1899

The Normal College News, November 21, 1899

Eastern Michigan University

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November 21, 1899.

The Normal College News.

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Appointed by Faculty.

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HUGH W. CONKLIN

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Business Manager

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Olympic
Adelphic
Athenaeum
Concert
Mock Congress
N. C. A. A.
Y. W. C. A.
Y. M. C. A.

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The Ypsilanti Sanitarium is the place for you. We have a complete hospital. We are always ready for your case. We have trained nurses always on duty. Your recovery will be quicker if you are well taken care of. Your family will feel better to know you are there. You will not inconvenience those around you. Your room-mate will not have to give up her school work to take care of you. Your physician can treat you more successfully if you are there. Ask him if it is not so.

Ypsilanti Sanitarium Co.,
HURON STREET.
We are pleased to show visitors who are interested through the institution.

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Special attention given to Students' Trade.
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Up stairs 25c. Down stairs 15c.
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We are located opposite the Hawkins House at the old stand. You are always welcome. Our place has long been the

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ONLY 10 CENTS.

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300 from which to make selections.

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Frederic H. Pease, Director.

**Faculty.**

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MISS IVRA L. BIRD, MR. JOHN WHITTAKER,
MRS. JESSIE P. SCRIMGER, MR. F. L. YORK,
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MR. AND MRS. FREDERIC PEASE.

**ITALIAN.**
PROF. A. LODEMAN.

For circulars concerning terms and tuition, apply to the Director.

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Ypsilanti Dancing Academy

There will be a class for Normal students exclusively. Thursday evening Nov. 23, and an assembly for Normal students Saturday evening, November 25, from 8 p.m until 11:30 p.m.

**PINK BROS., Instructors.**

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The Jeweler.
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Our Store will remain open evenings during December.

SEYMOUR'S
Flash Light Pictures are all right.
And his prices the same.
AMATEUR WORK NEATLY DONE
Leave orders at 13 Huron Street.

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The Huron St. Grocers

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HAIR CUT at

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Popular Sheet Music, 5c to 10c per Copy.

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SOMETHING.
PRIMARY SCHOOLROOM LIBRARIES.

MARY L. BERKEY.

"Dreams, books, are each a world; and books we know
Are a substantial world, both pure and good;
Round these with tendrils strong as flesh and blood
Our pastime and our happiness will grow."

—Wordsworth.

A QUESTION which interests our schools
just now as much perhaps as any other
is the use of schoolroom libraries. No one
denies the necessity of libraries, but the ques­
tion of the best method for their use is far
from being settled.

There are but few cities which have not work­
ed out some methodical library system for their
High Schools, but there are few indeed which
have made like provision for the lower grades.
That this work cannot be started too early
in the grades is shown by the following statis­
tics: "Fifty per cent of all school children
who enter school leave before the age of
eleven. Seventy-five per cent have left at the
age of twelve." While this estimate seems
high to us, yet it is the average the country
over and reminds us impressively that the
work should be commenced in the lowest
grades in order that the large body of pupils
shall have formed a reading habit and shall
possess a taste for good reading upon leaving
school.

The aims in mind in choosing a primary
school library are first, to choose books to
further the acquisition of useful knowledge;
second, books that will cultivate a correct
literary taste—aims identical with those of any
other library. In selecting books in accord­
ance with these aims, two classes of reading
will be recognized, "collateral" reading and
"supplementary" reading. "Collateral" reading
is intended to cover the work in
science, history, and geography. If rightly
selected, it will pave the way to a love for
supplementary reading. In choosing books
for collateral reading, the course of study and
the text-books used must be considered. Each
school system demands books for its particular
needs, so that no special list would be applic­
able to all schools.

"Supplementary" reading is to cultivate
the habit of reading, to acquire a knowledge
of what to read, and a good method of reading.
This class should contain the best
literature the world affords, its highest mission
in the schools and the home being to en­
rich, refine and beautify life. The child will
grow to appreciate that reading only when
given it in his early susceptible years. Ex­
tended list of this class of books might be fur­
nished but the essential thing is to have in this
library books that will suit the need and taste
of each individual child. If a child would
enjoy reading he must read that towards
which his love inclines; hence variety in lists
are necessary.

Many boys delight in thrilling deeds; they
should have The Boys' King Arthur, Gustavus Adolphus, The Lady of the Lake, or
Stories of Persian Wars. Another tingle with the desire to understand electricity and
for him are such books as Life and Her
Children, Century of Electricity, or Geology
of a Piece of Chalk, etc. For the young
naturalist there are Thoreau and Burroughs.
For the mind historically inclined we have
histories of the American Revolution, Ger­
many, Rome, France, and hosts of others.
Then there are children who love the beautiful
rather than the practical, and who would
starve on science—for them we have The
Cotter's Saturday Night, Snow Bound,
Evangeline, Hiawatha, and scores of others.
To those of the latter class who are not old
enough for such stories as suggested should be
given the myth and the fairy tale.
Col. Parker says, "Myths and fairy tales are the sure signs of the upturning of the hearts of the little ones to God." "The proper function of fancy in intellectual life is spirituality."

It was Mary Burt who said: "The highest office of reading is to open the eyes of the child to the development of the material world; that he may live away from his meaner self; that he may grow all-sided, that he may relish the homely side of life, and weave beauty into its poverty and ugly hardships, and that he may add to his own strength and beauty, the wisdom of past ages." It takes the greatest discrimination to understand the needs of the child heart. As the school door closes behind him the all important question is not so much What does he know? as What does he love? Ours is the responsibility of shaping his course in reading, and moulding his taste, and in doing so who knows but that we may be shaping his destiny here and hereafter. Useful knowledge alone will no longer suffice—children must have soul food as well as mind food.

However small the schoolroom library, it cannot but prove an inspiration in all lines of work, like the yellow dandelion, once planted, it grows and spreads.

In our Training School as in many public schools valuable duplicate sets of classic literature are furnished, and these are used in the reading hour. These sets consist of H.iawatha, Evangeline, Irving's Sketch Book, Story of the Greeks, Grandfather's Chair, Hawthorne's Wonder Book, and Tanglewood Tales, besides many others. If pupils in these schools are hungry for library books to fill in the extra moments with, in school or to take home to read, let us give a moment's thought to the large per cent of small town schools where the children read from September until June in one reader. It is for these schools, most of all, that we earnestly plead for the schoolroom library.

The schoolroom library should furnish books for home reading and this reading should be skillfully and carefully directed by the teacher; otherwise some pupils will read too little, some too much. In home reading, gormandizing is almost, if not quite as bad as starvation. For the promotion of this work through the schools many plans have been successfully tried. We may well note a few of them.

In one of the best New England schools the principals select from the public library books suited to the class of children under their care. These books are distributed through the grades and the teacher loans them out to the pupils. When they are read others are given out in the same way; from six to ten sets of books being furnished during the year. Near the end of the year the pupils receive a set of questions, something like the following: What books have you read since last summer's vacation? Name two or three favorites among these and tell why you like them. What friends did you make in any of these books? What attracted you to these friends? Did you find in your reading any people that you did not like? Why? What newspapers and magazines do you read regularly? About how much time each week do you think you spend upon your reading? These answers are examined and a sentence of comment written thereon to encourage the child. This is most helpful to the children but more so is the hour that the librarian spends with the pupils. She talks to them in a body in their school hall about their reading lists and their answers to the questions. She comes in touch with the children in an informal way that she too may help in suggesting books to read. In her talk she comments upon the best papers handed in, thus stimulating and inspiring many a boy and girl.

A similar plan of distributing books from the public library through the public school buildings is successfully tried in some of the cities of our own state. Its advantages are many; it brings the books nearer the pupils and gives teacher and principals better opportunity to direct the reading. It will also be found that by having books given out in the schoolroom many pupils will begin reading who might never have gone to the public
library. Such a plan however would seem best adapted to cities.

In some schools in Chicago, pupils are expected to select under the guidance of a teacher and read ten books each year. Reproductions and reviews are written upon at least five of them, which are criticised by the teacher and returned. Copies of many are preserved and read as a class exercise.

In another eastern city a duplicate set of books is given out to pupils after an interesting talk upon the author and the character of his works. The pupils are given a stated time in which to read one hundred pages or a definite number of chapters. The books are returned for an hour's discussion upon the part read. With the aid of a few questions, the children tell the story, characters are discussed and word pictures definitely given. In this way the whole book is read and discussed in parts. In closing the story the author's meaning is sought for, in such a way as to make the pupils feel a personal friendship for the writer.

A great deal of good may be accomplished where the teacher reads the book to the pupils, or where pupils are called upon to read a chapter now and then.

At Elgin, Ill., through the influence of the "Elgin Woman's Club" lists are provided for each room, prepared by the teachers and principals: pupils are requested to read all the list within a year. In their High School each pupil is "required to read one book a month and report upon it as a part of his work in English." In grades four to eight inclusive, pupils are "requested but not required to read as many as one book a month." It is their plan also to add five per cent to the year's standing in reading or language of those pupils who read the entire list given for the year's reading.

All of this is most excellent; it is a start in the right direction. It is the beginning of work that must extend to every school throughout our country. A more ideal plan, and one which has been tried and proven successful, is to furnish each room with a permanent library of at least fifty volumes. Having only a limited number of books the teacher can become acquainted with each volume, and is thus better able to direct its use. Such a library placed in each room will prove a "training school" for readers, and further the use of the public library. When not in use these books should be kept in the case available to the children at all times. When a child has lived with these books for a year, he possesses friends whom he will love to old age. As the pupils move from room to room, new pleasures are in store for them. Each year they find a set of books especially adapted to their need and pleasure. With such a library in every grade from three to eight all of the results hitherto mentioned could be attained.

One word more upon selection of books. Books selected by teachers for children are not always most interesting to children. A perfectly safe plan is to leave the decision, not the choice, with the children. When a new book appears, try one copy for a year. If it becomes a favorite with the children, it is safe to give it a permanent place in the library.

We trust the day is not far distant when the school boards of our country will feel schoolroom libraries as great a necessity as are the roofs to their school houses. Is it too much to assert that a well selected small library may do more in proportion to its cost than a large popular library?

It is not possible that any general list of books will meet local demands. However carefully a list might be prepared it would be criticised "for what it contained," and "for what it omitted." One must consider carefully the environment.

In the N. E. A. Report for 1899 in the Report of Committee Relations of Public Libraries to Public Schools, will be found several excellent lists. One from Dr. Charles A. McMurry is of exceptional value. It contains lists of classic readings, books of science, books of geography and travel, and stories from history.
When teachers generally are thoroughly aroused to the fact that the library can do more for the pupils than any public school can do, Schoolroom Libraries will come.

**The Statue of Liberty.**

The scene which the stranger beholds as he enters the harbor of New York City is one never to be forgotten. Coming up the Narrows between the picturesque shores of Long Island and Staten Island with the point of Manhattan Island reaching down into it between the two great rivers, the indications of a phenomenal commercial energy exhibited on every hand, the towering buildings of the city, and above all, the statue of liberty in such prominence—all of these things present a scene never to be forgotten. The noble Statue of Liberty, enlightening the world, is admired for its magnificent proportions and by general consent is admitted to be one of the world’s greatest colossi and the largest made in modern times. It is intended to typify at once the genius of America and the benefits of liberty to mankind. It is the creation of M. Frederic Bartholdi, an eminent French sculptor, who was born some sixty-five years ago in Colmar, France. What adds to its interest is the fact that it is a tribute of respect and esteem from the French people to the people of the United States. The conception is said to have first taken form in the sculptor’s mind as he sailed up the noble harbor in the ship that bore him from France. He said: “We will rear here before the eyes of the millions of strangers seeking a home in the New World, a colossal Statue of Liberty, in her upstretched hand the torch enlightening the world; in her other hand the Book of Laws to remind them that true liberty is found only in obedience to law, and the people of France shall present the statue in memory of the old friendship subsisting between the two countries.”

On his return to France he suggested to his friends such an idea and it was received with the greatest favor. Subscriptions came in so rapidly that in the year 1883 the sculptor began work upon his great statue. M. Bartholdi superintended the work himself which was not only a labor of many years, but full of difficulty and detail. First the artist made his model of clay and when this was approved, a plaster statue was made, in dimensions one-sixteenth of the size of the intended statue. Then another plaster statue was made four times as large as the first and finally a third of the full dimensions of the finished work. Both of these had to be made with the utmost care, giving close attention to exactness of proportion between the parts. The last model had to be made in sections and a wooden frame work was constructed on which the plaster was spread. When these sections in plaster were complete, wooden models were raised, exact copies of the plaster in size and modeling. These were carefully cut by hand and in them were shaped the repousse, or hammered brass, work, which was to make the outside of the statue. These plates when finished were to be laid over a frame work of iron bars, firmly riveted together.

In constructing this metal statue two things had to be considered which in themselves seem very trifling, but had they been overlooked, only a few years, comparatively, would have been sufficient to destroy the beauty and permanence of the work. One was the heat of the sun which would expand the metal and pull it out of shape and the other was the sea breeze, which by intruding salt moisture would render every joining of copper and iron a small electric battery and slowly corrode the two metals and crumble them to dust.

The framework of iron and the copper covering, though securely fastened together, are so constructed that the bolts joining them may slip as the outside metal expands in the hot sun, and slip back again when it contracts in the cold. To prevent the generation of electricity a padding of non-conductible substance is inserted at every bolt and rivet so that the metals cannot come into contact with each other.

Eighty-eight tons of brass were used in the structure and the entire weight of the statue is 220 tons. The height of the statue alone is
157½ feet and as it stands on its high pedestal it towers above the bay at a height of 305 feet. A spiral staircase within the figure leads up to the head and also one leading to the uplifted torch. Some idea of the enormous proportions may be gained from the fact that forty persons can stand within the head, which is fourteen feet high. The forefinger is eight feet long and the mouth is three feet across.

During the past summer it was the writer’s good fortune to visit this and ascend to the head of the statue. The view from the openings in the crown is one never to be forgotten, embracing as it does, Staten Island, the forts of New York Harbor, the Jersey shore, Coney Island and in the distance a glimpse of Sandy Hook. Bartholdi’s great “Liberty” statue may well rank among the wonders of the world for in design and achievement it is a marvel of sublime conception nobly wrought out.

It was with great reluctance that I took the ferry for the city after having spent a pleasant hour there and engraved the following initials over her right eye: “E. S. M.”

THE DIFFERENCE.

Tennyson could take a worthless piece of paper, write a poem on it and make it worth $65,000—that’s genius. Vanderbilt can write a few words on a sheet of paper and make it worth $5,000,000—that’s capital. The United States can take an ounce and a quarter of gold and stamp upon it an “Eagle Bird” and make it worth $20—that’s money. A mechanic can take material worth $5 and make into watch springs worth $1,000—that’s skill. A merchant will buy an article for 75 cents and sell it for $1.00—that’s business. A lady can purchase a hat for 75 cents, but she prefers one for $27—that’s foolishness. A ditch digger works ten hours a day and handles several tons of earth for $3—that’s labor. The editor of this paper could write a check for $50,000,000, but it wouldn’t be worth a ——continental—that’s rough. But anyone can get THE NORMAL COLLEGE NEWS at a price so low that he can’t afford to be without it—that shows good college spirit.
THE NORMAL COLLEGE NEWS.

Issued 18 times a year.

STATE NORMAL COLLEGE,
Ypsilanti, Mich.

EDWIN S. MURRAY, Editor-in-Chief
HUGH W. CONKLIN, Business Manager

ASSOCIATE EDITORS.

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MABEL CURRIBER
ELLA HILLSWORTH
EDITH THOMAS
H. A. KENDALL
GILBERT W. HAND
CAROLYN TALLMAN
S. U. PETT

EDITORIAL.

We want all the alumni items we can get. Send them in.

Now is an excellent time to pay your subscription to THE NORMAL NEWS. It will certainly never be any cheaper and you will relieve the management of all further anxiety if it is settled up now.

Word has reached us from various sources that our paper has not reached the subscriber. We think we have found the cause and shall make strenuous efforts to have as few mistakes as possible. We can all make mistakes, but we are glad to unmake them on notification. We would rather duplicate a dozen issues than lose an honest subscriber; therefore, if you miss a number, send us a notice at once. Box 24 in the general Normal Office is for THE NEWS and any notices left there will receive immediate attention. We are not satisfied unless you are, and unless you write to us to the contrary, we can only suppose that you are.

THE LIBRARY.

Normal students should consider the use of books as one of the most important factors of higher education. How to use books is of the utmost importance to the ardent student and prospective teacher. The student who does not know how to ask for what he wants but waits for the librarian or assistants to hunt up the book and place is far from being able to use books as a good means toward an end. He is as much in error as the teacher who tells his pupils to "look that up" without first making sure that it can be readily found and understood.

How to ask for things is something that most people need to learn. The more clearly and comprehensively the student states his wants the better will they be attended to. This is only gained through observation, attention, experience, and practice on the part of the student. The excellent talks given from time to time by our librarian are means to accomplish this end. First, become acquainted with the library. Learn the location of the different classes of books. Notice all the information labels that are posted. Get a copy of the rules. They may be had at the delivery desk any time. Few libraries of the size of ours have as large a collection periodicals. Make the best use of them. In a library of about 20,000 volumes such as our own, it is rather vague and indefinite to ask for a good story, or something on psychology when you perhaps want a short, interesting story for children, or a good treatise on adolescence. An experienced librarian can usually do a great deal of guessing, and so answer some very vague questions.

Above all things, remember that you are welcome to use the library and ask for help freely. That is just what the assistants are for and they will always aim to do their best.

The library will be one of the things you will miss most when you leave the college, and you should therefore make the most of them while we may. Let us keep in mind as Channing has well said, "that it is chiefly through books that we enjoy intercourse with superior minds, and these invaluable means of communication are in reach of all. In the best books great men talk to us, give us their most precious thoughts and pour their souls into ours."
Local and Personal.

J. M. B. Sill was a welcome visitor in the city Sunday, November 12.

Supt. Grawn of the Training School was away last week visiting schools in the state.

Prof. C. F. R. Bellows has been a welcome visitor at the Normal for the past few days.

Mark A. Cary, of Lapeer has been visiting friends at the Normal for a few days. Mostly the boys of course(?).

Miss Lou G. Grosvenor visited Normal friends November 10-12. She has a position in Clarkston and reports very busy times.

The choir will sing Mendelssohn's "Hymn of Praise" for one of its leading pieces at the concert to be given next March. The music has been purchased and practice began last week.

Who were the eight girls in chapel Friday morning with all those gay decorations on? For further information, inquire of some of the new members of the Sigma Nu Phi Sorority.

Prof. Hoyt will conduct a State Teacher's Institute at Big Rapids, December 1 and 2, with an opening meeting of the evening of November 30. He will be assisted by Prof. MacFarlane and Prof. McKenny of the Central Normal School. Prof. Hoyt will give several talks along the line of Pedagogy and Psychology and Prof. MacFarlane will speak of the teaching of geography and drawing.

In the Classical Department of the Normal unusual activity is being displayed which has found expression in the formation of a Latin club for the purpose of pursuing advanced work. October 23, officers were elected as follows: President, Orland O. Norris; vice-president, Edith M. Knights; secretary, Mabel C. Wolfe. The first meeting for active work will be held Saturday evening, November 18. The plan of work includes a detailed, critical study of the life and work of Catullus.

Everybody wondered what the commotion was in chapel, Thursday morning, Nov. 9. For further information ask McFarlane if his barber misunderstood him.

Nature seemed bound not to let us see her wonderful travelers of space. The first two nights it was too cloudy and Thursday night the moon made it almost as light as day.

On Monday evening Nov. 6, Normal Hall was filled to hear Lieut. Godfrey L. Carden give his excellent stereopticon lecture on "The Man Behind the Guns." Many of the views were very fine while the lecture was not only free from puzzling technicalities but also gave a vast amount of very interesting information concerning naval gunnery—the various kinds of guns, shells, powder, torpedoes etc. But above all were his fine descriptions of the men behind these guns who, by their aim, brought death and destruction to so many Spaniards and Spanish defences. This is the only stereopticon lecture in the course and it was certainly greatly enjoyed by all.

Saturday, November 11, as Mr. Rex Buell was going into the chapel to practice on the organ at his regular hour between 12 and 1 o'clock, he noticed a fire in the rear of the organ. Without further examination he immediately took down the hose at the north side of the stage and, having turned on the water, soon extinguished the flames. It develops that three boys averaging ten years of age, whose identity will probably be found out for sure soon, had deliberately piled some pamphlets behind the organ against some of the large wooden pipes, and set fire to them. When the fire was discovered it was blazing almost to the ceiling and had almost spoiled two of the largest pipes. We will not say what might have been. However, it is certain that in a few minutes more the organ would have been ruined. As a slight reward Mr. Buell has been given free use of the organ as long as he remains here and will also be given free instruction.
A copy of Millet's, "The Gleaners," now adorns the walls of the Rest Room, the gift of Mrs. Burton to the Y. W. C. A.

At a business meeting Wednesday evening, Nov. 8, Miss Carrie Kempster was elected recording secretary of the Association, and Miss Lena Knapp, Vice President. The membership has passed its first turning point in numbers, and is well up on the second hundred.

Miss Manley led a prayer and praise service Sunday afternoon, Nov. 12, and on the Sunday previous Miss Loughrey gave gems of thought from the Kalamazoo convention.

The week of prayer for the World's Young Women's Christian Association was observed by special meetings every afternoon in Prof. Laird's room.

Why should you belong to the Y. W. C. A.? Because it is the one religious organization among the college girls and as such should have the earnest support of each christian student. The Association will help to guard and deepen your own spiritual life. It will afford you the best possible training in methods of Christian work. Your example will influence others. Your work for students will be more effective, for organized effort is more effective than scattered individual effort. If you think you have not time to be a member of the Association, that is one of the strongest reasons why you should become a member. One is in great spiritual peril when he persuades himself to believe that there is not time to do the will of God. If you argue that it is not your first duty to work for the church? In response it should be asked, what more important service can you render the church than to reach one of the most influential classes in the world—college girls. Lastly, you will be strengthened by being a part of a great, worldwide movement.

Mr. and Mrs. Bishop entertained the Phi Delta Pi fraternity Saturday evening, Nov. 18. All present agreed that it was a very enjoyable evening and express their great gratitude for being entertained at the home of one of their members.

The Phi Delta Pi held its regular meeting Nov. 11, at the Savery club. After an amusing reception hour, with considerable music interspersed, the jolly fraternity of 18 young men adjourned to the spacious dining room. After supper a few toasts were assigned by Mr. Stump and all were responded to in a manner which not only proved their ability but showed the success attained through the influence of the organization.

The foot-ball team has made excellent progress under our competent coach, Mr. Talcott, of last year's U. of M. team.

Our athletic field is now fenced in with a high board fence. It is plenty large enough for foot-ball and base-ball games and we feel that this is a long step toward financial success in our N. C. A. A.

No basket-ball manager has as yet been selected. It is high time, if we expect to play any match games with other colleges. Team playing counts for everything in basket-ball, which can only be acquired by long preparation with some one man competent to criticize.

The basket ball game between the Hillsdale girls and Normals will be played early in December. Our team will be chosen from the
following twelve: Misses Ronan, Alice Johnson, Nesbitt, Bessie Johnson, Bradley, Mitte, Moon, Averill, VanSice, McHenry, Feather, and Wolf.

The Normals won their first game Saturday, Nov. 18 against the Toledo Y. M. C. A. About 3:30 Toledo kicked off to the Normals and with about fifteen plays of line bucking, Hoag carried the ball over for a touch down. Gorton kicked goal. After the second kick off the ball was again carried over by Grandy with about the same series of plays. The ball was again put in play and was within ten yards of Toledo's goal when time was called for the first half. Score 12:0. The second half went as the first. After the kick-off Toledo was held for downs and the Normals took the ball and advanced it to the one yard line where it was lost on downs. Toledo punted to center of field where Conklin was given the ball and made a clean 40-yard run for the third touch down. The Normals again kicked to Toledo, who were held for downs. Toledo could not make the necessary gains at any time during the game. Conklin was again given the ball and again made a run of about 60 yards for a touch down. Gorton kicked all the goals in fine shape. The last half was only 15 minutes long, the game being called an account of darkness.

On the whole our boys, considering the limited amount of training that they have had, have little for which to be ashamed. Several of our men began their football playing when they entered school a month ago. Under such conditions the game was well played by our boys. The line up was as follows:

<table>
<thead>
<tr>
<th>Normals.</th>
<th>Position.</th>
<th>M. A. C.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goodale</td>
<td>C.</td>
<td>McLouth</td>
</tr>
<tr>
<td>Flint</td>
<td>R. G.</td>
<td>Skinner</td>
</tr>
<tr>
<td>Edmunds</td>
<td>L. G.</td>
<td>A. H. Chase</td>
</tr>
<tr>
<td>Wood</td>
<td>R. T.</td>
<td>Parks</td>
</tr>
<tr>
<td>Cross</td>
<td>L. T.</td>
<td>Afsen</td>
</tr>
<tr>
<td>Green</td>
<td>R. E.</td>
<td>Risamore</td>
</tr>
<tr>
<td>Jones</td>
<td>L. E.</td>
<td>McCue</td>
</tr>
<tr>
<td>Reid</td>
<td>Q. B.</td>
<td>Ranney</td>
</tr>
<tr>
<td>Conklin</td>
<td>R. H. B.</td>
<td>R. W. Chase</td>
</tr>
<tr>
<td>Tooker</td>
<td>L. H. B.</td>
<td>Russell</td>
</tr>
<tr>
<td>Gorton</td>
<td>F. B.</td>
<td>Curtis</td>
</tr>
</tbody>
</table>

That the systematic and wisely conducted exercises of the gymnasium and the spirited games in the athletic field, when played in an unprofessional spirit, are conducive to health, self-control and manliness, cannot be doubted. I believe that by our attention to physical training we are rearing a stronger and more vigorous generation of students, both men and women, in our higher institutions than the preceding generation. That we have yet something to learn by experience of the proper relations of athletics to university life and the wisest use of them will probably be conceded by all.—Pres. James B. Angell, Univ. of Mich.
A HYMN OF THANKSGIVING.

FLORENCE MARSH.

When scarlet leaves have left the trees
And gaily fluttered down;
When sheaves of wheat are gathered in
To form an autumn crown;
When on the hill where grew the corn,
The pumpkin's gold is found;
When hearts are filled with gratitude,
Let cheerful praise resound.

When skies grow cold and sad and gray,
And birds have southward flown;
We think of summer's cloudless days
And gracious mercies shown.
The flowers, fruits and plentiful grains
Are blessings from above;
The kind All Father watching o'er,
Sends proof of his deep love.

Let us correct our manners! An Englishman declares that he only needs to hear the first two words of the “Star Spangled Banner” to know that it was written by an American.

The Temple of El-Karnak, on the east bank of the Nile, near Luxor, one of the most celebrated relics of the architecture of ancient Egypt, was recently almost demolished by the fall of nine columns of the great hypostyle hall.

The Spanish mortar taken from Morro Castle, Santaigo de Cuba, and obtained through the good offices of Gov. Pinney for a class memorial by the class of '99, U. of M., will soon be fittingly mounted near its present position at the base of the campus flag staff.—Ex.

In establishing this exchange column with some general educational items, we shall not aim to make it a mutual admiration affair, but rather for what seems best to us and of general interest. We are always glad to exchange and hope our paper may be considered worthy of exchange.

WHY THE LEAVES TURN: The common and old-fashioned idea is that all this red and golden glory we see is caused by frosts. A true and scientific explanation of the cause of coloring of leaves would necessitate a long and intricate discussion. Stated briefly, the causes are these: The green matter in the tissue of a leaf is composed of two colors, red and blue. When the sap ceases to flow in the autumn and natural growth of the trees ceases and oxidation of the tissue takes place under certain conditions the green leaf changes to red; under different conditions it takes on a yellow or brown tint. This difference in color is due to the difference in combination of the original constituents of the green tissue and to the varying conditions of climate, exposure, and soil. A dry, cold climate produces more brilliant foliage than one that is damp and warm. This is the reason that our American autumns are so much more gorgeous than those of England.—Baltimore Sun.
THE NORMAL COLLEGE NEWS.

At 9 o'clock they sat like this,
He was not long in learning;
At 10 o'clock they sat like this—
The gas was lower burning,
Another hour they sat like this,
Still I'd not venture whether
Attuelve o'clock they sat like this—
All crowded together.
—Exchange.

"Conduct is three fourths of life."—Arnold.

Preachers and actors belong in the same class.—G. W. Hand.

When the fight begins within himself, a man's worth something.—Browning.

My business is not to remake myself, but make the absolute best of what God has made—Browning.

A student in Tchrs. Arithmetic was heard to say that she was taking "epidemic" Arithmetic.

"Professor," said a graduate, trying to be pathetic at parting, "I am indebted to you for all I know. "Pray don't mention such a trifle," was the reply.

The years have taught some sweet, some bitter lessons—none wiser than this—To spend in all things else, but of old friends be most miserly.—Lowell.

A stump orator wanted the wings of a bird to fly to every village and hamlet in the broad land; but he collapsed when a man in the crowd sang out, "you'd get shot for a goose before you flew a mile."

It is reported that a senior girl lost a shoe button and gave vent to her feelings as follows: "There has been an inadvertent elimination of the preheusile attachment with a perforate protuberance necessary in fastening the integument of my pedal extremity."

"Doctor," said a well known politician, "my hair is perfectly black but my whiskers are turning white; now why is that?"

"I don't know," said the doctor, "unless it is because your jaws have worked a great deal harder than your brains."

"Sigh not for future joys
Nor for past days repine,
But be thou cheered
With this glad thought,
This hour is thine."

Although these words but little say,
Observe they have their place;
The editor has written them
To fill this surplus space.—Ex.

Who keeps one end in view makes all things serve.—Browning.

Angry Prof.—"How dare you swear before me?"
Student—"How did I know you wanted to swear first?"—Ex.

"That remains to be seen," said the boy when he spilt ink on the table cloth.—Ex.

A "pull" other than the force of personal merit should count for little or nothing in educational circles.

In all things throughout the world, the men who look for the crooked will see the crooked, and the men who look for the straight, can see the straight.—Ruskin.

A Boston girl who has been trying to find out why her bicycle often runs into objects she tries to avoid, thinks she has solved the problem at last. She says: "It is hypnotic influence of concentrated attention, rendering the movements incoordinated, so that the rider becomes the victim of perverted reflexes of purposeless effort and the abject subject of an optical delusion." And perhaps she is right.—Chicago Times-Herald.

Teacher—"Parse the sentence, "Yucatan is a peninsula."
Pupil (who never could understand grammar)—"Yucatan is a proper noun, nom’tive case, second person, singular—"
"How do you make that out?"
"First person Icatan, second person Yua­
tau, third person Hecatn; plural, first person, Wee­ta; second per—"
"Go to your seat!"—Ex.
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1900—Summer Quarter—1900.

The summer quarter will begin July 2 and will be entirely in charge of members of the College faculty. The work done will be credited towards a degree.
THE NORMAL COLLEGE NEWS.

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