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The Normal College News, March 23, 1898

Eastern Michigan University

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MARCH 23, 1898.

The Normal College News.

STAFF OF EDITORS.

Appointed by the Faculty.
HERBERT G. LULL ... EDITOR-IN-CHIEF
HUGH E. AGNEW ... BUSINESS MANAGER.

Elected by their Organizations.
Local and Personal
WILLIAM L. E.
ROBERT KISS
GRACE HOUGHTON
T. O. SWEETLAND
CAROLINE E. JENKINS
ORIA NORMAN

General Educational Items.
GRACE I. SHAW

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doesn't always mean a chance to get work. It's a business opportunity to have a chance to save money on every piece of furniture you buy. We give you that chance at this store.  

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JOSEPH HALL.
THE NORMAL COLLEGE NEWS.

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FREDERIC H. PEASE, Director.

Miss Lulu Loughrey. Mr. Oscar Gareissan.
Miss Myra Bird. Mr. F. L York
Mrs. Jessie L. Scrimger.

ORGAN.

Mrs. Bertha Day Boyce. Mr. Frederic H. Pease.
Miss Georgia Cheshire.

PIANO.

Miss Lulu Loughrey. Mr. Oscar Gareissen.
Miss Myra Bird. Mr. F. L York
Mrs. Jessie L. Scrimger.

ORGAN.

Mrs. Bertha Day Boyce. Mr. Frederic H. Pease.
Miss Georgia Cheshire.

VIOLIN.

Miss Abba Owen, Mr. Alfreid Hoffman
Mr. Hermann Brueckner.

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Miss Carrie Towner, Mr. and Mrs. Frederic H. Pease.

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For further information address

Pres. RICHARD G. BOONE.
Ypsilanti, Mich.
ENGLISH COMPOSITION IN HIGH SCHOOLS.

A LL teachers who are interested in the subject of English composition are under obligation to Mr. George Bain, who, when called upon to address a company of young men upon the art of composition and of effective public speech, happily bethought himself to ask a number of the leading writers of the day how they learned to write.

Among something like 150 replies to his inquiry, came answers from the historians, Lecky and Bryce; the teachers, Blackie, Boyesen, and Minto; the poets, Holmes, Lowell, Andrew Lang; the peerless editor, George William Curtis; and the world-renowned divine, Phillips Brooks.

The inspiring thing about the compilation of these answers is, that instead of a conflict of views leaving the subject in a cloud of mist and uncertainty, there is such a consensus of opinion that the gist of the thought, running through 350 pages of a very interesting book, might almost be condensed into a single page.

The unanimity of agreement is so refreshing, indeed, that a few quotations, taken almost at random, will be excusable, I am sure.

"To write well is to think well," says Ernest Renan; "there is no art of style distinct from the culture of the mind. Thus good training of the mind is the only school of style. Wanting that you have merely rhetoric and bad taste." F. W. Newman, brother of the famous cardinal, quite in accord with Renan's thoughts, uses practically the same language. "Good composition," he says, "depends on the total culture of the mind, and cannot be taught as a separate art.

Then calling attention to a few elementary principles, he adds: "No one will write well who has to make a study of such matters when he sits down to write. All must previously have become an ingrained habit, perhaps without his being aware of it."* 

John Stuart Blackie contributes his testimony: "I never made any special study of style, and whatever virtue I may have in this way grew up as my mind grew, unconsciously."* George William Curtis adds this remarkable statement: "Rhetoric or composition I never studied. Whatever my style of writing may be it is the result of natural selection, and not of special design." Mr. Curtis then names a long list of authors who interested him deeply in his youth, furnishing models; and says that in addition to this reading, his long connection with the press, the necessity of making his thought intelligible and clear in short space, was probably the best training he could have had. And finally James Russell Lowell adds a word in similar strain: "I am inclined to think," he writes, "that a man's style is born with him;" and then, apart from this innate literary sense, he attributes whatever excellence he may have acquired in writing to the constant practice afforded by twenty years of lecturing in Harvard University.

Indeed, a noteworthy fact is, that all these men speak not of rules and principles, but of lists of book, favorite authors, who interested them, stimulated them, set them at work with high hope and earnest endeavor, pen in hand. "Cultivate the mind," they say, "have commerce with the best in literature, not for the sake of imitation, but to give tone to style; practice constantly, write from your personal thought and feeling, without affectation, simply, directly," "striving," as Howells puts it, "to get the grit of compact, clear truth, if possible, informal and direct.

Such are the answers of leading writers in reply to the question, "How did you learn to write?"

*The italics are my own.
And their answers have intimate connection with the English composition of our high schools. More and more, we believe, teachers will come to an agreement upon a few plain pedagogical principals. Young people do not learn to write well by trying to apply the rules of any text-book to their writing, but unconsciously rather. Good writing, like good speech, must become a matter of habit, a sort of second nature; it is to be acquired only by having good models in reading; by long continued practice upon subjects that interest the writer; and finally by the kindly, encouraging, and authoritative criticism of an efficient corps of teachers.

The necessity of unrewarded practice, month by month throughout the high school course, suggests to no one's mind, we trust, a tedious, routine task-work. Indeed, we believe that the first thing to be done is to make composition a pleasant exercise, to take out of it completely the deep and widespread feeling that it is a laborious grind. Can it not be made delightful? Can it not become one of the enjoyments of school life? If not, there is small hope of the improvement in writing which the public schools, the country over, are earnestly looking for.

If ever any spontaneity, freshness, life, power, are to find their way into the written pages of our high school boys and girls, it will be when they write upon subjects in which they take a natural and lively interest, subjects suggested by their environment, their experiences, their investigation, their imagination, their reading,—subjects, finally, upon which they have grown more or less eager to express their thoughts. The primary requisites to effective expression of a thought is to have a thought that you want very much to express. In proportion to one's interest in it and his desire to express it, will be his disappointment at not getting it clearly before the minds of others.

It is the business, therefore, of the entire corps of high school teachers, not to leave it to the teacher of English or to some text-book on rhetoric to suggest themes upon which the young people write, but to study sympathetically all phases of their fresh and enthusiastic young lives, and then to connect their writing with their interests and experiences. They are grouped about your rooms from day to day, talking with delightful freedom and raciness upon a great variety of themes, their faces lighting up with the vivacity and enthusiasm of youth. Must all this bright exuberance of hope and fancy and aspiration vanish like a dream when the pen is taken in hand? Or may something of its delightful quality be transcribed from time to time in a few neatly written paragraphs?

I observe that the best modern text-books on English composition lay particular stress in their prefaces upon this very matter of choosing subjects and of cultivating a cheerful readiness in all English writing. I have simply emphasized what many good high schools are already doing, I suppose. And yet how inadequate, how entirely unsatisfactory are the results thus far. If anyone has read in the Educational Review for this month (December 1897), Prof. Hill's report upon the English writing at the recent entrance examination at Harvard University, he has simply had his attention again drawn to the severe and just criticism of the results we see in English composition in our modern high school. And we are very positive that the remedy will never be found in any so-called course in elementary rhetoric or composition. The conning over for any length of time of words, words, words, illustrated by short and lifeless sentences; of principals formally stated and exemplified in short paragraphs that the student has no interest in,—it is this that takes the very heart and life out of any genuine interest and pleasure in composition.

As I write I take down from my shelves one of a dozen rhetorics, and, opening at random to a single page, read: 'I don't care for proctors, now; I'm an alumnus. I don't care for proctors now; I'm an alumnus. On ex-
ammoniation, I found a bacteria. On examination I found a bacterium. The study of English should be a part of every college curriculum. The study of English should be a part of every college curriculum.

And when the young student has gotten through the half page he is prepared, I suppose, to distinguish between, not an alumnus and an alumna, but an alumnus and some imaginary alumnum, between bacteria and bacterium, curricula and curriculum, dicta and dictum; and if, with his ears humming with the a and um, he has not been stimulated to high endeavor in all spelling and word study for the future, then is he a fit subject for the commiseration of all his friends, for one hundred and fifty odd pages of similar inspiring exercises are to form his daily diet.

Do we dream, fellow-teachers, that we are to quicken in eager young minds a genuine love of the right word in the right place, and a delicate sensitiveness to accuracy of diction by any such barren, routine exercises upon long lists of isolated sentences? If so, we had better revive, as an accompaniment to our rhetoric study, Murray's English Grammar with its one hundred pages of rules to be committed to memory, followed by its one hundred pages of exercises in false syntax to be corrected.

We believe in the mastery of a few plain principles of composition, but we believe that any text book of rhetoric should be largely a mere handbook of reference, and that the principles should be worked out inductively through the study of entire masterpieces in literature. And apart from the higher qualities of style; euphony, rhythm, cadence, harmony,—qualities to be acquired only through the sensitive ear cultivated by wide reading;—apart from these higher qualities, the elementary principles that lie within the profitable study of the high school students are both few and plain. Without being too technical, let us say that every piece of English should be characterized by clearness, unity, and effectiveness; in sentence structure, paragraph structure, and in the structure of the composition as a whole.

And now our greatest need is, not for more daily theme-writing, cultivating a ready facility with the pen in dashing off a few sentences or paragraphs, but that the entire corps of high school teachers should interest themselves in the spelling, punctuation, and working out of these elementary principles in all of the papers that come under their examination. We do not need a laboratory of English composition any more than we need a laboratory of good manners. The whole tone and atmosphere of the high school should be against slovenly and incorrect English, both in speech and in writing. Let the teacher in science, whose daily reading is bringing under his eye the best types of lucid English, encourage his pupils constantly to secure in their reports something of the lucidity with which they are all familiar upon the written page. Let the teacher of mathematics, in both oral and written work, insist upon a student's saying correctly and accurately just what he wishes to say. Let the teacher of history demand clear, logical statements, good narrative and description in the working out of historical topics throughout the course. Let the teacher of foreign languages not be satisfied with the sense merely in translation, let him secure rather the putting of the thought of the foreign tongue into smooth and idiomatic English. And if the teachers of science, mathematics, history, and foreign languages are not capable of doing this sort of work, they are decidedly out of place in the modern high school.

Again and again in the State Normal College we have insisted that the English which the student finds at his command when upon his feet, or with pen in hand, is the product of the training of the entire institution; and we count ourselves fortunate in having a president and faculty entirely in sympathy with this idea. If ever the habits of high school students are to become fixed in the use of good English, it will be when this general assistance on the part of every teacher in the high school is cheerfully rendered. To write good English for the English teacher because he is
THE NORMAL COLLEGE NEWS.

specially critical, and bad English for three or four other teachers because they will accept any sort of English.—this is like trying to reform the religious life by donning the Sunday suit and bowing the head in the pew on Sunday morning and putting on the old clothes and a low work-a-day level of life on Monday morning.

The remainder of this article, for which there is not space in this issue of THE NEWS, considers the relation of literature to composition, and reports an experiment carried on in the Training School.

NOTE.—An abridgement of an article read before the High School section of the State Teachers Association.

THE INTERSTATE LIBRARY CONFERENCE.

GONTRUDE ELYNEE WOODARD.

On February 21 and 22, at Evanston, Ill., occurred the Interstate Library Conference. Eight states, Wisconsin, Michigan, Ohio, Illinois, Iowa, Indiana, Minnesota, and Massachusetts, were represented on the program and librarians from public, university, college, normal, and high school libraries, trustees and others interested, were present to the number of two hundred.

Although the papers read were necessarily technical one could not fail to be impressed with the fact that the librarian looks with most intense interest upon the possibilities of his profession along educational and reformatory lines.

A few years ago the library was considered the resort of the student, the literary man, the educator. While this remains true, the libraries are now drawing more than ever before the general public, and during the past few years children’s rooms have been provided in the larger libraries. More and more it is being seen that to give the child the reading habit is to continue that habit in the man. The Detroit Public Library has its children’s rooms where are kept children’s books and periodicals. The reading room of the Grand Rapids Library has its children’s corner where each child may go to the shelves and select the preferred volume of St. Nicholas, Harper’s Round Table, or the Youth’s Companion.

The Conference was fortunate in having as a visitor Mrs. Sanders, of the Pawtucket, R. I. Public Library, who is also a member of the Board of Corrections and Charities. She spoke for some twenty minutes of the work done for the children in that eastern manufacturing town of some 17,000 inhabitants. The children, many of them, are left to their own resources, which too often lead them to the reform school. The main aim and thoughts of Mrs. Sanders are to bring the children to the library. She is their counselor and friend, and many a child has been saved a residence in the reform school through her watchful and never tiring care.

Along the same line was an address by Judge C. G. Neely on “Libraries and the Jails.” His plea was for the prevention of crime and not for its punishment. He believed that good literature ought to be provided for those who are temporarily confined in the jail or prison. A love of good reading instilled in the prisoner will possibly continue after he is released and the possibility should be made the most of.

Another address by Dr. E. G. Hirsch, of Chicago, on the “Library, the People’s University” gave excellent hints to the librarians as to what they owe to the general public.

Parts of two sessions were devoted to traveling libraries and the organization of public libraries in small towns. A few words as to the libraries in Normal Schools. There is a considerable difference between the Public Library, the University or College Library, and the Normal School Library, as regards administration, work to be done and ends to be attained. In conversation with three Normal School Librarians they were found to be unanimous on the point that Normal libraries must be so arranged that books may be taken from the shelves and examined by the student at will. In other words free access to the books is a thing to be desired for the would-be teacher.

The man or woman who goes out to teach in the public schools must have an intimate acquaintance with books—must know how to teach others to use books, and this acquai-
The normal college news.

The organization being tentative at the outset, the original thought of the club as to literary work, was to keep in touch with current topics through reviews of current periodicals and books. This plan proved unsatisfactory, as the work was too desultory, and a more methodical arrangement was adopted.

Four well-defined but broadly inclusive lines of work were determined upon, and the club divided into as many committees of investigation, each member following her preference. These committees or sections rotate in presenting the literary programs, the topic for the evening being treated by the committee as a whole, or some representative as the section may agree.

To those who may give the organization more than a passing thought, or who might care to “go and do likewise” it will perhaps be of interest to know something of the general lines of work that have been followed, and some special topics considered under them. For the satisfaction of such the following are enumerated:

1. College Settlements.
   (a) Hull House, Chicago.
   (b) Toynbee Hall, London.
   (c) Oxford House in Bethnal Green.

2. Labor Organizations.
   (a) Rise and general influence.
   (b) Arbitration as a mode of adjusting difficulties.
   (c) Strikes and “Lockouts.”—Typical cases.
   (d) Co-operation organizations.

3. Municipal Governments and Reforms.
   (a) Government of London, past and present.
   (b) Industries owned and operated by city corporations.
   (c) Charter of “Greater New York.”
   (d) Present tendencies in municipal reform.
   (e) Women in municipal reforms.

4. International Relations.
THE NORMAL COLLEGE NEWS.

(a) Political control in Egypt.
(b) England's political relations in South Africa.
(c) The 1896 treaty between Russia and China.

5. Socialism.
(a) French socialism as represented by Fourier, Louis Blanc, and Prudhon.
(b) Revolutionary socialism.
(c) Social communities in America.

6. Care of Dependent, Defective, and Delinquent Classes.
(a) Aid to discharged prisoners. Prison Reform Associations.
(b) Intermediate sentence and parole system.
(c) "Farm Schools"—George Junior Republic.

The above are not to be regarded as specimen programs, nor as complete outlines of any one general topic considered; but only as suggestive of the nature of the work done. Each sub-topic furnished the theme for one or more evenings of study, the formal papers being followed by general informal discussions.

The line of work is changed whenever in the opinion of any committee it seems expedient. One recently selected is "American Art," which promises to be a pleasing departure from former subjects of study.

The club has received many favors in the way of explanatory documents, pamphlets, and comparative statistical tables from the different institutions and organizations studied. Our investigations have made us more appreciative of the representative people, such as Jane Addams, Booker T. Washington, and Theodore Roosevelt, who have spoken in Normal Hall, because we had previously become familiar with their labors.

Whenever the subjects have admitted, comparative studies of American and European institutions have been made, thus giving greater breadth to the view.

The social side of our club life it would be more difficult to portray, but it has been altogether pleasant and not unprofitable. Our anniversary, social occasions have always been shared with outside friends, and had not the editor in requesting this sketch, politely intimated that he desired it to be "strictly business," some report of those days might lend variety to the monotony of abstract details. As it is, the reader's memory, stored with recollections of his own pleasant, social experiences, will readily supply the deficiency.

THE LIBRARY.

RECENT ACCESSIONS.

Lewes Psychology
Scripture New psychology
Bardeen Teaching as a business
California School laws, 1895
Florida Report Supt. Public instruction, 1897
Florida School laws, 1897
Seeley Government class book of Michigan
Nichols Iowa Reports of Commissioner of R. R., 1893-96
Boole Mathematical psychology of Gratry and Boole
Braunmühl Florida Nassir Eddin Tusi and Regionontan
Galois California Oeuvres mathématiques
Günther Hagen Beiträge zur geschichte der neueren
Hallewell mathematik
Lachlan Halliwell Kara mathematica
Lachlan Elements of algebra
Burnside Theory of groups of finite order
Hankel Theorie der complexen zahlen systeme
Burkhardt Funktionentheoretische vorlesung
Archimedes Works, ed. by Heath
Weissenborn Die berechnung des Kreis-unfanges
bei Archimedes u Leonardo Písano
Obenranch Geschichte der darstellenden u
projectiven geometrie
Richard Leçons sur méthodes de la géométrie
Steinmetz Theory and calculations of altern-
ating current phenomena moderne
Thompson Light, visible and invisible
Faraday Experimental Untersuchungen über
Duhem Vaporisation et modifications analogues
Treat. elektirität
Miall Home studies in nature
Round the year
Will Allen Common sense about science
Murché Nature lessons in elementary science
Wilson Chester Dictionary of names of minerals
Tarr Hache Mineralogy
Lessing Tables for determination of rock form-
ing minerals
Scott Davis Introduction to geology
Hovey and Call First book of geology
Manmooth cave of Kentucky
EDITORIALS.

In perusing the publications of other colleges, the editor has been struck very forcibly by the fact that Normal students enjoy many privileges not granted to students of other colleges. In some colleges even the social calls of students are rigidly restricted—a thing which would move the strongest Normal boy to tears.

An opportunity is now given the Senior class of showing due appreciation for these privileges. The college looks forward to the construction of a beautiful fountain. It is entirely within the means of the Seniors to contribute $100, at least, toward purchasing a fountain head, provided each one would be willing to pay his or her share. What more fitting memorial could be left?

**

The News contest, March 25, followed by the anniversary day exercises, March 28, the professional exercises of next week, and the meeting of the Schoolmasters' Club, April 1 and 2 at Ann Arbor, make up a series of events, which no one can well afford to miss.

Instead of the leading article of the next issue, will be printed the two first prize orations of The News contest.

General Educational Items.

The department of superintendents of the N. E. A. will meet at Columbus next year.

President A. S. Draper, of the University of Illinois, has been elected Superintendent of Greater New York schools at a salary of $8000.

Charles de Garmo, President of Swarthmore College, Pennsylvania, has been called to the chair of science and art of education in Cornell University.

The German Antarctic Expedition Committee have decided to send an expedition to the South Polar regions under the direction of Dr. Erich von Drygalski.

Professor Russell H. Chrittenden has accepted the directorship of the department of physiological chemistry in Columbia University. Professor Chrittenden has not resigned his professorship in Yale University.

Dr. R. S. Taylor, who has been a faithful librarian in Albion College since 1883, died Feb. 22. R. S. Avann, professor of Latin in the College, has been obliged to give up his work for the remainder of the year because of ill health.

A bill, has been presented in the Maryland House of Delegates, appropriating $100,000 to the Johns Hopkins University. President Gilman states that the decreased income of the University and her present financial depression is due to the failure of the Baltimore & Ohio Railroad.

Prof. W. A. Rogers, who was assistant professor of astronomy in the observatory at Harvard University for eleven years and has been professor of physics and astronomy at Colby University since 1886, died at Waterville, Me., March 1, at the age of sixty-one. Professor Rogers has made valuable contributions to astronomy and physics, especially to the technique of measurement.

Local and Personal.

The Olympics gave a musical program last Friday night.

The literary societies have decided to attend The News contest in bodies.

Several Normal students attended the U. of M. oratorical contest, March, 18.

Prof. Bowen, after quite a severe illness, is able to command "march" again.

Miss U. Burrey, formerly of the Normal is spending her vacation in Ypsilanti.

The managers of the Aurora offer a book for the best list of grinds from students.

The Normal Olivet basket-ball game cleared about fifty dollars for the benefit of the N. C. A. A.
The victorious basket-ball team have had their pictures taken for the benefit of the Aurora.

Pres. Boone delivered an address before the Kindergarten Association, at Grand Rapids, March 11.

The Aurora and Senior class album combined for $1.00. Send your order to H. E. Agnew at once.

Mrs. Burton was absent from the Gym. three days last week on account of her mother's illness.

Bert Brannock, the all-around athlete of '97, visited the Normal College last week. He is teaching school near St. Clair.

About $50 was contributed by students, children of the Training School, and the Faculty to the Cuban relief fund.

Mr. Oscar Gareisscn will sing two solos on March 27, for the Young Men's Club, of the Congregational church, of Ann Arbor.

Miss Snyder, instructor in the women's gym. at Ann Arbor, with a number of her pupils, attended the Normal-Olivet basket ball game.

The Chicago University Record of February 18 and 25 contain articles written by Pres. Boone on “The Student Spirit in Pedagogical Training.”

The Athenaeums spent last Friday evening with the poets, "Greek poetry," "Chancer," "Hamlet," and "Modern poets" are suggestive of the topics discussed.

A number of University students, among whom was Miss Ada Hemingway, '95, witnessed the basket-ball game between the Olivet and Normal girls, March 14.

After the game on Monday evening the Misses Mitchell and Mann gave an informal reception at 220 North Hamilton street to the Olivet team, and a small number of invited guests.

Tickets for The News contest are on sale at Rogers' book Store, Zwergh's book store, and the Normal. Excellent music will be furnished by Prof. Gariesscn and the Conservatory Quartette.

At the recital given on March 16, the participants were: The Misses Ada Miller, Nellie Thompson, Florence Harris, Belle Beardsley, Genevieve Cornelj, Isabelle Gareisscn, Beth-lea Ellis, Myra Bird, and Mr. Minor White.

The nine numbers given at the recital on March 9, were presented by the Misses Inez Leek, Josie Fick, Mary Hadden, Maraquita Wallin, Birdelle Burck, DeLynn Deubel, Minnie Meusing and the Messrs. Sam Hotchkiss and D. C. Ellsworth.

During the past two weeks, the following have been on the sick list: Miss Frances Stewart, W. P. Bowen, Miss Genevieve Walton, Miss Carolyn Norton, Mrs. Burton, Mrs. Cawley, Mr. Alexander, and many others whose names are not available.

The societies adjourned March 12 for the sports in the Gymnasium. The principal event of the evening was the society basketball games: The Olympics vs. Crescents, score 3 to 1 in favor of the latter; The Adelphics vs. Atheneums, score 2 to 1, the former winning.

It is specially desired that Normal graduate clubs attend the Normal exercises on "Foundation Day," or send delegates to represent the clubs. Opportunity will be given for class reunions at the reception in the evening, or separate rooms for reunions during the day may be had.

The program given by the Adelphic girls last Friday evening was a grand success. The room was crowded and everyone enjoyed a rare treat. The boys of the Adelphic society will render a fine program on the first Friday in April. Orations, recitations, wit, and humor will combine to make it a literary feast.

The pupils of Mr. Marshall Pease gave a recital at Normal Hall March 17. Numbers were given by Misses Florence Harris, Maude Pfeiffer, Maude Ayers, Isabella Gariesscn, and
the Messrs. Harper Maybee, Smith Fish, and John Paine. Mr. Fish and Mr. Paine came from Detroit to participate. The recital excited very favorable comment.

On Tuesday, March 8, at her home near Ypsilanti, died Miss Alzina Morton, aged 70 years. She was a member of the first graduating class of the Michigan State Normal. The remaining member of the class is ex-Minister J. M. B. Sill, now of Detroit. Mrs. Helen Norris Estabrook, the third member of the class of three, died some years ago.

Saturday evening, March 12, The Toastmasters held one of the series of their regular meetings. Being relieved from the usual modus operandi in initiations, the boys drew their inspiration for enjoyment from a higher source. The evening was passed in song, social chat, and after the supper served by Frank Savory, toasts concluded the program.

A petition to the city council has been circulated by students among the most prominent tax-payers of Ypsilanti to secure free water for a fountain to be placed in the public highway passing between the Normal and the Training School. The State Board of Education have agreed to furnish a basin, and the Faculty and Senior class will probably furnish the fountain head.

The Normal boys' basket-ball team went to Detroit, March 15, to play the Y. M. C. A. team, and 'did them' to the tune of 4 to 0. They game was played according to the Y. M. C. A. rules. An audience of about 2000 witnessed the game. Several invitations have been sent to our Albion friends to engage in a basket-ball contest with the Normals, but no answer has been given.

Oscar Gareissen with Miss Doeltz, Miss Humphrey, Herman Heberlein, and Wm. Yuneck assisted Mrs. Herman Heberlein at her recent lecture on Schubert at Detroit. We quote the following: 'Mr. Gareissen who is a comparative stranger to Detroit audiences, sang magnificently, with a fine sympathetic voice and intelligent emphasis and phrasing. —Detroit Evening News.
and two children. From then until 1860 she lived most of the time in Monroe county, enduring the privations and hardships of the early settlers, and with characteristic energy and perseverance, ministering to all the wants of a family of eight children, during the long and fatal illness of her husband. Since 1860 she lived with her daughter, Prof. J. A. King, whose ideal and inspiration she has ever been. She retained, almost unimpaired her vigor of mind, and an unusual degree of physical strength, until nearly ninety years of age. The source of her remarkable vigor, hope, and courage is found in her own words: "I have a strong will and have always wished to do the right. That helps me." For more than a year she was almost helpless from the effects of a fall, and during this time she felt that her work here was done and longed to go home. Her faith continued to grow stronger, her hope brighter until she passed over to the Father's house with the same calm and unfaltering trust in the "Ever Present Help" that had always been hers during life.

NORMAL GIRLS WIN AT BASKET-BALL.

Monday evening, March 14, was the event of the great game between the Normal College and Olivet Champion teams. From our four hundred girls who play basket-ball, eighteen making the two strongest teams were chosen. For several weeks they played practice games with such skill that it seemed impossible to choose the nine which should strive for first rank with Olivet.

The final team with their Olivet opponents lined up on Monday evening as follows: Normal College, for basket, Ronan, Knopf, and Clark; for center, Crosby, Smith, and Boyer; for guards, Suwalskie, Redlin, and Van Sice.

Olivet, for basket, F. Holcombe, Cadwell, and Knight; for center, Tracy, Bissell, and M. Marsh; for guards, G. Holcombe, E. Marsh, and Laue.

Olivet made an especial point of not coming within arm's length, but utterly disregarded the rule which demands that the ball shall go above the head while making a run. If the Normal girls showed carelessness of the first rule there was positively no opportunity for calling foul concerning the second. The Olivet girls excelled in the run, but made no use of the side throw with which the Normal girls did such excellent team work. The Normals played as a team. The Olivets played as individuals; two of their centers, Misses Tracey and Bissell making continuous grand-stand plays which counted for nothing without the support of their nine. The Normal girls in catching and throwing showed skill which is really the object of basket-ball. The Olivets held the ball the greater part of the game for when once the Normals had their hands on it, it went immediately to the basket.

The game was a fine object lesson as it showed the result of the systematic training which our girls receive. A number of our nine had just taken part in a march and in a grand drill and yet at the close were seemingly as fresh as at the beginning while a part of the Olivet team were utterly exhausted.

Mrs. Burton, and Mr. Millsman, Professor of English and also director of the gym. at Olivet, acted as umpires.

The score was 7-0 in favor of the Normal. Only twice when the ball reached our baskets did it fail to go in.

ADDITIONAL NOTES.

The life sketching class are working up in a competitive way an illustrated page for grinds for the Aurora.

Ex-Minister Sill has lately presented the Department of Drawing and Geography a set of Chinese maps of the world which are 150 years old.

Pres. R. G. Boone, Prof. E. A. Strong, Dr. D. F. Smith, and Prof. Julia Anne King will take part in the discussions to be given at the meeting of the Schoolmasters' Club at Ann Arbor, March 31, April 1 and 2.

Mock Congress.

Skill in speaking before an audience is a
necessary requisite of every teacher, and more
of the young men of the Normal should take
advantage of the excellent opportunities offered
by the Mock Congress. The War Resolution
last Saturday brought on some expressions of
decidedly patriotic sentiment and passed by a
large majority. Among other questions which
have been recently discussed are the "Naval
and Coast Defense Bill" and a bill for an in-
crease of revenue.

S. C. A.

The address, which was to have been given
the ladies by Mrs. Brown on March 20, has
been postponed one week on account of the
Frances Willard Memorial Service at the M.
E. Church.

The gentlemen's Bible classes have laid
aside the study of Jeremiah and are taking up
a few studies in the life of Christ.

GLEANINGS FROM CLEVELAND.

It is never too early to begin to prepare for
a great work.

If you are all for Christ, Christ is all for
you.

The spirit of missions is the spirit of Jesus.
Remember it is a glorious honor to be called
of God.

When we learn to pray, we learn to do all
other things.

God gives the command; it’s yours only to
obey.

The nearest approach to seeing Christ in
Heaven is to see Christ on earth.

No interest in missions means no interest
in that for which Jesus Christ was content to
live and die.

Alumni atque Alumnae.

Arthur Ford, Prin. at Scotts, Mich.
W. R. Moss, attending the U. of M.
Lulu Pickett, '95, teaches in Detroit.
Clara Allison, '97, teaching at Jackson.

Julia Bartlette, '97, teaching at Jackson.
Emma Mertz, '96, teaching at Bessemer.
Chas. H. Cogshall, '95, Prin. at Zealand.
H. C. Daley, '95, attending the U. of M.
W. E. Conkling, '88, Supt. at Dowagiac.
Adalade Urban, '95, teaches at Bessemer.
George A. McGee, '86, Supt. at Hudson.
Francis A. Norgate, '94, at home in Ovid.
Hope Hathaway, '97, third grade at Delray.
Grace Sherwood, '95, teaching at Bessemer.
Altaverna Briggs, '95, teaches at Bessemer.
Lena M. Johnson, '97, grades at Bessemer.
Nellie Van Patton, '97, teaching at Wayne.
Emily A. Comstock, '95, teaches at Cassopolis.
Gertrude L. Parsons, '95, teaches at Petoskey.
Jeanie McNicol, '95, is at her home in Ypsi-
lanti.


Mary Travis, '95, teaches Latin at Pen-
twater.

L. G. Holbrook, '95, Supt. of the Muir
schools.

F. L. Kern, '83, insurance agent, Butte.
Montana.

Adella Davis, a former graduate, teaching
in Detroit.

Eva Ditzell, a former graduate, Preceptress
at Bangor.

Edward J. Hall, '95, teaches in the Flint
High School.

APPEASING THE WRATH OF THE GODS.

MARIETTA GOODELL.

It was the first day of June in the year 320
B.C. Every bird was singing a welcome to
the month. Earth had put on her finest dress
in honor of the occasion. The young leaves
of the trees were a light, delicate green, not yet
having darkened into the deeper shades of
maturity. The sun, shining upon the trees, turned a part of the leaves to silver, while the others looked almost black in the shadows. The light and shade playing upon the grass, as a gentle breeze now and then gamboled among the branches and leaves of the trees, made it look so deep and dark, that one almost feared to tread upon it, lest he sink away down into its sea-like depths.

An old gray building could be seen rising up in these beauties of nature. The sunlight brought to view many crevices in the walls of the ancient building, which gave good testimony as to its age.

In terrible contrast to nature’s fairness, and the stately building, was a horrible black chasm yawning wide open in front of the edifice, prohibiting all ingress. A few people were standing upon its brink, gazing down into its deep blackness, and discussing this strange sight. Last night all was as usual, but now an apparently impassable gulf lay between them and the scenes of their daily offerings. They were calm men, not easily excited, but now fear had taken hold of them, and made even the strongest tremble. Who had offended the gods? What great sin had some one committed that this punishment should be inflicted upon them? A multitude of those whose custom it was to assemble daily at this place, had now arrived. The gods were offended. Who should appease them?

A man of medium height, light hair, and ruddy complexion, who appeared to be a leader, stepped forth, took his glasses off his nose, and then addressed the assembled people.

“Away with you! Depart to your homes! We will consult the oracle, and learn whose sin has caused this catastrophe. Return at noon, and if it chance that the gods reveal whose sin caused this, you shall be informed, and the wrong-doer punished.”

The leader then cleansed himself, and went to the oracle. The priestess, robed in black with a silver cross at her side, offered the sacrifice. As she intently watched the burning of the offering, she uplifted her hands to heaven. Her face was shining, and her eyes staring. Finally she chanted these words, and the fair young golden-haired priest in attendance took them down.

“Not for the sins of one, not for the sins of one, ye people! has devastation been brought upon you thus. The sins of many men have done this thing for you. Let each of you who daily worship here, bring what to you is the most dear. Throw it within the gulf, and then ‘twill close.’”

When this was told to the leader, he turned toward his home with a sad heart, and awaited the hour of noon.

At the appointed time all returned to the chasm, where they were informed of the decision of the gods. “Alas!” they moaned. “Must we then sacrifice what is most dear to us?” Some immediately thought of one thing, some another, and had tears sufficed, the chasm would have been filled.

In about an hour they returned. It was a strange gathering of people, and a strange collection of objects.

The first to walk up to the chasm was one closely connected with the leader. He was a venerable man, of medium height, and walked with a slow, stately tread. He carried no offering in his hands. His face was characterized by the same thoughtful, kindly expression that it always wore. When he reached the brink, he made a mysterious movement toward his head, and something white and feathery was seen to float softly down in the darkness below. The sun now shone down upon a head divested of its covering.

A few of the braver ones followed, and cast in their offerings. Then came a woman of commanding appearance, tall and well-formed, one whose standing posture all would do well to imitate. She hurled into the pit a number of “Saturday Afternoons,” amid the groans of the assembled people.

Then came a tall young man with blue eyes and pleasant manners. He carried with him a number of periodicals and books brought from a building near at hand. It was the nucleus of a great library. It, too, found its way into this deep pit.
A diamond ring, a few soft curls, a little white dog, a large, leather-covered ball, a pair of skates, a box of borated talcum toilet powder, and many bicycles now went into the chasm.

Then a dear, white-haired woman with a sweet, placid countenance, the favorite of all who daily gather at the building, let fall into the darkness, "The Five Institutions."

A tall man with piercing black eyes, accompanied by a woman dressed in white satin and pearls, walked up to the fissure next. He was explaining something as he walked, and with many gestures tried to make it explicit. His expression was inexpressibly sad. When he reached the edge he gently pushed the beautiful lady in white satin over the brink.

Then came a little man dressed with exquisite taste in the latest fashion. There was not a speck of lint upon his clothing, and a pair of glasses rested upon his nose. He was seen to throw a box. Upon looking closely this label was seen upon it: "Sarcastic Speeches."

A gay, debonair young man with brown curly hair, tossed into the opening a football.

A large, portly man now advanced, carrying in one hand a baton, and in the other a package carefully tied. As he threw the package over, the wrappings became loosened and "amen" without number floated downward.

A tall man, wearing a paper shade over his eyes, no one knew whether it was to keep out the sun or to conceal his tears, pushed over a beautiful white dog.

The crowd was fast dispersing. As each contributed what to him was most dear he sorrowfully seek his home.

At last the leader advanced, and with a long-drawn sigh, let fall his last "chance."

As the last gift was deposited, the yawning gulf slowly closed; and no mark remained of what once had been. The ground was as fair the building as stately as in the early morning. The next day the daily routine of offerings, and discussions of learned subjects were renewed.
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