The Normal College News.

FEBRUARY 9, 1898.

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FOR THE BEST

WOOD and COAL

TRY

Webster, Cobb & Co.
EMERSON wrote: "Cobble shoes, maul rails, pick up stones, make hempen ropes, hang yourself on the end of one of them, but don't teach school." And Carlyle it was, who said, "Whom the Gods wish to make miserable, they first make school teachers of."

The drudgery, so called, of the teacher's life has been the subject of much dissertation, but in spite of its 'drudgery,' thousands of young men and women all over the country stand ready to enter the profession.

Many stay in the field but a short time before the face is seen with drudgery lines, whose source is a fretted, worried and nervous mind, and yearly new recruits are added to the army of worn-out school teachers who are suffering from what is named, nervous prostration.

Since so many good teachers are annually forced to retire, one naturally wonders if somehow, somewhere, there may not be a preventive for such unfortunate break-downs.

The best teachers, the ones who can least be spared, seem in many cases to be the ones who break first, and this is not surprising, since the person of sensitive, highly organized nervous temperament is most divinely fit to teach.

Anatomies, each and all, treat largely of the nervous system and the sensitive nerve-tissue, and the materia medica of the day is filled with remedies intended to relieve diseased conditions of the same, for brain-fag, nerve waste, neurasthenia and nervous prostration are among the most frequently named ills of the American people. So frequently are they claimed, that one writer has classed them under one head, and named it "Americanitis," attributing it to the rushing, hurrying life of our people.

Sections of the human body are interesting when seen under the microscope. Bone-tissue is interesting; muscular fibre more so, when one sees how perfectly it is constructed to do the work assigned to it: but the delicate nerve tissue is positively fascinating, so delicate, so transparent, so shining. "When one sees the fibres fading away into pure white light itself, how can one doubt that this must be the medium of expression for forces no less subtle than thought and emotion?" The delicacy of this nerve-tissue is physiologically the true test of any-one's fineness of soul capacity. One might say that this nervous system is the instrument through which God speaks to man, and by which man is able to recognize the divine within himself.

The best teacher is therefore, all things considered, the one of highly sensitive, so called nervous nature, which enables him or her to touch soul with soul, in a bond of sympathy and love, the child life about. The ideal teacher can be only such an one. Must we therefore each year offer up on the altars of the public schools, a sacrifice to the God of Education, dozens of good, noble men and women, who are doing the work they seem best fitted to do; or must such natures find other employments where the declared inevitable break-down does not await them; or is there a preventive panacea for the disease, or disable, that such may go on in their noble work?

The medical profession demands as accessories to its drugs, hygienic conditions; often, exercise. Much good has been and is being done in city and country in improved water supply and sewerage, the opening of numerous parks, etc. The hygienic condition of school-houses is being looked into and the sensible people of the day encourage and applaud. Advancement in the study of little microbes,
friendly and unfriendly, is being made and though we wonder what the end may be when we learn that the sweet mother's mouth should be sterilized before she kisses her own dear babe, yet we acknowledge that some good things come of the investigations.

Yet all this does not save the tired teacher.

Here and there are erected fine gymnasiums where men and women can exercise and find recreation and enjoyment. The results of the work of the last years in our own gymnasium tell more forcibly than words can, what exercise will do, especially exercise with the healthful, happy thought behind and through it;—looking toward an ideal—an ideal form, an ideal poise, an ideal condition. There are many who are ready to testify what this does for the tired teacher. Yet this is not all.

The Ego, the inner self, must have hygienic conditions and proper exercise.

Prof. Gates, of the United States Commission of Biological Research, has proved most conclusively by chemical tests, that all human fluids and tissues are affected by emotional conditions. It has been found that the blood of a large number of people, after a fit of ill-temper responded to a certain test; after grief, to another; and so on through the line of emotional conditions. In each class, the chemicals generated by any of these malevolent, inharmonious mental conditions, were acrid and poisonous. To fret and scold, to worry, to grow pessimistic and fault-finding, is to manufacture poison for the tissues, and lay the foundation for a break-down. It follows, as night the day, that whatever our thought nature is, like it must be the vibrations along the silver threads of the nervous system. Looking for evil, we find it, we create it.

The natural tendency of the teacher, because of the fact that he must govern, must be a good disciplinarian, is to grow from helpful criticism into fault finding and nagging; to grow from strong, masterful leading into pedantry and tyranny. Pessimism creeps in and the days are long: the work is hard, the pupils are bad—all bad: they are all against us; we cannot endure longer. We are tired and cross, and the chemical laboratory for the manufacture of poison is working in full force. The hygienic conditions are poor; they must be changed and there must be healthful exercise—exercise with an ideal.

Experience proves that exercise causes a growth of the muscles used, and new materials take the place of the old. So the tired teacher, the thought-tired teacher, may take psychical as well as physical exercise, and become a changed product. Prof. Gates has shown by his numerous experiments not only the facts given above, but also that all generous, beneficent, optimistic thoughts raise vitality and enrich the blood. In a long article on the subject, he climbs by purely scientific steps to a height which has been reached in quite another way by various seekers for the truth, among them the Christian Scientists. He declares the possibility of exercising the mind in a pure atmosphere in such a way that dangers which threaten weary workers, melt away. He says: "It is found for each bad emotion there is a corresponding chemical change in the body, which is life-depressing and poisonous. Contrariwise, every good emotion makes a life-promoting change. A noble and generous action blesses the doer as well as the beneficiary. Every thought which enters the mind is registered in the brain by a change in the structure of its cells. The change become a physical one more or less permanent."

Anyone may go into the business of exercising his own mind. The thinking organ undergoes perpetual changes in cell structure and is never finished.

Let the mind builder systematically devote a few minutes, if no more, each day to calling up pleasant ideas and memories. Let him summon those finer feelings of benevolence and unselfishness which in ordinary life are called up only now and then. Let him make it a regular exercise, like swinging dumbbells, increasing the time devoted to these psychical gymnastics as one would the physical. At the end of a month, he will find the change in himself surprising. The alteration will be
apparent in his actions and thoughts. It will have been registered in the cell structure of his brain. Cells useful for good thinking will have been well developed, while others, productive of evil will have wasted.

The testimony of those who have conscientiously practiced this form of psychical gymnastics, proves that Prof. Gates' theory is not theory alone, and whether we call it mind cure or a scientific training of the sympathetic nerve system, the result is the same.

"It is a mental law that everything shall bear for us the aspect we give it: antagonism for antagonism; love for love, and whatever we affirm over and over, if mechanically at first, becomes by and by true to our sense."

The need of having the body free and responsive in such work, is absolute.

When there is any break in the system of wires used in telegraphy, the message which we send never reaches its destination. "So the mind," says Annie Payson Call, "may be full of good sound philosophy and practical knowledge, but if the nerves and muscles are strained with tense impressions that have been made through past mistakes, the communication is not open and the truth cannot work through us to practical use, because it has not a clear channel."

Let the teacher therefore by physical exercise keep the body in such condition that it may be the obedient servant of the mind, and being thus, by a relaxation of all the body, and a letting go of all tension of nerves, let the would be mind builder strive to let the kinks be straightened out by the sweeping through of a strong current of ideal suggestions—thought waves of love and harmony.

As I draw to its close this article, which is a fragmentary expression of some thought and experience of recent years, two other thoughts present themselves; two don'ts which as do's are hindrances to all healthful ideal suggestion. The first is the proneness we all have to dwell in conservation and thought upon the disturbances in the school room, the seeming wrongs of the day and its worries, the details of an illness experienced today, last week, last month, prefaced perhaps with the avowal that we cannot bear to think of it, yet do, and by emphasizing the impression of an annoyance of today, we are making it possible to suffer more from annoyances to come. And the annoyances, the pains, the disagreeable feelings, will find their old brain-grooves with remarkable rapidity, when given the ghost of a chance. We keep ourselves nervous oftentimes, by dwelling upon what caused the sensation.

The second, is the ever present, ever to be fought against tendency to worry. The worst foe the nervous system has, is worry.

There has recently been organized in New York, a society called the "Don't Worry Club," the members of which endeavor by every means possible to free themselves from the "worry" habit. Its rules are ten in number and are so good I give them:

1. Consider what must be involved in the truth that God is infinite and that you are a part of his plan.
2. Memorize some of the scripture promises and recall them when the temptation to worry returns.
3. Cultivate a spirit of gratitude for daily mercies.
4. Realize worrying as an enemy which destroys your happiness.
5. Realize that it can be cured by persistent effort.
6. Attack it definitely as something to be overcome.
7. Realize that it never has done and never can do the least good.
8. Help and comfort your neighbor.
9. Forgive your enemies and conquer your aversions.
10. Induce others to join the "don't worry" movement.

It is a divine physiological principle that harmony of mind helps to make better health. Recognizing then the tendency of the profession toward qualities not always optimistic and mental habits not always lovable, can we not through the avenues opened for us in psychical exercise, train ourselves into the expansive, the positive, and the optimistic?
If the mind is kept open for the influx of big, generous thought-waves of love and the annoyances of each day are met in this spirit, believing that "As our days so shall our strength be," and that "In Him we live and move and have our being," and remembering, too, that the same beautiful, abundant life which is manifested in the "lily of the field" without anxious care on its part, is ours if we only recognize it, it would seem that the tired teacher ought not to be.

PUBLIC SCHOOL MUSIC.
A Few Practical Hints.
FLORENCÉ MARSH.

The value of music in the curriculum of the public school being conceded by leading educators and supervisors of public schools, this short article will spend little time telling of its advantages as a study for the child, but rather will give a few practical hints, that the study may be pursued in a manner resulting in real benefit to the pupil.

Good tone should be the first requisite of all singing. A child may be drilled until he is capable of quite remarkable feats in the way of sight reading and yet misuse his vocal organs in such a way that his voice may be ruined both for speaking and singing almost irretrievably. Then it is that musical people say: "Music in the public schools should be condemned."

Exercises for the speaking voice such as calling a child's name with a decided rising inflection ending on f' or g'. Using words in series, such as: say, play, may; home, roam, foam, etc., are good devises for raising the pitch of the speaking voice. Brightness or tone may be gained by sentences given in conversational style, such as: "Good morning, sir."

Exercises for the singing voice should work the bell-like quality of the head-voice, so-called, down. The following exercises may be given for daily practice: 8, 7, 6, 5, 4, 3, 2, 1: 8, 5, 3, 1; 8, 5, 3, 5, 8, 5, 3, 5, 8 pitching 8 on d' e' f', and g'. These are to be sung with no, coo, loo, too, nee, etc.

The ultimate aim of public school music is to give the child the gift of song. Therefore, in rote singing, great care should be taken that the child may not only sing with proper regard to melody, but that the tone may be clear and sweet: the enunciation good: the phrasing correct, and last but not least that he may associate with his singing a bright and cheerful facial expression, what some one has well called "the flowers on the lips." To gain these points everything depends on the attitude of the teacher and the example she gives. In developing a new rote song, the class should hear it in its entirety a number of times each day for several successive days. It should be sung in as pleasing and finished a manner as possible. When the class is given an opportunity to sing, a little choir composed of the best voices and most correct ears, should be chosen to make the first attempt. To these may be added the weaker and more dependent voices until in a very short time the entire class are soon singing the song correctly. One word of caution, when the children sing, the teacher should listen and direct. When the teacher sings, the children should return the compliment. It is well for a child to cultivate the somewhat lost art of being a graceful listener.

Rote songs should be selected with care as to their range, their melodic qualities, their grammatical construction, their fine English and their appropriateness, for even a good song out of season loses its point.

After the song is well learned by the class, individual singing should be encouraged. The song may be rendered by two, three, or four children, in this way encouraging the timid ones.

Among the books of song that may be used to good advantage may be mentioned "Stories in Song" by Brown and Emerson (Oliver Ditson Co.), "Song Twigs and Branches," (Home Music Co., Logansport, Ind.), "Child's Song Book" by Mary Howliston, (Aunt Book Co), "The Saint Nicholas Song Book" and Eleanor Smith's two books.
The feeling for rhythm may be stimulated by games having rhythmical movements, by marching and also by the use of the pocket metronome, drum, triangle, castanets and tambourine.

Two-part singing should not be introduced much before the fourth year of school life. Very few children have voices that can sustain a second part without showing the effort and effecting the tone. In the third year, the children may take up chording in two parts, using the thirds of the major scale, but only with light humming not with the full voice. In the fourth year, little exercises and songs in two parts may be given if the lower part runs no lower than d. In all grades where more than one part is sung, the chording by humming should be given each day, as in this way the child cultivates the power to sing and listen to another part at the same time.

Let me quote from Frederic E. Howard, who is considered one of the best authorities in the United States on the child's voice: "The art of voice culture, as applied to adults is wholly inapplicable to the child voice. The adult singer by a course of vocal training, develops power, resonance, beauty of tone. None but the last should be sought from the child-voice. It is incapable of producing powerful tones that shall also be beautiful in quality —physiologically incapable."

**THE LIBRARY.**

There is constant demand in the Library for comparative examination of the newer text-books in elementary and secondary work. This demand comes, first, from the Seniors, who are preparing to enter the field as teachers next year; and, second from post-graduates, who returning to visit the Normal, seek advice from the heads of the various departments, and then come to the library to inspect the books suggested, hoping to introduce newer texts in the place of some of the very antiquated ones still in use in some schools. Through the courtesy of the publishers we are placing on our shelves many of these newer books, and will publish lists of the same in this column. Following are those most recently received:

- McElroy: Structure of English prose
  Armstrong & Son.
- Doyle: English Composition
  Willard Small.
- Gilmore: Outlines of rhetoric
  Leach, Shewall & Saudborn.
- MacMaster: School History of the U. S.
  American Book Co.
- Scudder: History of the U. S.
  Sheldon & Co.
- Montgomery: Students History of U. S.
  Ginn & Co.
- Mowry: U. S. history for school
  Silver, Burdett & Co.

**LIBRARY FOR HIGH SCHOOLS.**

Owing to the fact that there has been numerous calls for a bibliography giving the best books for high school libraries, the heads of departments have kindly consented at the request of The News to contribute to such a bibliography. The list beginning with this issue will extend through several issues.

- History and Civics:
  - Bryce: American Commonwealth
    Macmillan Co.
  - Dole: American Citizen
    D. C. Heath & Co.
  - Hinsdale: American Government
    Werner Co.
  - Young: Government Class Book
    Maynard, Merrill & Co.
    Houghton, Mifflin & Co.
  - Felton: Greece Ancient and Modern
    Houghton, Mifflin & Co.
  - Leighton: History of Rome
    Maynard, Merrill & Co.
  - Taylor: History of Germany
    Appleton.
  - Green: History of England
    Harper Bros.
  - Fisher: Universal History
    American Book Co.
  - Thwaites: American Colonies
    Hart.
  - Hart: Formation of Union
    Appleton.
  - Wilson: Division and Reminiscences
    3v. Epochs of Am. Hist.
    Longman, Green & Co.

(To be continued.)

Those wishing to secure a copy of the '98 Aurora must subscribe at once. No extra copies will be ordered.
A NOTE OF INTEREST.

THE latest number of The Educational Review has an article from the pen of Professor Davis, of Nebraska University, on the study of Geometry and the Higher Arithmetic by Professors Beman and Smith. He rates the works as among the best which have appeared.

A pleasant compliment has been paid our College in a recent review of Dr. Smith's little work on The History of Modern Mathematics which appeared a year ago. The review is by Dr. R. Hoppe, the editor of Grunert's Archiv der Mathematik and Physik for January, a journal which has occupied a leading position in the mathematical world for more than half a century. The reviewer thus characterizes the leading features of the history:

"This work is a timely and meritorious undertaking, such as has hardly been attempted in the same way before. It is characteristic of our time that the tendencies of mathematical investigation have multiplied with great rapidity, as the various branches of the science have given rise to new questions and problems. Hence a clear resume, like this one, of the present tendencies of the science is becoming more and more necessary. It is natural that this work should be confined to the most important developments, and hence it has been condensed as much as possible. The author has extracted from the literature of the subject only such branches of investigation as are related to one another. The source of every such branch of the science is mentioned by author and date, the chief contributions being referred to in the foot notes. Furthermore the various methods of attack used by different authors are noticed, and light is thrown on the present condition of unsettled questions. On the other hand all contributions not advancing the general subject have been passed over. The motives back of the various investigations are not discussed, and hence no question is raised as to whether any particular research was demanded by some existing problem or not; but the mere fact that many have written on the same subject is sufficient to have it mentioned. Eighteen branches of pure mathematical science are treated separately, applied mathematics being excluded."

Since Dr. Hoppe is one of the most critical and merciless reviewers, this favorable little notice, calling attention as it does to our institution, is of interest to us all.

The London Educational Times for Dec. 1 has a review of the translation of Klein's Famous Problems of Elementary Geometry, made by Professors Beman and Smith. Among other favorable things the reviewer says:

"This excellent translation of Klein's notable work will afford to English-speaking mathematicians a concise account of the difficulties surrounding the three famous problems which are specified in the title. In fact, it succeeds in showing, in the course of its eighty pages, that these problems, as geometrical constructions, are impossible by straight-edge and compasses. In addition to the three specified problems, there are several others handled in this volume, in which a construction is possible. Thus, a chapter is devoted to the construction of the regular polygon of seventeen sides, and also to several algebraic constructions, by the aid not only of conics, but of such curves as the cissoid and the conchoid, which the ancients used for solving the above-mentioned problems. The second part of the book is devoted to transcendental numbers and the construction of pi."

There are over 200 college papers published in America.

It is great to govern men—it is greater to teach them self-government.

If you have plenty of good points about you the world won't sit down on you very hard.

The United States is the only county in the world that spends more for education than for war equipments.

The greatest men of this world are not its monarchs—not its warriors—not its millionaires—they are its Teachers.
EDITORIALS.

WHEN(?)

When time ceases to be, and space is limitable, when water runs up hill, and cause and effect no more are "kin," or the sun retrogrades in his course and the "birds of the air" and "the fish of the sea" exchange habitats, when man again takes up his abode in trees, and "fountains of youth" spring forth from barren plains, when troubadour and trouvère sing praises of the fair from "noon till dewy eve," when Seniors and men are angels.—Then, oh classmates, will the isle of Utopia float into view and harmony exist forever.

"A man must be a man for a' that."

The News takes opportunity to earnestly thank the retiring editors for the stirring manner in which they have performed their duties and the general interest they have shown; and we appreciate the interest and assistance given by the Faculty.

The leading article of the next issue will be given by H. C. Lott, superintendent of the Elk Rapids schools, on "School Supervision."

The readers will be glad to learn that the intended editorial of this issue was crowded out.

**General Educational Items.**

The Chicago University has adopted military training.

France has 83,465 public schools; 154,563 teachers and 4,580,183 pupils.

Chas. E. Dixon, professor of Latin in Olivet College, having been absent in Europe for two years, has resigned his position. He is succeeded by Prof. Kane.

Helen Keller, the remarkable deaf, dumb and blind girl, has withdrawn from the Gir- man school in Cambridge where she was preparing for college.

Yale College will celebrate the bicentennial anniversary of the granting of the college charter in October, 1901.

M. Guinart has been given charge of practical work in natural history under the Faculty of Medicine in the University of Paris.

During the present winter semester the registration of regular students in Berlin University amounts to 5,921. This is the largest registration in the history of the University.

The number of graduate students in arts and science in several leading universities are as follows, Chicago University, 324; Harvard, 268; Yale, 254; Johns Hopkins, 220; and Columbia, 207.

A new book is to be published soon on "The Psychological Foundations of Education," by Dr. William T. Harris. It promises to be one of the greatest pedagogical books of the year.

A new monthly journal, Hints and Helps, edited by the Misses Margaret Wise, of Ypsilanti, E. Maude Cannell, of Chicago, and Lottie Jones, of Danville, Ill., has recently appeared. The paper is full of suggestions, outlines and new plans for primary work. The leading thoughts to be brought out each month are especially dwelt upon, and each copy contains sheets of supplementary reading for the primary grades. The journal is worthy of taking a leading place among the primary educational periodicals of the day and should be in the hands of every primary teacher.

**Local and Personal.**

Do not fail to attend the Training School exhibition to be given at the Gymnasium, February 11.

Miss Kate R. Thompson supplied in the grades at Wayne, Thursday and Friday of last week.
January 28 and 29, Mrs. Burton was in Kalamazoo as one of the conductors of a teachers' institute.

A. J. Murray, '84, of Cortland, N. Y., has been visiting relatives and friends at Ypsilanti during the past two weeks.

Perry F. Powers, being appointed by the Associative Press, will soon go to Mexico to investigate the monetary system of that country.

The new training class numbers one hundred fifty-seven, of which thirty-two elect teaching, and twenty of the thirty-two are taking advanced teaching.

Miss Maude Parker, graduate of Leland Sanford University and the University of Washington, is visiting Miss Roe of the Training School.

January 29, Prof. Bowen was in Jackson attending a meeting of the directors of the Inter-Collegiate Athletic Association, where he was elected president of the association.

Query—Would you expect the social conditions of the Normal to be enhanced, when not more than ten of the Faculty will attend a reception given them by the Senior class?

Miss Starks. — "Prof. Hoyt, I wish you wouldn't send any more married men into the third grade." Prof. Hoyt: "Well, Miss Starks, I can't tell who are married and who are not. How do you tell?"

The regular Sunday afternoon address will be given this month, Feb. 20, by Prof. A. C. McLaughlin, of the U. of M. His subject will be "Christian Citizenship," and the address will be of interest to all.

The participants in the recital which was given Feb. 2, at the Conservatory were: Misses Warn, Bird, Whitney, Lowden, Ellis, Paxson, and Haight, Millard Barbour, Sylvester Johnson, and Mrs. R. M. Barnett.

Mrs. Frederic H. Pease gave a lecture illustrated with appropriate songs at the Presbyterian Church on Jan. 26. It was pronounced a great success by an audience who were agreeably instructed and entertained.

The J. P. N.'s at their regular meeting, Friday, Jan. 28, elected officers for the coming semester as follows: Pres., Rose Perkins, vice-pres., Dolly Cosper; sec., Bertha Rohan; treas., Myra Bird; Ex. Com., Gertrude Mitchell, Lou Loughrey, and Alice Fiddy.

Prof. Hoyt will attend the meeting of the Department of Superintendence of the N. E. A. to be held at Chattanooga, Tennessee, Feb. 22. While there he will take part in the discussion of a paper on "What can Child Study do for the Science of Education."

American Literature, 11 hr.—Prof. Barbour explaining the doctrine of election: "Now I'm the Mighty Jehovah. In the first hour class, I selected every other one to stay with me. I'm sorry for you all; you have all sinned. No matter how much all have struggled, no matter how piteously all have pleaded; by my free grace, I'll take these elect and all the rest must go eternally to—Miss Pearce."

The Sophomore class was organized Feb. 1, with the following officers: Pres., F. E. Crook; vice-pres., Lorena VanBuren; sec., Edna L. Nash; treas., Cora Ballou; editor, Mabel W. Austin, executive committee, S. C. Hotchkiss, F. S. Gorton, Pina LaRowe, Grace Clement, and Inez Clark: sergeant-at-arms, J. Smith. A great deal of enthusiasm has been shown by this first Sophomore class of the M. S. N. C.

The mighty Seniors, "second in importance only to the Juniors," (so the Juniors say) gave their first reception of the year at the Gymnasium, Saturday evening, Jan. 29. Both sides of the Gymnasium were very tastily decorated. Besides the usual opportunities offered for entertainment, parlor games, such as dominos, crokinole, checkers, etc., were enjoyed. One could not help but feel how much more enjoyment games of whist or pedro would have added to the attractions of the evening. Excellent music was furnished by Chewamogon's Orchestra, of Ann Arbor.
Owing to the fact that students were backward in entering the preliminary contests, the four literary societies have each elected a contestant. The Crescent Society, Miss Estella Downing; the Athenaeum, D. W. Kelly; the Adelphic, Miss Edith Todd; the Olympic, F. G. Swartz. One preliminary contest, however, will take place. Feb. 11, from which four contestants will be chosen, two ladies and two gentlemen. This News Contest will be held March 18. A first prize, a $40 gold medal and $10 in gold, and a second prize, $10 in gold, will be awarded in both the ladies' and gentlemen's contest.

On the evening of Jan. 31, Booker T. Washington delivered his celebrated address on the "Race Problem." His lecture was very effective, not only because of his adaptability, plain and simple sentences, and striking criticisms, but because of his deep convictions, through which he gave vent through his wonderful gift of eloquence. His solution of the "Race Problem" was in substance "to give the negro brains" and he will work out his own destiny. The sentence, "I have advanced to that point, where I can sympathize equally with the black man, the white man of the South, and the white man of the North," is only typical of the broad humanitarian sentiments he expressed.

The burlesque on the Merchant of Venice, presented in Normal Hall Friday evening, Jan. 28, by the Normal Lyceum was one of the most humorous as well as the most successful events that has occurred here for some time.

The story of the play was as follows: Bassanio was in love with Portia, but her father when he died had left a decree, saying that in three caskets should be placed examination papers on Caesar, Virgil and Cicero, and he who fain would win Miss Portia's hand must choose a casket, and pass the inclosed examination by an average of 95 per cent. Bassanio knowing no Latin is obliged to get a "pony." His friend Antonio, captain of the Normal foot-ball team, rents one from the gambler, Shylock, who has made a fortune by renting "ponies" to "foot-ball players." In order to secure the pony, Antonio signs a bond to forfeit one pound of his foot-ball hair, to be cut off nearest his brain, provided Bassanio returns not the "pony" in one month. Bassanio fails to do so. Shylock bides his time until Thanksgiving day when the great Normal-Kalamazoo foot-ball game is to occur, and then demands the forfeiture of the bond. The last act is the great court room scene. Portia and Nerissa disguised, conduct the trial. The bond is declared forfeited, but in their endeavors to locate the brain by means of an x-ray machine, they find that a foot-ball player has no brains, and hence Shylock cannot take the hair. Launcelot Gobbo was on hand at all times and did remarkably well. At the close of the court room scene he allows a mouse which he has caught, to escape, so frightening Portia and Nerissa that they allow their caps to fall off, thus disclosing their identity. The following is the cast of characters:

Duke of Venice..............Earl Hawks
Antonio .....................A. B. Glaspie
Bassanio ....................T. A. Lawler
Cratiano ...............Francis Goodrich
Shylock .....................D. W. Kelley
Tubal ......................Ben Watters
Launcelot Gobbo ...........H. S. Maybee
Policeman ..................Fred Broesamle
X-ray Professor ..........Enoch Thorne
Portia ......................Rosalie Springsteen
Nerissa ....................Bertha Davis
Jessica .....................Carrie Peckham
Miss Abbie Threeclice .Edith Todd
Antonio's mother } Marie Kopp
Polly, Portia's maid } 
Mrs. Gobbo .................Ella Munger
Normal Foot-ball Team } Normal Teams
Kalamazoo Foot-ball Team

The net proceeds were about $124. The executive committee turned over to each society $25.49 as their share of the proceeds. In
this connection the executive committee wish to thank all who took part and made possible a successful public.

Mock Congress.

On the 29. "Resolved that the telephone and telegraph should be controlled by the U. S. Government," was the question of debate, which called out some very lively discussions.

From the polished eloquence and sound arguments presented during the past few meetings, it is evident that the young men of the Normal are awake to the fact that now is the time and Mock Congress is the place to prepare for Albion's defeat next year.

The N. C. A. A.

Jan. 29, the N. C. A. A. held its election of officers. The following were elected: Pres., John Morse; vice-pres., W. A. Ferguson; sec., Dan Kimball; treas., E. E. Crook; News editor, Orla Norris. After the election a petition from the Normal Cornet Band was presented, requesting that it be incorporated into the N. C. A. A., after which Prof. Barbour gave an interesting talk on ways and means of supporting athletics.

A petition to the Faculty and Board of Education is being circulated among the students, requesting that the membership of the N. C. A. A. be made to include the whole attendance of the college. The plan is that a fee of fifty cents a semester be added to the registration fee, and that the fund secured in this way be used to defray the incidental expenses of the Gymnasium and to support athletics. By this method all out-door and in-door sports will be free to students of the college. The cry is for pure athletics on a cash basis, and it will be answered by this plan. If we expect football and baseball and other sports to stay we must expect to support them, and to do this a certain amount of expense will be incurred. By this plan the burden will rest upon the whole college and will hardly be felt; while hitherto it has always been borne by a very small proportion of the college. It will insure a large attendance at all our home games, and that is just what we need to cheer our boys on to victory. A more loyal college spirit, a healthy interest in athletics, and an athletic field, are pleasant dreams to be realized in the future.

Alumni atque Alumnae.

Clara Eayers, '96, Prin. at Milan.
Paul E. Cowgill, '93, Supt. at Lapeer.
Emery D. Howe, '97, teaches at Freeburg.
James Paxson, '97, at his home in Dundee.
Nina Burdick, '97, teaches at Grand Rapids.
R. J. Howe, '90, is in the hardware business at Kasey.
Kate Godfrey, '97, first primary, Lexington, Mich.
Mr. Lister Webb, '97, teaching at Morgan, Mich.
Miss M. M. Bauer, '95, at home, David City, Nebr.
Miss E. M. Schermerhorn, '96, teaches at Benton Harbor.
Grace Austin, '97, is teaching at Chesaning, Saginaw county.
Mary McKinzie, '95, school commissioner of Mason county.
D. S. Edwards, '97, teaches chemistry and physics at Lapeer.
O. L. Bristol, '92, is school commissioner of Shiawassee county.
Bertha Kilgore, '97, seventh grade work at Hudson, Wisconsin.
May I. Lovell, '97, English work in the Owosso High School.
THE NORMAL COLLEGE NEWS.

Mrs. C. J. Barumum, nee Miss Belle Stokes, '96, primary at Goodrich.


Ida Pierce, '96, instructor of mathematics in the Reed City High School.

Emilie Mack, '94, is assistant clerk in the Department of Public Instruction.

Mr. H. Harris, '93, was married, Dec. 16, last, and at present is preaching near Petoskey.

THE STORY OF A LIFE.

MARY IDA MANN.

The good ship China was just in sight of Boston. Her huge black body rode through the rocking waves, defiant of their strength, for had she not come triumphantly through many a gale and many a rough sea off the Indies? The captain stood in the bow, the light wind blowing full in his honest, handsome face, his eyes looking toward the roofs of his native town, and his thoughts down below. Below, the hold was full of oriental stuffs and chests of tea and soft rugs and tapestries; but it was not of these he was thinking, it was of a small bundle characterized by blue eyes, and embroidered flannel and tiny hands, and a stubby nose—the little Dorothy—a true New England child with a good old fashioned name, though the aforesaid eyes had opened under a tropical sun with the sound of the great waves as a lullaby.

Two days later the captain left his wife and the little Dorothy in the home of his sire, a fine old house not far from Beacon street, where all day long the hollyhocks nodded at the window to the rejoicing household within. For did not the little Dorothy come to them from the southern splendor to take the place of her adoring mother, not long since a Boston belle, and to be the joy of her father's declining years?

The years hastened by, and the little Dorothy grew, and the light of those first blue skies still shown in her eyes, and her feet were light to trip the minuet in that great old hall not far from Beacon street, and her voice grew more sweet, and the old Professor, where she went twice each week for her instruction, would sit back with his hands in his hair. "Mine fraulein, das ist gut, das ist rapturous. To Germany du must go, und then on die stage go, und du shalt very renowned become, und man shall say, 'It is nicht like das brook, nicht like de mocking bird, it ist de voice of an angel.'"

And when Miss Dorothy walked back with her music under her arm, Allen Prescott would come by that way and take the music in his own charge, and the walk down the streets would seem all too short. Now there was a hammock and cushions out at the end of the old veranda, and the queen would sit in the hammock, the subject on the cushions at her feet; and when the last tennis match and the last German had been discussed, they always turned to the faraway land where she was to become not only queen of hearts, but queen of song.

It was one evening after a skating party. Allen had gone down the street swinging his skates in his well-gloved hands, leaving Dorothy by the fire. "It is a pain, mother mine, a pain in my throat, but it will be better tomorrow."

But the next day the doctor came with his brisk way and mixed drops from his little case, and he came the next day and poured the drops with a graver air, and at last with a mighty effort he told the mother that it was diphtheria. diphtheria in its worst form. So Allen sent great bunches of violets to the Dorothy who looked at them with unseeing blue eyes, and the Professor walked up and down his studio, "Oh mein song bird, die voice it will be gone, die voice it will be gone; no more shall she of love sing, or how in der beginning with verdure clod die fields appear."

After some weeks it was by a motion she called her mother to the bedside, by a gesture of the hand, she asked for water. Then the doctor, mustering his courage and assuming his gruff personality, commanded that she call him by name—not voice, not speech replied, only sound—sounds such as you hear when
the nurse wheels her charge by you—sounds
which in the little one amuse you as it strug-
gles to become a part of the great world
around.

So when the fall days came, to a celebrated
school across the city she went, a school cele-
brated for giving speech to the speechless,
and for training the speaking so that their
words might move an audience to tears, or to
the most intense joy.

The Professor still struck the tones for his
pupils, and received his money in return, but
to himself he said that this herd could not
sing, it was only his nightingale whose voice
was gone forever.

But over in the school room, Dorothy was
learning to talk, and later to read, not merely
to pronounce words, but to read. "The
groves were God's first temples" began a
sweet voice on graduation day; and the people
dreamed of tall, brown columns with green
arches overhead. Then the captain put the
new Dorothy and the mother in the carriage,
and it seemed as though a new, glad Boston
was all around them as they rode back over
beyond Beacon street. And Allen was radiant
to see Dorothy with the great sheaf of roses,
which had come from the florists in exchange
for a bit of his pocket money.

People said that it was joy that killed the
captain, for, though an elderly man, he had
always seemed robust and youthful. The
practical doctors with their practical airs said
it was the heart: but the people had already
said it was his heart, for had they not said he
died of joy? And the people said, "the
mother cannot last long without the captain."
Few times had the sea been a harrier between
them, so why should a harrier rise now? And
the people were right, for the harrier death
did not part them.

So Dorothy with her sorrow was left in the
old house. The tears came, but the servants
knew only the considerate, thoughtful young
mistress, and the people, a sweeter, more
lovely girl.

Business, that insatiable master which steps
in and demands our time, our presence, if not
the sweat of our brow, required of Allen a jour-
ney to northern Michigan, up among the cop-
per hills. After the miners had been pacified
and had returned to their toil, there was
barely time to come down with the last boat.
Superior was in her kindest mood, Huron
smiled on them, but Erie gave her most treach-
erous greeting, and the old story was repeated.
"The Viking is overdue. The Westwind
picked up some wreckage after the storm of
Saturday, the eighteenth," read a part of the
dispatch. All was lost, and Lake Erie, in the
final reckoning, has another charge to answer
for.

Meantime, over in Boston, legal proceed-
ings were finished. Because of the captain's
endorsement on an old friend's note, the China,
the mansion, the bank account, all Dorothy's,
by as good right as ever existed, were hers no
more. Surely, the ways of the world are
cruel, for the world called it justice.

And now down in a southern city in New
York, the seventh grade children of the cen-
tral school swear by the name of Dorothy; for
here with grace that is charming, stands a
lady of some thirty years, the last of a long
line of New England's aristocracy, moulding
for the future a roomful of boys and girls.
The summer months find her in some quaint
old harbor of Maine, or other quiet resort, and
people say, "What, she, a schoolteacher?"

This was the story we heard while coming
up the inlet of an inland lake. The wind blew
strong and Miss Dorothy had gone inside the
cabin. We went on the pier and she came to
meet us with her bright, witty words. She
carried herself like a countess, a slight imped-
iment of speech made her conversation really
fascinating, her dearest friend had just told us
the story, so how could we but believe that
this was the little Dorothy who saw first the
light of southern skies, and of whom the old
Professor had prophesied, "She shall be die
queen of der song."

This is in the main a true account. Fiction
is wonderful, but life is sometimes more won-
derful.
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