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A LL great problems have required time, careful thought and much patient investigation for solution. All reforms whether economic, social or moral have come about only by means of the successive attempts of men, who as leaders have had a sense of the condition of things as they existed and a more or less positive idea of what they should be and have led the advance of human thought by word and action. Through their efforts those changes have been brought about. Not that each realized in its fullness the ideal toward which he was striving, but each planted a standard of excellence beyond the then existing condition of thought and life, and left it for his successor to carry it farther when public opinion should render it possible.

One man has laid the foundation and each successor has built thereon until the structure has its present form. Present conditions have been wrested from the past at an expense of persistent effort. All progress has been made by the destruction of old forms and the bringing together of the remains, what had merit, and the reformation into something more complete and perfect.

This is especially true of the growth and development of methods of education. In its early history, the work of teaching was left to the minister of the parish; he being considered the most competent, and the duties of the school most closely associated with those of the church. As society became more complex in its nature, it became necessary to make the teaching of the young a distinct feature. Then, it was observed that children of uniform age and attainments make most rapid advancement when grouped into a separate class and instructed by a special teacher. This brought the body of pupils into ranks or grades based upon acquirements. It was also observed that successful teaching depends upon the adaptation and training of the teacher for the special grade of work. Thus was brought about what we now know as the graded system of schools.

That this system may be most efficient, there must be a plan underlying the whole work from the first grade to the last. The work of one must prepare the way for the work of the next. There must be co-ordination and control behind the plan that there may be no conflict of interests. While each grade is separate and complete in itself, it is a part of a perfect whole. But no plan is complete without one to execute, one to manage the details, hence the superintendent.

The duties of the superintendent, then, are to arrange the general course of work and to direct its execution. This should be done without infringing upon the special duties of those who carry out the scheme. Teachers should be allowed to use their own individuality and personality in their work. And when they appreciate the fact that their work is a link of a perfect chain; that it connects with what comes after; that the strength of the whole depends upon the strength of each part; there will result definiteness and point to the instruction, and instead of restriction and limitation, there will be freedom for the exercise of their own methods in carrying out their part.

On him depends the classification of the pupils of the school when they enter, the arrangement of examinations and conditions for promotions, the oversight of the discipline and correction of the pupils, the care of school material and school property. All these are items that properly require his at-
tention and for which he is held responsible.

Because of this responsibility and for the success of the system, his advice is generally followed in regard to arrangement of courses of study and outlines of work, the adoption of text books, the purchase of apparatus and material, the distribution of work among the teachers, and in their selection. This is highly proper, for no one has better opportunity to render intelligent judgment than he who is in close touch with every detail, and can thus watch the workings of each part.

Boards of education generally recognize this, and in great part base their actions upon the recommendations of the superintendent. From his reports they become intelligent upon the work of the school and are thus brought into closer contact with it.

This leads us to say something about the qualifications of the superintendent. It is too true that money, time and energy, expended on instruction in the schools, is wasted and sometimes worse than wasted, because it is intrusted to those who have no special aptitude or training for the work: who simply pose as teachers for wages only, caring little what they give in return. This evil is much reduced under close supervision, for no superintendent will willingly consent to engage or retain the services of one who does not attempt to discharge faithfully the duties of the place.

Then, there are the willing, conscientious teachers who enlist heart and soul; yet, because they have had no training for the work of teaching, fail to secure proper results in discipline and advancement of pupils. Under the guidance and assistance of a true and skillful superintendent, they may become prepared and fortified, the way may be made less difficult, and obstacles may be removed. Supervision means not only direction but assistance as well.

Meeting with his teachers in a body at regular periods he can be of great assistance to them and thus indirectly to their pupils. Questions concerning matters of general interest may here be brought up and discussed, ways and means suggested, and teachers brought closer together in spirit and sympathy.

The superintendent, then, should be skillful in his profession. He should be able to observe the workings of each department as well as the workings of the system as a whole. He should be able not only to appreciate merit wherever it is manifest, but to locate mistakes and failures as well; and to deal with each case according to correct pedagogical principles. As a skillful engineer, he should know in detail the office of each part and its relation to the whole, and how to remedy any defect that may appear.

He should be worthy of confidence. Occupying neutral ground between teachers and parents, he must often act as arbiter between them. Many misunderstandings arise that tend to create friction and trouble; and these can be explained only by having a clear knowledge of all the facts that have bearings upon the case in question. A full and free confidence with the superintendent, on the part of parents, teachers and pupils, will furnish this information and thus all may he led to cooperate for the general good.

He should have a strict sense of justice. Recognizing the rights and duties of those with whom he has official relations, and the many directions in which his duties extend; with a full sense of his responsibilities, he must deal justly in all matters that come before him for adjustment. He cannot say one thing today, and its opposite tomorrow; this to one person, what is contrary to another. He must base his decisions upon the breadth of his understanding of the matter and this having been given must abide by his action. In the matter of classification and promotion of pupils, he should constantly keep in mind that the school is for the child, not the child for the school; that in the public school where pupils of various conditions of life and environment are brought together, each case must be considered separately; each should be classed where he may receive the most personal benefit, where he can do the best work for himself. This will require on the part of the superin-
tendent a personal knowledge of the requirements and habits of work of the pupil, that no injustice may be done him or the class with which he works. Where the school is large, the knowledge and advice of the teachers must necessarily supplement.

He should be sympathetic. The most successful superintendent is the one who puts heart into his work. While his attention is given to the management and direction of the mechanical part of the system, he should have time for fellowship with the pupils and teachers with whom and for whom he works. He is glad to be an adviser to those whom he can help. Knowing the work to be done, he also knows the various difficulties that arise in its execution and should be ready with a word of encouragement for both teachers and pupils to lighten the burdens whenever he can, and to infuse a spirit of work and enthusiasm by his sympathy and inspiration.

He should be businesslike. In the execution of all his duties, promptness and accuracy should characterize his actions. Definite plans of work to be done, statements of work accomplished records of attendance and classification of pupils, receipts and expenditures, condition of appliances, apparatus and other school property, should be filed promptly with the proper authorities. The spirit of business should extend to and permeate all kinds of school work. "Not slothful in business, fervent in spirit."

He should be a person of advanced thought. Not only as responsible head of the school, should he lead in the execution of the general plan, but he should lead in promoting educational thought among his teachers and the members of the community in which he labors. He should be an earnest student himself, one who reads widely of educational literature, an investigator of new methods; one who is quick to notice what is best and who loses no time in adapting it to the needs of his school. One who is not content to have his school simply good enough but labors to have it best.

This requires no little thought, patient investigation, and application. The peculiar conditions of his school must be studied and methods adapted to suit those conditions, the aim being, to secure the maximum progress with the minimum resistance.

A word in reference to rural schools. Michigan may well be proud of her city and village schools; their high standard and the efficiency of the work done in them, owing to their close organization and supervision. But what shall we say of her rural schools? Here results by no means proportionate to the energy and money bestowed upon them are obtained.

It is true a long stride was taken in advance when the rural schools were placed under county organization and formally supervised by the county commissioner of schools; but in point of fact very few powers are delegated to him. He can merely advise and recommend; he cannot enforce. The control of the school rests entirely with the district board who so often neglect the duties incumbent upon them. Under the present law the only real power of the commissioner and board for promoting the efficiency of the rural schools lies in that of granting or refusing to grant certificates to candidates who write at the stated examinations.

Their work, however has been a power for good throughout the counties of the state in arousing a public educational sentiment, and carrying the standard of good teaching far in advance of its previous position. As a result of this work done by the department of public instruction, nobly seconded by the county commissioners, school libraries, uniformity of work and texts, and many other changes that tend to improve the schools, have been brought about. But better than all, a result of the agitation is the general sentiment that there must be better teaching in the rural schools if they are to rank as the foundation of our school system, and keep pace with the advancement of the village and city schools. The times demand better teachers and closer organization. Some system must be adopted whereby the schools of a township, or parts of townships, may be grouped together and placed
under competent control and close supervision. Then instead of the present irregular attendance, the spasmodic efforts, the short term teacher, the dissipated energies, the school will be lifted out of the narrowness and selfishness that has held it down, to a higher plane of increased usefulness. This is no visionary theory, but is a fact in several localities. Wherever it is tried it makes friends, and the results are highly pleasing. Not until the rural schools of Michigan are brought under close organization and supervision will the country boys and girls receive the instruction and training that is their due.

From the beginning the school system has tended toward centralization, first manifest in the organization of a state system under state supervision, extending to city to village and, in part, rural schools. The latter is incomplete and the others not perfect; but by constant agitation needed reforms will come and the future shall see the school system resting on a strong and sure foundation of equality and justice; and the young people of America, whether in city or country, receiving the proper instruction and training, the best legacy any community can bestow. Thus may they become good citizens of this country, "the land of the free, and the home of the brave," and return to the commonwealth a just measure for what they have received from it.

NOTES ON CONVERSATION.


The Scriptures contain a gradual revelation of God. Revelation must always accord with the people for whom the revelation is made. It must be at their level.

"We measure our revelation by Christ. The Old Testament is at any point incomplete. The Christian world is coming to a fuller revelation every year.

The object of revelation is to realize in man divine life as the moving power. The efficacy of the Scriptures lies in its use as the means for maintaining in man a divine life.

The written word did not make Christianity, but Christianity made the Word.

Christ came to give life.

The Old Testament is not to be studied in the same spirit as the New. It is the foundation of the New. It holds the partial revelation completed in Christ.

That which we read out of the Old Testament is that the divine spirit lead the people up through experience to a knowledge of Christ.

We are a good deal more children than we ought to be.

Study the book for yourself. Truth is eternal and will stand.

THE LIBRARY.

PRIVATE LIBRARIES.

The Private library, a new book by Mr. Arthur L. Humphreys, bears the suggestive sub-title:

What we do know, What we don't know, What we ought to know.

About our books, and brings together in an entertaining and instructive way much that is of use and interest to all owners of books. To cite a few of his chapter headings will sufficiently prove this: What is a good edition? Book values; On the care of books; The art of reading; Commonplace books; Reference books; Boudoir libraries; The catalogue; Book hobbies; Classification of books; etc., etc.

"A good edition," writes our author, "should be a complete edition, ungarbled and unabridged." A good edition is not necessarily an expensive edition, nor is it necessarily noble and generous in print and margin. The editions known as the Globe
Editions (Macmillan Co., $1.75, cloth) of Chaucer, Milton, Shelley, Scott and others are good editions because (1) They are complete; (2) Each one has been taken in hand and been superintended by the most competent scholar and has notes sufficient but not pedantic; (3) Because they are well printed on paper of fair quality by printers who give wages liberally to careful press readers; (4) Because each work being of the first or classic order, it is bound in a simple and unaffected style, without meretricious gold or tawdy ornament.

Closely connected with this chapter follows a discussion of Book values—which treats more generally of out of print books, and books not in the regular market, emphasizes the points, “for the benefit of a very numerous and inattentive public, that, because a book is old, it is not necessarily rare;” 2. distrust advertisements of large paper editions, and 3. fight against the first edition craze. “A first edition may be the best, but it most cases it is the worst. In every case, inquire and find out which is the best edition as to completeness, good paper and print, and safe editing, if such has been necessary.”

In book buying as in all else “continual use gives a man judgment of things comparatively, and they come to fix on what is most proper and easy, which no man upon cursory view would determine.” Finally he quotes the words of Gabriel Naude written over two hundred years ago as his first rule and as still the best advice that could be given to a book collector—“The first means is to take the counsel and advice of such as are able to give it viva voce.”

The chapter on the care of books begins “The two things most neglected in houses are the trimming of lamps and the care of books.” and is rich to the end, treating of the various enemies which beset them, quoting from Andrew Lang, “The foes of books are careless people, first of all. They tear pages open with their thumbs, or cut them with sharp knives which damage the margins. Ivory paper knives are the favorite pasture of some scholars, who bite the edges till the weapon resembles a dilapidated saw.” Quoting again from Mr. Blades “The surest way to preserve your books is to treat them as you would your own children, who are sure to sicken if confined in an atmosphere which is impure, too hot, too cold, too damp, too dry;,” and finally summing up with the following maxims, which Mr. Hutchinson says may be learned by heart, or if preferred, bought by experience.

Do not bite your paper knife until it has the edge of a saw.

Do not cut books except with a proper ivory paper knife.

It is ruination to a good book not to cut it right through into the corners.

Do not turn the leaves of books down.

If you are in the habit of lending books, do not mark them. These two habits together constitute an act of indiscretion.

It is better to give a book than to lend it.

Never write upon a title page or a half-title.

The blank fly-leaf is the right place.

Books are neither card-racks, crumb-baskets, or receptacles for dead leaves.

Books were not meant as cushions, nor were they meant to be toasted before a fire.”

In the chapter on the art of reading, the two subjects. How to Read and What to Read are discussed, with copious extracts from the extensive literature on the subject. Under common-place books we are warned against too rigid a system, which sometimes forgets it is but a means and treats a secondary matter in a manner which takes away from the grave importance of the matter of the first order.

Reference books are well treated, first the general dictionaries, glossaries, atlases, quotations, etc., and then this too often forgotten thought, “It must be borne in mind that reference books are not all books arranged alphabetically, (though the man who first wrote an alphabetical book should be canonized.) Reference books consist of such works as Rawlinson’s Historical works, Wilkinson’s history of the ancient Egyptians, and Fergusson’s history of architecture. All such books are reference books, and many thousands more.”
Boudoir libraries, contains hints and suggestions on the necessity of books in private rooms, and the aesthetic side of the subject, choice of color, of bindings, of cases, etc.

Of book hobbies, I hope to write in another article, and also of catalogues, and so will only mention in conclusion Mr. Hutchinson's remarks on classification, which he thinks need not be very close in a small private collection where one's personal feelings may be allowed almost unlimited latitude, and ending with the following as the briefest outline of headings: 1. Theology. 2. Philosophy and Science. 3. Art. 4. Political Economy. 5. Law. 6. History and Literature.

NOTES FROM THE DEPARTMENT OF PHYSICAL SCIENCE.

E. A. STRONG.
LITERATURE.

AMONG the popular scientific works received at the Library is one on Spinning Tops by Prof. Perry, of London. It is in the form of a lecture that can be easily read by anyone who has a knowledge of the most important principles of mechanics, and is an interesting digression into the romantic in scientific subjects.

The author proceeds in the usual manner to show the rigidity produced in flexible bodies by rapid rotation, such as that in the ring of chain or a soft hat; and that the force producing this rigidity causes the body to resist any force tending to change its spinning axis. It is also shown that when a blow is given to a spinning body its axis takes on a precessional motion; thus the point of an ordinary top moves in a circle when any disturbance occurs. This motion is explained by applying the well-known parallelogram of motions to each particle in the body. Furthermore it is shown that if the precession is hindered the top falls, while if hurried it rises. Thus by producing the requisite precession a top may be made to stand until it actually stops spinning. From such applications of purely mechanical principles in rotating bodies, the reader is led into the explanation of equinoctial precession, which is made extremely plain and simple, into the theory of polarization and rotation of light, and the theory of magnetism.

However, the author does not fail to encourage the careful cultivation of the scientific spirit, but pleads for a close and systematic observation of natural phenomena in place of the chaotic and indiscriminating wonder of the savage. Subjects of extreme simplicity are often dignified by the world's best minds and made to throw light upon the complex and difficult. For this reason they become useful and valuable. If, then, these every day phenomena are worthy of the attention of Kelvin or Maxwell, they should be somewhat deserving of our thought and interest.

F. R. GORTON.

METHOD.

The question is often asked whether good work in physics cannot be done without the aid of any mathematics beyond arithmetic. In reply it is customary to analyze the ordinary concepts of elementary physics so as to show abundant algebraic and geometrical implications. The department has recently taken the matter up on the practical side. The work of a class which had pursued the ordinary course without reference to the amount of mathematics required was analyzed on the mathematical side, with the following result:

Twelve cases were found in which an affected quadratic equation was used, eight in which simultaneous equations of the first degree with two or more unknown quantities were used, and a very large number—ninety-two important cases—in which a simple equation was employed. Geometry was used to a still greater extent. In 214 cases appeal was made to a geometrical concept, though in many of these cases the appeal was to the same principle or concept, and in others the underlying geometrical notion was so simple as presumably to be taught outside the formal geometry. Some eighty or ninety cases in plane geometry and not fewer than eighteen in solid geometry seemed to lie beyond this
limit and to require formal geometrical treatment. The real question at present is whether it is logical to attempt the completion of a final course in physics in the High School without the aid of trigonometry.

PRESENT WORK.

The two classes in Physics I are now studying elasticity and cohesion, with table work upon capillarity and the accurate measurement of length, area and volume.

The classes in Physics II are engaged upon specific heat and the table work is upon "curve of cooling," "water-equivalent" of a calorimeter, and the specific heat of lead.

The two classes in laboratory practice are occupied with more advanced work upon the whole range of physics, following the "separate system."

The class in Acoustics is using a new book, Barnes's Practical Acoustics, and is now deep in the mysteries of the vibration of plates and Chladni's figures.

The advanced physics class is at present considering the composition of simple harmonic motions of varying period and phase.

In secondary method the class is mainly engaged upon library work having reference to common elements in the science course of the best secondary schools in Europe and America.

The two classes in Chemistry II are considering the oxygen acids of nitrogen and phosphorus.

The class in Chemistry III is laying a good foundation for a course in advanced general chemistry as exemplified in qualitative and gravimetric analysis.

The class in Chemistry IV is beginning work in quantitative analysis. The laboratories have recently been supplied with about $150 worth of chemicals and chemical apparatus, the need of which was felt during the last part of the past semester.

To indulge in pessimistic views is to confess one's ignorance of the world's history, to say that man's natural tendency is regression is to deny the fact of social evolution.

EDITORIALS.

Just what proportion of time and attention should be given to society as against that devoted to the regular and general culture courses, is a question which often perplexes the student. Recognizing the relative importance of college associations he debates with himself, "Can I afford to attend the reception this evening when by so doing my history lesson will not be as perfect as it would be, were I to remain at my room?"

To answer this question, it is evident that he must look beyond his immediate needs and determine as far as possible, his life work, his goal, and the demands of the society of which he is, or will be a part.

The student and especially the teacher cannot afford to be an individual in the narrower sense of the term, in which to be an individual is to be a "crank," an extremist, one who delights in violating the rules of conventional society, just for the sake of the distinction. He should be a strong personality, rich in the world's culture, which is a product of society, (using the term of society in the broad sense). Yet the teacher must possess a commanding individuality, if he would control and direct his pupils. Emerson must have had this two-fold thought in view, that the best possible social development must come through personality and individuality when he said, "The great man is he who in the midst of the crowd keeps with perfect sweetness the independence of solitude."

Upon this broader basis of fitness for the largest good one's relation to society should be determined. To be a hermit, or on the other hand, a society "fop" is to be abnormally developed. The happy medium between the two is the ideal condition.

The leading article of the next issue will be given by Prof. Bowen on "Intercollegiate Athletics in Michigan."

The Indian smoking his pipe of peace is slowly passing away, but the Irishman smoking his piece of pipe has surely come to stay.
General Educational Items.

The recent death in New York City of Mrs. Andrew J. Rickoff, removes one who has labored faithfully and successfully in educational circles for more than forty years.

Mrs. Daniel C. Eaton has recently given $2,000, the income from which is to be devoted to a scholarship open to competition by the graduate students of Yale University.

The gold medal of the Royal Astronomical Society for this year has been awarded to Mr. W. F. Denning, "for his meteoric observations, his cometary discoveries and other astronomical works."

Professor F. B. Crocker, of Columbia University, has accepted the position of consulting engineer of the Electrical Exhibition to be held next May in Madison Garden, New York. Mr. Crocker is president of the American Institute of Electrical Engineers.

We are proud to announce an important educational step which has recently been taken. The Teacher's College of New York, has been incorporated in Columbia University as a professional school for the study of education on the same plane with the schools of law, medicine and engineering. This demonstrates that the great metropolitan university accepts teaching as a learned profession requiring special and technical preparation before it may properly be entered upon.

Local and Personal.

Conservatory Notes.

Mrs. Clinton Elder, of New York, formerly a conservatory student, is visiting her mother, Mrs. F. P. Bogardus.

The Training School Glee Club made its first appearance at the Training School Chapel last Friday. The club numbers twelve members, and is directed by Miss Marsh.

In a recent issue of the Sunday News-Tribune, of Detroit, a sketch of the musical career of Dr. E. B. Spaulding, of Detroit, was given. It spoke in high terms of his instruction which was obtained from Prof. Frederic H. Pease and Mr. Marshall Pease.

A very successful recital was given on Wednesday, Feb. 9, by the younger pupils of Miss Lulu M. Loughrey. The children acquitted themselves very creditably, and a large audience was very much pleased. Conservatory Hall was in festive attire for the occasion.

Mrs. Marshall Pease, the popular Detroit contralto, who is now in New York, has been assured by Frank Damrosch, for whom she sang a day or two ago, that she will take the foremost place among oratorio contraltos of the East if she will locate in New York. Mrs. Pease has been offered a fine position by the Castle Square Opera Co., now singing in New York, and she is being sought for a church position. She will probably locate in New York another season.—Detroit Evening News.

A recital arranged by Miss Marsh, was given for the children at Training School on Friday, Feb. 18. It was as follows:


Notes.

The next issue of The News will contain the cuts of the contestants.

Miss M. Theresa B. Stout, '97, is attending the Normal for a short time.
The Normal College News

The Normal College News is fifty cents a year. If you haven't sent that amount to the business manager or editor, it is time you did. Do not send silver loose in an envelope; we will not be responsible. Postage stamps are acceptable.

It has been fully decided to open the Normal this summer for a six weeks' session. All departments will be available. The laboratories and Library will be open. This is certainly a great opportunity for Michigan teachers. See the advertisement for the Summer School.

Supt. Hammond, of Public Instruction attended the Upper Peninsula Association held at Marquette. From four hundred teachers in attendance at this Association, one hundred were Normalites, including the president of the Association, O. P. Woodley.

This week witnessed the meeting of the International Convention of the Student Volunteer Movement, which is now in session at Cleveland, Feb. 23-27. Miss Sarah Gillespie, Mr. Mason A. Stewart, and Mr. Austin E. Wilber are delegates from our S. C. A.

Frederick W. Faxou, of the Periodical Department, of the Boston Book Co., recently spent a morning in the Normal Library. Mr. Faxou has filled out several of our "Poole sets" (as periodicals indexed in Poole are called) and we hope he may fill out many more.

The S. N. F. club which was organized at the beginning of the year has lately been allied to a leading sorority in Ann Arbor. At the last meeting the following officers were elected: H. M. M., Lydian Robertson; S. S. S., Clara Vyn; C. G. T., Lou Grosvenor. A great future is prophesied for the only (?) sorority in the Normal College.

The G. A. R. post of this place have made arrangements with Prof. W. H. Pearce to deliver the oration on Decoration Day. Our new professor is fast gaining a reputation among our citizens as an orator. — The Springport Signal. If the above item is not understood, let it be cleared up by remembering our Webster Pearce, of '97.

A greater interest is being manifested in drawing than ever before. The class in advanced drawing was so large that it was necessary to section it. The members of the sketch club have shown their remarkable ability in making posters, the last of which were those made for the Gymnasium Tournament of last Saturday evening.

For the present, room 20 has been dedicated to the use of The News editor and manager. This room will be furnished with tables and chairs and a news box placed in the door, in which the society editors may drop their notes for The News; all exchanges and contributions may also be put in this box. As yet, office hours have not been determined.

The management of The News have been exceedingly fortunate in securing the following judges for The News contest, which will take place March 18: On thought and composition, T. C. Trueblood, of Ann Arbor; Reed Stuart, of Detroit; and Dr. Howard Edwards, of the M. A. C. On delivery, Pres. J. P. Ashley, of Albion; Mary C. Spencer, the State Libra-
The Normal College News

rarian, Lansing; H. W. Miller, of Detroit. Pres. Ashley will make the presentation speech to the lady winners, and Mrs. Mary C. Spencer, to the gentlemen winners.

On the evening of February 19, occurred the "Athletic Tournament" in the Gymnasium. The entertainment consisted of fancy marching by ladies; Indian clubs, horse work, Indian club race, vertical race, ring work, hand walk race, tumbling and sack race by men. The evening was concluded by hard fought contests in the basket-ball games, between the Senior and Junior girls, the latter winning, and between the Senior and Junior boys, the former winning. The Senior and Junior colors decorated either end. Great enthusiasm prevailed, and at times the scene was made hideous by the war whoops of the Junior boys. The net proceeds were seventy-seven dollars.

The preliminary contest to The News Oratorical Contest occurred on the evening of Feb. 12. From the eight contestants, four ladies and four gentlemen, the following were the winners: Miss Tidy McGillis, took first place; Miss Mason, second place. Mr. Edwin Wilson, first place; and Mr. William Videbe, second. The competition was close and all of the speakers were well prepared. Judging from the oratorical ability developed in this contest and the marked determination of each speaker to win, it is no dream to predict that The News contest will equal or even surpass those of previous years. Together with the contestants above mentioned, the following will appear on The News contest. March 18: D. W. Kelley, elected by the Athenaeum society; Arthur Nichols, Olympic; Edith Todd, Adelphi; and Estelle Downing, Crescent.

The final entertainment of the Music and Lecture Course, the concert of the Normal College chorus, took place February 21. Mesdames Genevieve Clark Wilson, soprano, and Frances Carey Libbe, contralto, of Chicago, Oscar Gareissien, basso, of Ypsilanti, and Irwin Scrimger, tenor, of Detroit, sang the principal roles, while the Philharmonic Club, of Detroit, M. F. L. York, organist, and Miss Caroline Haight, pianist, furnished the accompaniments. Between "Olaf Tryggvasson," by Grieg and "The Lorley," by Mendelssohn, solos were given by Mesdames Wilson and Libbe. They were both received cordially but Mrs. Wilson especially won her audience by her fine rendering of Frances Allitsen's "Song of Thanksgiving," and the pathos with which she interpreted "An Irish Peasant Song," by Jessie Pease. Mrs. Jessie Pease Scrimger played the accompaniments for the songs with great "verve." The Philharmonic Club were obliged to respond to an encore after their two numbers, and repeated the "Finale from D Major Quartette" by Haydn.

The concert in every respect was a great success, and more than ever was Prof. Pease's directorship evinced. The chorus (as it always is under his training) was responsive and in sympathy with the soloists, and sang with its usual tuneful dash. The chorus presented Prof. Pease with a beautiful bunch of roses.

J. M. B. Sill.

J. M. B. Sill, who for the last four years has been the United States representative in Corea, is again in the vicinity of Ypsilanti. On Thursday evening, Feb. 10, he lectured at the Opera House and Friday morning addressed the students for over an hour in Normal Hall. Both times he was greeted by large and appreciative audience.

Mr. Sill has the happy faculty of saying something when he talks, and of saying something worth hearing. Having heard the two lectures, which were entirely different, one may feel fairly familiar with the habits and customs of that country. The same humor which has characterized Mr. Sill so long, makes his lectures very entertaining as well as instructive; and if his generosity didn't make it unnecessary, we would request that he be given a place on the lecture course.

DR. SMITH TO LEAVE THE COLLEGE

A great loss has come to the Normal Col-
college. By unanimous vote of their eleven trustees, Dr. David Eugene Smith has been elected Principal of the State Normal School at Brockport, New York. This is a real promotion for Dr. Smith, and every friend will join in congratulations to him for this deserved good fortune. But the college is saddened over the loss.

The mathematical department has constantly grown in strength and efficiency throughout his administration. The professional work in mathematics has not only been increased, but it has attracted students. The elective courses have been made popular, comprising some of the heaviest work of the institution, the classes have been large and enthusiastic. To lose Dr. Smith is to lose a strong teacher, a friend to the student, a loyal member of the the school and faculty, a gentleman, a scholar, and a man of unquestioned integrity and standing.

Dr. Smith is an alumnus of the Cortland, N. Y., normal school, and of Syracuse university, and a member of the New York bar. He came to Ypsilanti from Cortland, where he was a member of the normal school faculty. He has been in his present position since 1891 and at the close of the present academic year he will leave a host of friends in Michigan, not among the students and faculty of the Normal College alone, but throughout the entire state.

The school sustains an incalculable loss.

Arm of Honor.

The Fourth Annual Banquet of the Arm of Honor was held Friday evening, February 18, at the Hawkins House, and like the former efforts of this comparatively young but flourishing club, was a brilliant success. The occasion was pervaded with the jolly good feeling which is characteristic of the Arm of Honor boys. It is hard to conceive of a number of young men with more congenial spirits, and a more fraternal interest in each other. It is this kind of unity which makes an organization of this kind worthy of its purpose.


The guests were as follows: Misses Cundiff, Floeter, Harris, Robertson, Bartlett, VanBuren, Harlow, Mills, Davis, Oleson, VanBuren, Springsteen, Taylor, Thompson, Grant, Hansen, Langford, Austin, Bailey and Mrs. Morse. The gentlemen were: Richmond, H. Everett, Lister, Kinball, Bowen, DeWitt, Wilson, Waterbury, Bradley, Watson, Murdock, Kelly, Taylor, Davey, Faucher, Wood, Mills, J. Everett, Kimmel, and Morse.

The Toastmasters.

Of course, all want to know about the Washingtonian Toastmasters' banquet, held at the Gymnasium, Feb. 22, the one hundred sixty-sixth anniversary of Washington's birthday. Formerly, the Toastmasters have held their annual banquets at the Hawkins House; in view of this fact the proprietor seemed to think that the W. T. C. could not do without his services. Pres. Boone kindly consented to give the club the use of the Gymnasium for the evening; and the Episcopal ladies served the banquet. All who were present unite in
saying that this event eclipsed all previous records made by the W. T. C.

Both sides of the Gymnasium were very tastily and copiously decorated. Mr. Liuzzy, a noted harpist of Detroit, together with the best musical talent of the Normal, the Misses Bird and Ellis and Messers. Ellsworth and Maybee, furnished the music for the evening. After a short program with interims of social chat, the company of forty repaired to the banqueting hall, where, inspired by the strains of melody issuing from the strings of the harp, they ate and drank most heartily.

In due time Mr. E. D. Rhodes, the toastmaster for the evening, took charge of the meeting and assigned the following toasts with much feeling, wit, and dignity, which were responded to in an able manner: "Washington as a man," Hugh E. Agnew; "Atmosphere that a man carries around with him," F. E. Ellsworth, of Memphis; "Lowell," E. B. Hawks; "Camping out," A. B. Glaspie; "The last concert," R. B. Miller; "The ladies," F. A. Lawler; "The old boys," E. E. Dolan, of Detroit; "Lincoln as a man," F. E. Wilcox, of Clinton; "How to introduce a stranger to a city," B. J. Watters.

The evening was concluded by "tripping the light fantastic" to the dulcet tones of the harp. The ladies present were: Misses Bird, Childs, Penglass, Ellis, Kopp, Ferguson, of Detroit, Hammond, Springteen, Harrison, McDonald, Davis, Jenks, Perkins, Godfrey; Thompson, Westland, Mann, Comstock, and Starks: The gentlemen, except those above named in the list of toasts, were: Stump, Hotchkiss, E. N. Rhodes, Crook, Luil, Maybee, Lee, Luttonton, Harner, and D. E. Ellsworth. Mr. Kennedy could not be present, being called home on account of the illness of his father.

During the first two weeks of this semester, Pres. Boone made a lecture tour of northern Michigan and Wisconsin. On his way to northern Mich., he conducted an institute at Kalamazoo. On arriving at Marquette, he attended the Upper Peninsula Association, visited the Menominee High School, also visited the schools at Ishpeming, Calumet and Iron Wood: and at each of these places he spoke to the teachers in the afternoon and the public at night. Before returning, Pres. Boone visited the Normal schools at Steven's Point and Oshkosh.

Those who have not yet learned of the death of Mrs. Chas. D. Livingston will be grieved at reading even this late notice of it. Mrs. Livingston, after a lingering illness of some time, breathed her last at Jackson, Saturday, January 15. Her remains were taken to Charlotte, her old home, where they were consigned to their last resting place. Mrs. Livingston, nee Edith Resch, was a student of the Normal and graduated with honors with the class of '95. In addition to the deep personal loss which her friends feel that they have experienced, the school realizes that so well-known and talented an alumna will be missed greatly.

The Training School Exhibition was held at the Gymnasium, Feb. 11. The entertainment participated in by all the grades consisted in fancy marching, ball, dumb bell, wand, and Indian Club exercises, all of which were accompanied by music. The event was not only successful as an entertainment, but also as a financial enterprise. $53 were the net proceeds. There was not sufficient seating capacity, not even standing room for the audience. The proceeds of this entertainment together with the contributions of the Senior class will go toward adorning the walls of the Training School halls with works of art.

Alumni atque Alumnae.

F. E. Wilcox, '95, Prin. at Clinton.
Hattie Pope, '95, at home, Calumet.
Orvico Le Bounty, '98, Prin. at Riga.
Myrtle Keller, '97, at home, Hudson.
Kate Boyer, '98, third grade, Cadillac.
Gill Warner, '98, teaches near Evart.
Frank Steele, '97, at home, Farmington.
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