degree from the State Normal when such student has not completed the prescribed work in that department? The writer knows of no justifiable reason.

Again, in the department of History and Civics, 60 weeks of work is prescribed—English History 20, U. S. Hist. 20, Adv. Hist. 20. The most that the College offers to the Agricultural student is 34 weeks—Eng. Hist. 12, Constitutional History 12, and Civics 10. Nevertheless, the College student is allowed to take the B. Pd. without doing this prescribed work, on the assumption, it is supposed, that the academic work done in the M. A. C. is equivalent to the requirements made of Normal students for the same degree. A minor point might be stated in this connection and that is, the minimum standing on which the Agricultural student may pass a subject is 7, that is, his class work average and the examination average must equal 14 which gives an average of 7. This means 70 on the hundred basis. No Normal student can pass a subject with an average standing lower than 75. This could mean, on the wholesale acceptance of credits, that a M. A. C. graduate on an average standing of 70 could get five years credit for his four years work and a course where the Normal student would have to pass at 75 or drop out.

Again, the Normal student to be entitled to a degree must complete, at least, 270 weeks of professional work—190 in the Teachers' course, 80 in the degree course. But the M. A. C. graduate, who has been studying cows, horses, sheep, soils, grasses, rotation of crops, blacksmithing, and carpentry in connection with his manual labor and academic pursuits, completes 160 weeks work in the science and art of teaching and comes out a full fledged pedagogue with a degree which represents 270 weeks of professional work and 690 of academic work.

In the summer of 1893 the College Faculty, petitioned by the students, resolved not to grant degrees to Normal diploma graduates unless such students should reside at the College a year and do manual labor. Previous to this the Normal students were getting degrees by studying two summers at the College. The resolution was wise and just. It would be an injustice to College students to be required to do so much manual labor to get their degrees while other students could get them without it. Similarly, Normal students and alumni should request the Normal School Faculty, or the Board of Education, to extend the course for M. A. C. graduates to two years, at least. In that time they could complete the academic and professional courses prescribed for Normal students.

To recapitulate: 1. The number of weeks work in the College is not equivalent to the Normal four years Teachers' course.

2. The similar academic work in the Agricultural course leading to B. S. is not equivalent to that done in the Teachers' course with the exception of science work.

3. The Agricultural graduate has not completed nor will he complete under the new arrangement all the work prescribed for the Normal student in the 'Teachers' course.

4. The professional work required of College graduates is 160 weeks, an amount not equal to that required of Normal students in that course. 190 weeks of work is required in that course. None of this work has been done by the M. A. C. student previous to his entrance of the Normal, with the exception of twelve weeks of work in Psychology.

It matters not how beautiful the College grounds are, how great the advantages for studying chemistry and botany during the summer months, how great the benefits of the Woman's Course, to what degree the College emphasizes the intensive study of the science and art of Agriculture. The fact remains that the agricultural course is limited in its general survey, exclusive rather than inclusive, not a teachers' course but a course for the scientific farmer. In its general scope it is not superior to the Normal Teachers' course, but much less comprehensive. Consequently, we must conclude that for the degree of Bachelor of Pedagogies two years, at least, of additional work should be required of M. A. C. graduates who have pursued the Agricultural course in that institution.
QUEEN VICTORIA.

The year 1897 will be a notable one in the history of the English nation. The commemoration of the Queen's seventy-eighth birthday on May 24, together with the fact that this completes the sixtieth year of her reign will make it a time of great national rejoicing. The inaugural has already been delivered. This is to be followed by a series of popular lectures demonstrating the advancement made during the past sixty years in the more important branches of art, science, literature and industry.

The present occasion will naturally call forth many surveys of the achievements of Great Britain under its present sovereign, and many tributes of respect and affection for the Queen herself.

Since Victoria ascended the throne the progress of the nation has been astonishing. The submarine cable and telegraph have brought the ends of the earth into almost instantaneous communication; the means of travel have improved more than in the thousands of years which preceded; commerce has grown amazingly; education has been made general; religious toleration has advanced; political and municipal reforms have been extraordinary.

In all that pertains to the happiness and possibilities of the common people, the growth has been vastly in excess of any previous half century.

In view of this fact, the question naturally arises to what extent the queen has influenced this progress. What has been her relation to the onward movement of the nation?

The duties of an English sovereign of to day are vastly different from those of a century ago. Take Queen Anne, for example, whose life in barest outline resembles that of Queen Victoria. Both became widowed at about the same time in their lives, but under what different circumstances. At the death of King George, England was engaged in one of the greatest of European wars. The battle of Oudenarde had just been won by the most famous man of his age—the ever victorious Marlborough. This was not a time when the sovereign could hide herself away, or refuse to take her share in public affairs.

Of a naturally shy and shrinking nature, her public duties became distasteful to her, yet the circumstances of the country demanded her attention, and forbade the indulgence of her grief. The explanation of this necessity is found in the fact that an English sovereign of a century and a half ago was compelled to take a far more personal part in the affairs of the state, and in the home and foreign policy of the nation than at present.

The question of war and peace was practically under her control. She dismissed her minister at pleasure, although usually influenced by some favorite of the hour. Queen Anne was not simply sovereign in name, but in the scope and exercise of sovereign power.

In personal characteristics, Queen Anne would compare favorably with England's present Queen. She possessed the same grace of manner, sweet, musical voice, and a heart thoroughly English. But here the similarity ends. Queen Victoria far surpasses her in depth of feeling, education of mind, power of intellect, and in her profound knowledge of men and public affairs. The former lacked the ability to use to its best purpose the unquestioned power which the crown conferred; the latter did not possess the same direct and personal authority in the government. Had the constitutional power of Queen Victoria equalled that wielded by Queen Anne, there is little doubt her ability and education would have enabled her to use this authority to better purpose.

Although her direct interference in the affairs of state has been small, indirectly she has wielded an influence on public affairs which has moulded to a considerable extent the policy of the nation. That influence, though exercised in the retirement of her private apartments, has yet been as effective as it could have been in public life surrounded by courtiers and in the daily performance of court duties.

Shunning anything like great court displays, she has thus been enabled to devote all her time and thoughts to the serious work of a great sovereign. Her great common sense, her long experience, and thorough appreciation of the duties of a constitutional monarch have given so much weight to her advice that ministers have been only too glad to avail themselves of it. It is well understood that upon the formation of
each new administration, the Queen guides and assists her minister in the distribution of offices amongst his colleagues. Can we not call Queen Victoria the ideal constitutional monarch? No one before her has fulfilled the duties of the difficult, yet exalted position, with the same devotion, with so much self denial and so little self assertion. She has made the machinery of state work easily when it was in her power to create a hundred embarrassments. In order to serve the English nation acceptably, her own preferences and dislikes have often been suppressed in a manner truly heroic.

During the past few years, a tide of democracy has been sweeping over England, but with characteristic wisdom the Queen has never expressed herself as either for or against this new political dispensation. Whatever may have been her own private views on the subject, she has never attempted to resist or even to stay its course. There are indications, however, that even here her influence has been exerted in resisting the movement within safe limits.

Shall we say that the influence of this great woman ends here? The truth is, it is doubtful whether her public service would have been so acceptable if the love and loyalty of the nation had not been won and cemented by more direct influence. English life is essentially home life, and thanks to her example and the strong individuality with which she has stamped her own home, the whole moral tone of the nation has been raised. It is largely on this account that men and women everywhere have associated with her personality a sentiment of profound sympathy and affection. She has always been an advocate of simplicity of life as essential to the greatest happiness and advancement, and acting on this belief, has furnished the nation an object lesson in her own home.

All will agree that the Queen's own share in the progress of the nation has been one of influence rather than power yet has not this force often been underestimated? We think of England's Queen as an impersonal, irresponsible sovereign, and such she is. But only in attempting to gather up the threads of influence which she has woven around the English nation, can the worth of her life be estimated.

To-day the glad words, “God bless the Queen”, are being sung by loyal, loving subjects in every land, and in appreciation of the value of such a life we echo back the greeting, “God bless the noble Queen.”

AMERICAN SOCIALISM.

J. V. NICHOLSON.

Although twelve or more parties contested for the supremacy, the socialists of Germany, in 1893, cast 1,800,000 votes and elected forty-four members of the imperial parliament.

England's socialists are not united into any separate political party, yet they influence all parties and are “powerfully affecting the thought and legislation of England”.

All European countries are more or less affected by socialism. Germany leads, with England a close second. But while conservative England, revolutionary France, and despotic Russia are thoroughly saturated with it in one form or another, it is significant that “pure socialism has never become a very prominent political factor” in democratic Switzerland.

The leaders of European socialism are learned and gifted men. Karl Marx is so regarded by friend and foe. Bismarck said in the Reichstag of Ferdinand Laselle “that he was one of the most gifted and amiable men with whom he had ever associated,” while William Morris was prominently spoken of to succeed Tennyson as poet-laureate of England.

It is not the purpose of this essay to dwell on the phases of European socialism, but merely to note its strength and the character of some of its leaders; for socialists the world over are bound together by the tie of their creed. They are mutually sympathetic. They rejoice in each other's victories and in defeat they are communist mourners. European socialism foreshadows American socialism. The strength of the one is, in a way, the strength of the other.

The ear touched by the discordant sound of the word socialism should immediately summon reason to investigate its meaning, that at her high bar, presided over by mercy, a decision as to its merits and demerits may be impartially rendered.

Avoiding definitions as to its meaning the fol-
lowing paragraph may be said to include some of its aims.

Socialism does not do away with private property, but it forbids it to be used in the creation of more wealth. It aims at the abolishment of the private receipt of rent and interest. "Socialism", says R. T. Ely, "does not propose the division of property, but the concentration of productive property, in fact, its complete unification"; all means of public communication and transportation, such as railroads, canals, telephones, telegraphs, etc. are to be in the possession of the U. S. The possession by municipalities of all industries requiring municipal franchises, such as electric plants, water-works, gas-works, local railroads, ferries, etc. is also urged, and in many places of the U. S. realized. Under socialism, civil a nd criminal law would be uniform, throughout the U. S., and the administration of justice would be free of charge. The people are to have the right of proposing laws and the right of voting upon all important questions according to the "referendum" principle.

The above paragraph contains some of the aims of socialism as gleaned from the platform of the Socialistic Labor Party, and from the writings of recent writers upon the subject. Socialism is born of discontent, which in turn traces its origin to the inequalities of society. Its ultimate aim is the equalization of the burdens, blessings and comforts of life upon a common humanity.

The history of the colonization of America presents many instances of people living in common. We read of the "common storehouse" of the early colonial days from which the wants of the colonists were supplied. For five years Jamestown had one. The result is well known.

From the days of the early settlements until now, America has been the home of such societies. In 1874, Mr. Nordhoff found by personal inspection that there were seventy-two of these societies yet remaining in the U. S. Their membership was 5,000; the land owned by them was 150,000 acres; and their wealth was estimated at $12,000,000.

The tie that has bound the members of these villages together has been that of religion, and while they have not been as successful as was hoped, they have done no harm. Peace loving,

they have in no way threatened the permanency of the republic.

The socialists of the U. S. are divided by writers into two classes, the peaceful and the revolutionary. The one keeps close to the law, the other keeps close to dynamite and firearms. It is impossible to state even approximately the strength of the latter class. They are called "Internationalists". Armed bodies are said to exist in Chicago, and if so, it is probable that they exist in other large cities. The most violent society in America is called the "Black Hand" and a proclamation recently issued suggests immediate violence.

Many of their labor journals appear in glaring headlines, and their tone is one of hate towards the "plutocrats" as they call those who are rich. Besides the labor journals of the United States which number about four hundred, copies of European socialist papers are quite frequent visitors to our shores.

The United States is not to be outdone by any European country in socialistic strength, and if its numbers should wane a little, they are ever and anon increased by that class who find it dangerous to remain in the Old World. The open arms of a free government and free institutions are extended to them. And in disguise and secret they come to subvert the liberties, and institutions of the land that bids them welcome.

America is the rendezvous of the most dangerous socialists of the world; the great military headquarters, where plans for desperate deeds are concocted and from which orders are issued for their accomplishment. The power in New York sent instructions to the Socialists of Vienna in 1883 to exterminate the Royal House of Austria and all who uphold them, and when some of the officers of the Viennese police are murdered by Stellmacher and others, a grand demonstration is held in Irving Hall, New York, to glorify these heroes of crime.

No act, however despicable may it be, from the attack on the life of the German Emperor, to the throwing of dynamite in London, but what finds ready supporters in this country and the perpetrators are hailed as heroes by their American brethren.

The exact strength of socialism in the United
States is impossible to estimate, but it is sufficiently strong to excite grave apprehensions for the safety and perpetuity of American institutions.

The West is thoroughly saturated with socialistic ideas. Hundreds of bills are introduced into the legislatures of these states that are in nature decidedly socialistic. So thoroughly is the West inoculated with socialism that on its account a strong feeling of unfriendliness exists against the East. It is thought by eminent writers, that unless both sections shall in time have become of one mind, this feeling of unfriendliness will grow powerful enough to array the West against the East.

The socialism of the West is in a degree represented by the Populist party. But while this is true, the socialism beyond the Mississippi cannot be measured by the votes of this party; for many who are afraid of the word socialist believe in the government ownership of railroads and such monopolies, while many of all parties prescribe "paternalism" for all ills of the body politic.

The socialism of the West therefore differs more in degree than form. In time, it is thought, these different types will become of one party and name, and as a writer in the Forum of '93 adds: "It is the thorough and full understanding of this condition and these facts which furnishes to the student his gravest apprehensions of the future, when, the adherents of this socialism, with which the West is honeycombed shall have become united, logical, and therefore aggressive."

A writer in a recent number of the Forum claims that the legislation of the government for the past thirty years has been paternal in its character and a promoter of western socialism in its results. The people of the West settled on free lands, or on cheap lands bought from railroad companies, who in turn had received them from the government. They saw the Union Pacific trace its way across the continent, built by a government endowment of a land grant "equal", as one writer says, "in value and extent to an empire". The government also loaned to the company $50,000,000.

The Pension system which originated in love for the soldier, is thought by its perversion to tend to the growth of "paternalism". In the

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**Hurrah for The Normalites!**

You make life worth living, and we are glad you are on earth right here in Ypsilanti. Come in and let's get acquainted.

While you are in our store just look over our School Supplies, and try one of our $1.00 Fountain Pens---they are warranted.

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**The Bazarette.**

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F. C. BANGHART,
Proprietor Palace Meat Market,
207 CONGRESS ST.
war measure providing for the issue of greenbacks some can plainly see the beginning of the “free silver craze” of the present.

The legislation practically giving the land of the West to settlers, greatly relieved the congested East, added more stars to our national ensign, and gave permanent and happy homes to thousands of families that otherwise would have been homeless.

The nation in the shock of war was threatened with dismemberment. She needed the life blood of generous sons to give vitality to her being. She needed its cohesive force to keep her members intact. It was not wanting. The nation’s heart again beat strong. Its rhythm was sweet music to four millions of enslaved humanity. An inspiration settled upon the immortal Lincoln. The Emancipation Proclamation stood forth.

The scene shifts, and the defenders in time become dependent. Memory touches the nation's heart, and like a gallant knight she comes to the alleviation of those upon whom she was dependent in her great crisis. Ought she to be generous?

Thus we see that generous and seemingly wise legislation on the part of the government has produced a strong tendency towards socialism on the part of the people.

Wherein lies the remedy? Has the State an erroneous idea of its duty to the individual, or has the individual a misconception of his duty to the State? If the latter, his understanding should be enlightened in order that all questions submitted to him may receive his intelligent consideration and decision. In the character and not in the number of its voters lies the destiny of the republic.

Courage, suffering, and patriotism are interwoven in America’s past history. The beacon fires of liberty, kindled at Plymouth Rock, kept burning at Valley Forge, and blazing at Gettysburg have branded indelibly upon the American heart the cost of the establishment of liberty and free government among men. Can the the lesson be unlearned? Can more learn it? Can American socialism stifle its teachings and overthrow the institutions of which these events were but the forerunners? The future alone will determine.

But as the future will be a reflection of the present it may be well to zealously guard the latter. The history of Russia, France and Germany should teach America to avoid restrictive measures against the socialists. Every possible burden should be lifted from the shoulders of American labor. “Ameliorative measures” should be passed. And a demand coming from a socialist must not be thought to be wrong, simply on account of its source.

In all differences, whether between man and man or between nation and nation, selfishness should be dethroned and mercy crowned should decide; for “Man was never won by cruel reproaches and a strong government has its roots in the hearts of the people.”

The individual heart should struggle to banish selfishness from its domains, that mankind as a unit may become more charitable. The principle of the common brotherhood of mankind, should not be saved merely for pulpit orations, or learned discourses, but it should be exemplified in sermons of daily life. When this time shall have come, which it will, if the evolution of man, which has been so happily expressed by Drummond in the “Ascent of Man” be true, all difficulties may be amicably settled. Selfishness annihilated! A common brotherhood of thought, superseded by a common brotherhood of action! The world's court of arbitration, Justice, Mercy, Love!

Conscious of the lack of unity that this paper presents, the writer begs the indulgence of the reader, which ought to have been asked before, for the addition of the following paragraph:

President Eliot in the Dec. Forum of 1892 on “Wherein Popular Education has failed”, says: No amount of memoriter study of languages or of the natural sciences and no attainments in arithmetic will protect a man or woman from succumbing to the first plausible delusion or sophism he or she may encounter. No amount of such studies will protect one from believing in astrology, or theosophy, or free silver, or strikes, or boycotts, or the persecution of the Jews or Mormons, or in the violent exclusion of
non-union men from employment." A writer in the Forum for '93, Vol. XV, adds: "There ought to be teachers in every school who should be obliged to instill into their pupils right principles of government and life. Such instruction is of more inherent value and urgent necessity than all the other studies of the curriculum."

PLAY LOW.

FRIN WILSON.

(This parody was written after a football game, played between the Detroit Athletic Club and the Normals, at Detroit, in 1895, in which the writer took an active part.)

The shades of night were falling fast,
As through Detroit city passed
The Normals, who 'mid snow and ice,
Won the game by that strange device.
Play low!

The captain's eye was cut above,
Still, lion-like, he onward strove,
His call was heard above the noise,
And heeded by the foot-ball boys,
Play low!

The field was now no longer green;
The policeman's club could now be seen
To strike Ward Tower, not his man,
While he the call again began,
Play low!

"Stop, then, that rush!" the opponents said;
The darkness lowering overhead;
The roaring crowd did surge outside;
But loud the captain's voice replied,
Play low!

"Oh, stay," the boys would say, "and rest;"
"No, no, for win this game we must;"
And with a grin and blood-shot eye,
That little captain still would cry,
Play low!

"Beware of the full-back's center-rush!"
"Behind the goal they intend to push!"
That was the last rush made that night;
Behind the goal posts we did cite,
Play low!

The game did end. When homeward bound,
The noble boys were heard to sound
That oft-repeated, well-known term,
In accents loud and strong and stern,
Play low!

At school, the captain and his crew
Were met with welcomes ever new;
And more than once they did repeat,
When foot-ball boys they chanced to meet,
Play low!

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