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The Ypsilanti Sanitarium is the place for you.
We have a complete hospital.
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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.
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ONE is struck by the number and variety of definitions of attention. This multiplicity of definitions shows that the subject is not only a live one but that there are many independent seekers after truth along this line of investigation. Formerly it was the custom of psychologists to speak of attention as a special faculty of the mind but the new psychology treats it as a state of consciousness. While one is conscious he must be attentive. If he is unattentive to this he is attentive to that. Consciousness is the broader, the inclusive term. We are conscious many times a day of sensations to which we do not attend. One may be conscious of some approaching danger without attending to it. If he attends the effect will be to intensify his consciousness by focusing it on the danger, just as widely scattered rays of the sun may be directed to a limited area by a burning glass. On the other hand a person may be conscious of some impending evil and not attend to it. For instance, a person walking on a railroad track may hear the whistle of an approaching locomotive and be conscious that he is in danger, but paying no attention to his situation he is overtaken and pays the penalty of his inattention. The same thing occasionally happens when some brave man rescues a child from the feet of a runaway horse or some similar danger. His whole attention is absorbed in safety of the child. He is conscious of his own danger but not attentive to it.

Titchener spoke of attention as a stream of conscious processes, and says that when we are inattentive this stream is flowing at the same level. "Every idea that occurs to us is as important as, but not more important than, the ideas already present. There is no difference in the height of the waves as the stream of consciousness flows on." He then goes on to say that when we are attentive the stream flows at two distinct levels. The one is the level of the ideas attended to; the other that of the ideas attended from.

A consciousness is composed of many different ideas, but as we can not attend to more than one (at most two or three) object at a time some of these ideas are below the average level of the stream of consciousness and are not attended to. "If we attend to an idea it becomes clearer, it lasts longer, and it is more valuable because more suggestive."

When one wishes to give close attention to anything he assumes the "attitude which secures the most favorable conditions for the use of the sense organ to which the object of attention appeals." Observation of individuals and audiences will soon show one what some of these characteristic attitudes are. In every instance there will be a tension of the entire body. An entire audience will lean forward and look straight ahead to see more plainly the tricks of the magician; but the character of the entertainment is changed and music is placed on the program, they will turn their heads to one side in order that they may hear more easily. If one is listening for a sound in the distance he will stand sidewise and drop his head a little, and even hold his breath that he may assist the organs of hearing. Dogs and wild animals will sniff the air in order that they may bring the particles to be smelled more strongly in contact with the sense organ.

Certain parts of the tongue are more sensitive to certain tastes than are others, and
therefore we adjust the tongue according to the nature of the food to be tasted. Tea and tobacco testers even close the eyes, that they may better concentrate their attention upon the substance tasted.

If one attends to an imaginary taste there will be a contraction of the muscles about the eyes which shows the tendency to close them. When one tries to recall a picture of the memory, some scene of childhood for instance, instead of assuming the attitude which accompanies the act of attending to a physical object he will withdraw his attention within himself so to speak, roll his eyes outward and upward and perhaps lean back in his chair.

These are some of the characteristic signs which accompany attention when one acts naturally. Persistent practice may overcome some of them perhaps.

The relation which exists between attention and interest is certainly an important one. Indeed it is so intimate that some have believed them to be one and the same thing. Perhaps it is well to think of them as the obverse and reverse sides of the same thing.

Halleck says attention develops interest and that here cultivated minds show their especial superiority. He believes that if one attends closely to an object he will find something in it of interest to him. But there must be some motive to induce one to give his attention to an uninteresting object, and this motive lends interest to the otherwise uninteresting thing. One may say "I will become a great scholar," and if he possess the ability he may, but his willing to do so will not make him one. It may strengthen some motive already present and thus help to concentrate his attention. If one is thoroughly interested in an object he must attend to it, and he simply can't attend for any considerable length of time if he is not interested. I don't know that he can attend at all. He may say "I am going to attend to this uninteresting thing" but already something has lent interest to it.

A teacher wishes to get the attention of a pupil and he does so by suggesting something that is interesting to the pupil. This sugges-

...
self of the impression that he had actually been burned. Not long ago Prof. Hoyt requested us all to create a mental picture of spring—calling to mind the green grass, apple blossoms, flowers etc. etc., then to think of some perfume and close our eyes. He then took a large perfume bottle to which was attached an atomizer (We had seen it) and lightly sprinkled us all. I received a strong sensation of perfume and was truly disappointed when told that only pure water was in the bottle.

There are certain conditions both external and internal which are favorable for the reception and retention of sensations. These external conditions were touched upon in the discussion of the adaptation of the sense organ.

A locomotive engineer will instantly notice any irregularity, however slight, in the action of his engine, and he will proceed just as quickly to remedy it. Another person whose sensory and motor activity is just as responsive will fail to notice it because his organism has not been trained to answer to these particular stimuli. That we perceive in terms of our past experience was well illustrated a number of years ago in a city where I then lived. An earthquake shock visited the place and naturally made some disturbance. Several of the merchants afterwards related what the sounds resembled. A crockery merchant said he heard a noise in the upper room like the rolling of large crocks. A grocer man said he thought some one was rolling barrels of salt, and a hardware merchant said he thought kegs of nails were being rolled over the floor. Each had interpreted the sounds according to his predisposition, or in terms of his past experience. Each one’s attention was directed along the line in which he was interested. If one was so situated as to receive, but one impression doubtless his whole attention would be given to it, but there are many stimuli always present, all clamoring for recognition. Naturally that stimulus which accident or intention was brought under the most favorable conditions with regard to the sense organ would attract the attention most strongly, but practice and habit may alter this. For instance, some bright object might be brought directly into the center of the field of vision and escape notice if at the same time some other object of great interest were brought onto the margin of the field of vision. A sensation so weak as to escape notice if of short duration may attract the attention most powerfully if continued for a long time.

External conditions have far less effect on the adult consciousness than on young ones. A father and his young son may both be reading in a quiet room, both apparently equally absorbed in his book, but let a brass band come down the street and the boy will doubtless hear it at once, while it may pass by wholly unobserved by the father.

The subject of distractions in attention is being considered with a large degree of interest in some of the greater colleges. After having studied the method of work as carried on in Cornell, Mr. Harris and I procured about 20 different odors and attempted to discover something of their distractive power. We worked partly in the class and partly by ourselves. The method was somewhat as follows: One would write six short words backwards without any distractions, five seconds being given for each word. Then he would write six others as nearly like the first as possible. Just as the word was pronounced one of the odors was held directly under his nostrils. In every instance the time required to write the list was longer, more mistakes were made in spelling, and in no instance was the subject able to spell the word and recognize the odor at the same time. The odor might be recognized just before beginning the word, or just after furnishing it. But after much careful practice we concluded that both could not be done simultaneously. Several amusing and instructive incidents occurred during the experimenting. On one occasion Mr. Mason was writing and a bottle of ammonia was held close under his nose. He wrote the
word correctly but it was difficult to convince him that ammonia had actually been used. Mr. Harris tried the same thing on me while I was adding columns of figures and I failed to recognize it. We considered these instances quite conclusive proof that two things can't be done at the same time.

A good illustration of distraction or divided attention was seen at the Thanksgiving service. Rev. Ryan delivered a prayer accompanied by the piano. Both the prayer and the music were very impressive. I improved the time for psychological investigation. If I attended to the music the words sounded lower than they were and no meaning attached itself to them. If I attended to the prayer the same thing was true of the music. Neither could I follow both at the same time. Probably those who were impressed only by the spirit of the occasion got the full meaning from the prayer but I doubt if they could have reconstructed any part of it.

Titchener describes three kinds of attention: passive, active, and secondary passive. One sits reading a book when slam! goes a window and he attends because he must. This is the first form. A person tears himself away from an interesting company to attend to something which in itself is uninteresting. He then uses active attention. A student may use active attention to begin the study of biology, but later when he becomes so interested in tracing out the nervous system of an insect that he forgets his dinner he is using secondary passive attention. It is important that one acquire this last form just as soon as possible because it is the economical kind. It is the teachers' business to get the child to work this way. Young children should be taught by means of passive attention because what they thus learn will remain with them longer and they will escape the drudgery if attempting to learn what is distasteful to them. They will also learn much more in the same length of time. Some writers speak of two kinds of attention; voluntary, and non-voluntary. Whenever we hold our attention on the object by an act of the will we employ voluntary attention. This form of attention always implies effort. It is the same as active attention. In non-voluntary attention no such motive of effort is present. By a so called art of the will we direct our attention upon this to the exclusion of that. If there is much to interest us in this we lose the sense of effort and it seems the easy and natural thing to attend. Something led us to attend in the first place. Now another motive holds our attention. Perhaps after all there is no difference in the two forms, but attention is attention and nothing more. We must attend to something. Within certain limits we may direct our attention but circumstances control it to a large extent.

To both pupil and teacher the subject of attention is of the highest importance. The former cannot accomplish much unless he has the power of mental concentration, and the teacher who fails to gain and hold the attention of his pupils would better give place to one who can. He certainly has no right in the school room. The teacher who can secure the undivided attention of his pupils and carry them along by an irresistible current of thought is certain of success as an instructor. To do this he must be able to interest them. Pupils understand the best and remember the longest those things which interest them most. Every subject has its interesting phrases and it is the duty of the teacher to so present the different subjects that the pupils will become interested in them. Too many teachers blame their pupils for not showing interest in a subject when perhaps the teachers themselves have no really live interest in it. If a teacher is in earnest he will be enthusiastic, and enthusiasm is contagious. A teacher must know his subject well in order that he may present it clearly and forcibly. If a person has a hazy notion of a subject he can't hope to make it plain to others. Clear cut phrases and lucid statements engender interest. Every new subject should be presented deliberately so that the pupils can follow its development. Some teachers go so rapidly over the first presenta-
tion of a subject that the pupils are unable to follow them and they give their attention to other things than the lesson. The teacher's voice is an important factor in securing attention. Fortunate is he who has a pleasing utterance. He who has not will do well to cultivate one. "It is not so much what we say as the way in which we say what we say." A teacher must speak loud enough to be heard, but he must not try to drown all other noises by the thunder of his voice.

"Speak clearly if you speak at all. Carve every word before you let it fall" is a good rule to follow.

The effect of the teacher's dress and bearing must not be overlooked. Other things being equal the well dressed teacher easy in his bearing will gain and hold the attention better than one wanting in these requirements. Perhaps a teacher should generally stand before his class, but circumstances must determine this. Some subjects can be better discussed and are more pleasing if the teacher is sitting. Then too it isn't good judgement to stand on one's feet six hours a day.

A teacher must exercise his judgment in assisting pupils. It is important to know just how much help to give. If a pupil is helped whenever he comes to a hard place he won't give it his attention as he would if he relied more on himself. On the other hand if he doesn't get help when he really needs it he will become discouraged, and the last state is as bad as the first. Here is one of the best places to train the attention.

A teacher should be able to teach without the book in hand, and it is generally an advantage to do so. Pupils usually have more confidence in a teacher who is independent of his book. The method of questioning is of prime importance. Here the teacher has a remarkable opportunity to train the attention. Questions may be so framed that it is an easy matter to answer them or they may be so framed or to require close attention in order to answer them correctly. It is generally asked and then the person's name called. In this way every member of the class may have an answer ready, while if the student's name is first called some will attend to other matters until their name is called.

Use concrete illustrations and go from the known to the unknown. This is the natural and the easy thing to do. Pupils are already interested in what they know, and the skilled teacher will so unite this with what he wishes them to know that they will be interested in it and will follow the instruction.

Finally, the teacher's personality will cover a multitude of sins or it may be responsible for many failures. Observation and practice will do much to improve ones personality. Read the best books and become infused with their spirit. Associate with the best minds. Keep mind and body well. Be a gentleman in all that Emerson implies by the word and believe in your pupils and let them see that you believe in them and it will be an easy matter to gain and train their attention.

CHARACTERISTIC SAYINGS OF OUR FACULTY.

I suspect.—Mr. Cramer.
Be definite.—Miss Bacon.
Far from it—Prof. Stewart.
You're excused.—Prin. Lyman.
III.—I.-A-a- (a).—Miss Pearce.
Class, At-ten-tion!—Mrs. Burton.
Exactly! Exactly!—Prof. Lodeman.
That comes right well.—Bertha Hull.
Characterize the period.—Miss Shultes.
Will you please look at me?—Prof. Pease.
I want to give you this little outline.—Mr. Mertz.
It is my business to be on time.—Prof. Strong.
The librarian's name is not "Say."—Miss Walton.
We must press on, young friends.—Prof. Barbour.
Tut! Tut! Tut! Double tut!—Prof. Mac Farlane.
I was called to the office, if you will excuse me this time I’ll be glad to excuse you when you are called there.—Prof Sherzer.
EDITORIAL.

It has been decided to adjourn the literary societies after the evening of May 4. This seemed best on account of the small attendance during the last few weeks brought about by the many other entertainments, recitals, etc., which take up the students' time.

***

The Aurora for '00 is now well on its way toward completion. The board feels confident that this will excel all former attempts at a class annual and hope that it may satisfy its many subscribers. If you have not spoken for one it is time you did, first, because you want one as a memorial of your class at the Normal and second, because it is your duty to support your class.

***

The leading article of this number on "Attention" is one of the many excellent papers prepared and read before the philosophical society. This is one of the many organizations of the college which gives a chance for further original investigation, and is doing a great deal of good for its members.

The announcements for the "Summer Quarter of 1900" are now ready for distribution. They may be had at the office or by addressing the clerk of the Normal College, Ypsilanti, Mich. Courses are offered for eight weeks, from July 2 to August 24, and for twelve weeks, from July 2 to September 21. Credits may be earned the same as during the regular academic year and all work is conducted by regular members of the faculty. This gives an excellent opportunity for teachers to improve their time during the summer without giving up their positions.

LIQUID AIR.

B. W. PETT.

Professor W. C. Peckham's lecture on Liquid Air, April 19, ended the excellent lecture and music course for the college year. In the course of the professor's short talk preliminary to the experimental part, he very briefly mentioned how gases were liquefied. The liquefication of air is by no means a subject of recent development. The reason that liquid air is such a popular curiosity today is recent invention has enabled the substance to be made in quite large quantities at a small cost. The successful machines of today are an outgrowth of experience extending back nearly to the beginning of the present century.

Until recently gases were liquefied by the combination of cold and pressure. The conditions necessary were to cool the gas at or below the critical temperature combined with sufficient pressure. By critical temperature is meant that temperature above which the given gas cannot be liquefied no matter how high the pressure. Most of the liquid air of today is manufactured on the principle that the sudden expansion of gases is a cooling
process. It is aptly illustrated by allowing the air in a highly inflated bicycle tire to escape suddenly on the bulb of a thermometer, when there will be noticed a decided lowering of the mercury.

Liquid air when first made has but a slight blue tint, but as the nitrogen escapes and the per cent of oxygen increases it assumes a darker and more intense blue. The hand can be placed in the liquid for a short time with impunity, as a film of air protects the skin. It is best kept in Dewar flasks which are double walled with a very perfect vacuum in the space between the walls. If these walls in turn are coated with silver, the capacity for keeping is increased many fold. Liquid air boils at $-312°$ and freezes at $-346°$. So alcohol which freezes at $-202°$, laughing gas at $-148°$, carbonic acid at $-85°$ and mercury at $-39°$, are all solidified when treated with liquid air.

The low and high temperatures which cannot be recorded with mercury and alcohol thermometers are determined by the resistance which certain metals, usually platinum and iridium, offer to the electric current at these temperatures. This is estimated by means of the deflection galvanometer and plotted curves.

The greater part of the lecture was devoted to the experiments which were largely spectacular. To show the expansive force of the liquid when confined, a geyser of liquid air was made to spout many feet high, and a plug carrying an American flag was shot from an air gun to the ceiling. To show its intense cooling effect, liquid air was poured over mercury and made into a hammer suitable for driving large nails into a block. A rubber ball cooled by liquid air and dropped on the floor broke into fragments like glass. A large nail was driven into a board with a piece of frozen rubber. The professor’s light lunch in the ‘‘Land of Absolute Zero’’ consisted of beefsteak hard as stone and brittle as glass, frozen egg, and cranberries that rattled like bullets.

To illustrate its power as an explosive, cotton and wool were dropped in liquid air and set on fire. The common chemical experiments showing oxygen a supporter of combustion were repeated with liquid oxygen showing them to be much more intense. The simple sensational experiment of boiling liquid air on ice was repeated, after which the kettle was placed over a charcoal fire and the gases from the fire were frozen upon the bottom of the kettle, a few inches above the flame.

The professor intimated that it was difficult for anyone to predict the commercial value of liquid air, but that it probably would never be used as a motive power, because of so many objections confronting it. It has been used successfully as a cure for cancers and there is little question but what it can be used for explosive purposes. There seems to be a difference of opinion as to its real use as a refrigerant. It has been suggested that liquid hydrogen and liquid air may solve the balloon problem. Bacilli subjected to a temperature of $-202°$ retained their virulence when injected in living animals. Seeds exposed to very low temperatures did not lose their power of germination.

"The college men are very slow
They seem to take their ease,
For even when they graduate
They do it by degrees."—Ex.

Mary had a little lamp—
A jealous lamp, no doubt—
For soon as Mary’s beau went in
The lamp, you see, went out."—Ex.

A miss may be as good as a mile, but with a designing widow in the race a man is safer at two miles.

Prof.: (Looking at his watch) "As we have a few minutes, I should like to have anyone ask questions, if so disposed.''
Student: "What time is it, please?"—Ex.

In what respects does a caller resemble a lover? First, he comes to adore. Second, he gives the bell a ring. Third, he gives the maid his name. Fourth, if he does not find her out, he is taken in.
Local and Personal.

See "A Night Off."

Prof. C. T. Grawn visited the Normal last Friday.

Miss Harriet Glaspie of Owosso has been visiting friends at the Normal.

Miss Julia Ross has left college to accept a position in the schools at Albion.

The members of the Phi Delta Pi fraternity are now wearing some fine new pins. Have you seen them?

Mr. L. R. Perry is very sick with typhoid fever. He is at present at the sanitarium and doing as well as could be expected.

Chas. H. Norton, '94 has declined his re-election as superintendent at Plainwell. He intends to attend the U. of M. next year.

It is very suggestive to see a senior leave town for a few days at this time of year. Their face usually indicates the degree of success with the school board when they return.

The Normal is to lose another of its rising teachers, this time in the mathematical department. Prof. L. L. Jackson has recently been elected head of the mathematical department of the Normal school of Brockport N. Y.

On Monday, April 16, the junior class met to elect participants for class day. The election resulted as follows: salutatorian, George Gannon; orator, E. C. Kittell; historian, Dennis Faucher; poet, Miss Bellows; prophet, Miss Skinner.

Prof. John W. Dodge, teacher of vocal music in Hillsdale college, formerly of this city, was married to Miss May Hewes on April 16. Miss Hewes is an instructor on the violin at the college and has the reputation of being an accomplished artist. Mr. Dodge will be remembered here by his large circle of friends who unite in wishing him great success and pleasure.

See "A Night Off."

Mr. Minor White has begun his work as assistant in the conservatory.

A suggestion—If you need exercise and haven't a wheel, get out in the street and dodge those who have.

A senior assistant in the library was complaining that she could not find the "Birds of Aristophanes" among the other zoologies!

Prin. E. A. Lyman returned last Thursday from a week's visit in the East. He spent a few days with Dr. Leonard, our new president, at Syracuse.

Miss Edith D. Stanton, '00, has recently received notice of her appointment as an assistant clerk in the census department at Washington, D. C.

An oculist who was examining a co-ed made the astonishing discovery that instead of having an ordinary pupil the poor girl had a college student in her eye.

Miss Georgia Covert is spending her vacation visiting her sister at Ypsilanti. Miss Covert has charge of music and drawing at Maywood, Ill., near Chicago.

The next senior recital will be given Tuesday evening, May 8, by Mr. Howard Brown, organist, assisted by Mr. Fred Ellis, baritone; Herr Brueckner, of Detroit, violinist; Henry Samson, 'cellist; Arthur Bostwick, pianist.

The first of the series of recitals given by the conservatory seniors was held last Tuesday. It was given by Miss Ada B. Miller, pianist, assisted by the Ladies' Conservatory Quartet, Misses Margaret Muir, Mildred Fletcher, Beatrice Smith and Mabel Chase.

Cards are out announcing the marriage of Miss Mabel E. Flewellin and Mr. Earl B. Hawks, on Sunday, April 15, at the home of the bride at Dowagiac. Mr. Hawk's, '98 will be remembered in Ypsilanti by his many friends, all of whom join in wishing them a very bright and happy future. Among the few friends present at the ceremony was Mr. Elden C. Harner of Ypsilanti.
Take "A Night Off."

Prof. John Whittaker has resigned his position in the conservatory and assumed his new duties as organist in Galveston, Texas.

The Normal choir has begun rehearsing the music for the commencement concert. A miscellaneous program will be given, one of the selections being Prof. Pease's beautiful composition of "The Reaper and the Flowers."

Ruskin says, "Other things being equal, those persons who excel in the power of speech always gain an ascendency over their fellows." Influenced by this thought and especially with the view of improving its members in speaking, the "Normal College Webster Club" has been organized. The membership is limited to sixteen, and at the weekly Saturday meeting each member must give a five minute speech on the question of debate or some current topic. Mr. Lathers will act as critic and instructor for the club. The following are the officers: President, A. J. Dann; vice-president, W. H. Wentworth; secretary, G. L. Carver; treasurer, T. J. Reavey; editor, E. C. Hambleton; other members are Messrs. Rice, Gill, Chapman, Edwards, Hornsby, Isbell, Mason, Preston, Churchill, and Dumbrill.

The members have gone to work with a will and we trust that the club will be of great benefit to its members and will remain a standing organization in the college.

The Y. W. C. A. are more than pleased to discover that the new girls are interested in our work. Already this quarter eight new members have been received while more applications are coming in every day; and while we are glad to note that we now have one hundred sixty members, more than doubling the membership of a year ago, yet we hope that before another year has passed the Y. W. C. A. may claim a majority of the girls in our college.

A profitable hour was spent by all at Starkweather Hall Sunday afternoon, April 22, under the leadership of Miss Sanders, who portrayed in a touching manner the life of Mary of Bethany.

Sunday afternoon, April 15, the Y. W. and Y. M. C. A. combined in holding an Easter service at Starkweather Hall. Miss Bacon gave an interesting talk on "Our Risen Lord," in conclusion assuring us our work was not in vain when done in the Lord. Vocal solos were rendered in a pleasing manner by Misses Watters, Chase, Smith, VanFleter, McKena and Bingham, while a selection by the Y. M. C. A. quartet, also a violin solo by Miss Wallin were enjoyed by all.

The midweek S. C. A. prayer meeting was devoted on April 18 to a missionary meeting at which time a letter from Rev. Howard, who is now laboring in Chili, China, was read. The story of his sufferings and patient endurance, maintained only through implicit faith in Him who can lead us as readily in darkened China as in our own enlightened land, only served to awaken new zeal for and interest in our brothers across the waters, struggling on in darkness, waiting only for more who like Rev. Howard shall hear "that still small voice" calling them to service in a foreign land.

The Athenaeum Society.

April 20.—A bell (belle) program was enjoyed by the members of the society upon this evening. The numbers in the program, both, musical and literary, were very good. Among them were a recitation, The Chimes of the Belles, by Miss Arnold, an original poem on Bells, Miss Lumley, a paper on The Library Bell by Miss Becker, a violin solo, Miss Wallin, vocal duet, Misses Craft and Wesson and a vocal solo by Miss Nelson.
April 26.—A bow (beau) program was given to a very appreciative audience. Beaus wise and other wise were fully discussed. Mr. Kempster read a paper discussing A Trip to the Rainbow. Mr. Black gave a talk on the History of the Bow. Some of our members gave three minute extemporaneous speeches on different varieties of bows and instrumental solos were given by Misses Childs, Fuller and Chapman in addition to other musical members.

OLYMPIC SOCIETY.

The Olympic program, April 20, was made specially interesting by a farce entitled 'Thirty Minutes for Refreshments,' in which John Downley, a bachelor, has a series of difficulties of a more or less amorous character while peacefully attempting luncheon at a private room engaged by him. The confusion arising on account of a mistake on the part of a 'called person' is finally righted and Downley gets his dinner. The following were participants; Messrs. Perry, Hand, Smith and Kendall; Misses Ballou, Van Buren and Parmater.

The senior and junior girl's of the gymnasium have been practicing hard for the Showerman cup contest to be held next Saturday evening, May 5. There will be contests in class and individual club swinging, traveling and flying rings and also matched games of Newcomb and basket ball. Everybody who can should turn out and show their class spirit as this promises to be a very close contest.

On April 21 the Normals played their first regular game with Albion. The score resulted in 13 to 8 in favor of Albion but we have every reason to be encouraged. We played on strange ground, with a wet field, wet balls, etc., and by a climax of two bad errors in the eighth inning Albion made eight runs. The score had always been in our favor until the eighth inning when it broke and we were unable to recover in time.

Last Saturday the Normals lined up for their first home game of the season against Olivet. With the support of fine weather, fine grounds, a fine crowd, and heavy batting the score at the end of the game stood 16 to 7 in our favor. The college turned out in unusually large numbers and gave their most loyal support. We can now appreciate our athletic field and the high fence, over $25 being taken in, exclusive of the 650 season tickets that are out. The game itself was not sensational except for the number of hits and errors on the Normals. The errors however were not very costly except at the beginning of the game. These may be largely charged to two of the players who enjoyed the closing dancing party of the season the previous evening and gives the strongest possible evidence that there should be more strict training rules if the players are not experienced enough without.

The boys as a whole are showing excellent development under the careful training of Coach Clarke, and very soon will be up to last year's form. The game was very satisfactorily umpired by Mr. Twohill of Ann Arbor.

The following is the line-up and the score.

<table>
<thead>
<tr>
<th>Normal</th>
<th>Olivet</th>
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<tr>
<td>Gannon</td>
<td>2b</td>
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<td>Gass</td>
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<td>Sherman</td>
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<td>Norris</td>
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<td>Failor</td>
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Innings.........1 2 3 4 5 6 7 8 9
Olivet............3 1 0 0 1 1 0 0 — 7
Normal............0 2 5 1 0 3 0 5 — 16

It has been decided that the Normal should have some tennis courts. The State Board has appropriated money to construct one back of the gymnasium and another in the south east corner of the athletic field.
THE COW-BELL.

ESCA G. RODGER.

Down in the big old barn they lay
Out stretched upon the new mown hay,
A wrinkled farmer gray and old
'Mongst Native's gentlemen eurolled,
A twinkle in his kind blue eyes,
A smile lies lurking in disguise
A slender boy with thoughtful face
His city stamp no dire disgrace.
Deep in the hay they lie and chat,
No difference what of this or that.
A silence fell between the two,
A happy silence known to few.
The breezes rustled through the hay
With whispers of the summer day.
The boy half dreaming gazed around,
His roving eyes a new sight found
Up in the dusty peak it hung
A quaint old bell with rusty tongue.
"The use of that I'd like to know,"
The boy remarked, "before I go."
The farmer's glance soon caught the bell
And then, as one who much could tell,
He pushed away his old straw hat
And idly stroked the old barn cat.
"Why, boy, that bell belonged to me
Afore much else 'round here you see,
It clanked through pioneer hard days
A good old cowbell's hymn of praise,
Is that bell useful—well, I guess
It held its place among the rest.
At mornin' 'fore the sun arose
That red cow'd crowd on my toes
And stretch her head to me just so
To have the bell put on you know.
Good land! that cow knew jest as much
As many better folks than such.
Then off she'd go clean out of sight
Down where the skeeters love to bite
And leeks and weeds grewed fast and free,
The butter made, 'twas best let be.

Then when the sun began to set,
Some one would start the cows to get,
You never knew where them cows'd be
The plaguedest critters ever I see
The deepest woods they'd surely find
And swampy places and all that kind.
First thing you knew the sun'd be set
And you'd be huntin' them cattle yet.
Then's when the bell came into play
'Twould give them cattle dead away.
Each man his own cow's bell well knew
He'd tag that bell till grass got blue,
'Twas all the hope he had you see
He had to foller or 'hide a wee'
One time when I was makin' hay,
There seemingly wan't no other way
Than that may gals should get the cows
Without no questioning wheres or hows
And they made out they'd find them sure.
Not projectin' a lengthly tour.
They hunted them cattle far and wide
Till mad and tired they nearly cried.
When all a sudden they heard a bell
Ka-tonk, ka-tonk, its echoes fell,
Said one, "That bell's hitched on our cow,
Right through those woods she's feelin' now."
And off they went in one great rush
Right through the bushes and underbrush.
'Twas dark by now so you can judge
They every minute's time begrudged.
But them there cattle wouldn't start
The woods and they wan't meant to part.
The girls must start them time 'n again,
They got them home at nearly ten,
They drove them through the barn yard gate
Where I'd been waitin' them since eight.
The bell-cow came by me quite near
And blamed if 'twant my neighbor's steer!
The girls don't brag much 'bout that trip,
They didn't feel—not nigh so flip.

Well, I could spin you lots of yarns
If I wan't 'fear'd they'd lose their charms.
I hold that cow-bell mighty dear.
It brings back many a long gone year,
Sometimes I think I hear it ring
And my old heart begins to sing.
This farm you see is mighty fine
But I prefer another line.
Just take me back to cow-bell days,
I tell you that's the kind that pays.

The hand that once rocked the cradle now
Grips the handle bars.
Time used to fly, but now the wheelman makes the century run.
A tombstone always has a good word for a man when he's down.
When a prize-fighter dies we say: "He threw up the sponge."
Of a voter—"He joined the great majority."
An admiral—"His life ebbed away."
A milkmaid—"Kicks the bucket."
THE NORMAL COLLEGE NEWS.

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