The Normal College News, May 25, 1898

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The Normal College News.

MAY 25, 1898.

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NELLIE WESTLAND, Athenaeum

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WHY do we find drawing in our public schools? It should be there for the purpose of broadening public education in the direction of practical life, mental discipline, and culture. In the preparation for practical life, drawing is as important a factor as instruction in reading, writing, and arithmetic. Were it not for the knowledge obtained by such education industrial labor would be crippled through inadequate interpretation by the workmen of the designer’s thought.

The successful teaching of drawing must necessarily involve a clear understanding of the practical, scientific, and ethical value of the subject; also the value of the mental training which comes from the study of form and its interpretation through drawing.

One of the branches of general drawing is black board sketching, which is almost indispensable in the schoolroom and should constitute an important element in the teachers’ equipment. The better the work of instruction is presented and emphasized by illustrations, and at the same time made more attractive, the quicker will it be received and assimilated by the pupil. The necessity for the frequent use of the black board in giving instruction is readily recognized by the true teacher, and the better one’s command over its advantages the more valuable it becomes.

There are difficulties to be encountered in representing the value of light and shade upon the black board. The white crayon must be used for the outline of the object on the shadow as well as on the light side; however, with a good practical knowledge of elementary drawing, and the ability to see the distribution of light and shade upon objects, together with the simple laws of perspective, surprising results may be received. It is evident, to make sketching effective the learner must have a clear and distinct apprehension of the real form of the objects, and the apparent forms which they present to the eye in different positions; also much importance is attached to the ‘horizon line.’ It is to this line that every other line in the drawing is referred, and by its means the accuracy of the drawing is secured.

With black board work is used common crayon of medium softness and about one and one-half inches long, with the side pressed against the board. Poise the body naturally and erect, keeping nearly arm’s length from the board. Produce each stroke by a free arm movement from the shoulder, bending the elbow as slightly as possible. Draw with even pressure and produce a broad regular mark, allowing the texture of the blackboard to give transparancy. The width of the mark may be varied by changing the angle of holding the crayon when producing the line.

Practice on straight lines until uniform results are obtained easily and rapidly. At the outset the learner should determine that each stroke shall be correct. Much depends upon the will for the achievement of good work. There is a long list of objects that may be represented by a few straight strokes, as ladder, fences, door, bricks, gates, table, window, curtains, etc.

Study should be done as far as possible from the object with special notice of the direction of its prominent outline, also its special characteristics, and represent them by appropriate strokes, but do not attempt much, if any, detail at first.

Should the result be unsatisfactory, compare every part of the drawing with the corresponding part of the object and correct. To be one’s own critic half of the battle is won. Study, verify and practice until accurate im-
pressions are readily received and expressed quickly with simplicity and truth. This necessitates much mechanical labor, but "every progressive step will afford ample amends for every surmounted difficulty, and nothing is denied to well directed labor—nothing to be obtained without it."

When working on circular and spherical objects, stand at a convenient distance from the black board; give the arm ample room to swing in a circle; hold the crayon broadside on the board, and keep it in the same direction throughout the entire rotation. Make an even gray line. Should the first result prove defective do not erase but continue the circle until a good one is obtained. This may require much effort, patience, and practice, but success will come if truly sought after.

The circle is important. Many spherical and elliptical objects must begin with the drawing of a circle, as the sphere, apple, orange, cantaloupe, rosejar, watermelon, grapes, tomatoes, etc.

With a good circle and a few lines of well located and graded shading, which gives roundness and solidity, the sphere is represented.

By changing the regularity of the circle to harmonize with the contour of spherical specimens observed, with proper shading and the blackboard left as shadow, together with a few touches to emphasize prominent characteristics, other objects may be quickly and effectively represented. By flattening the circle above and below, it may be clearly seen that a series of eclipses will be obtained from which various objects may be formed by slight modifications.

Make drawings from good specimens, after which make memory drawings and compare with the model and continue the practice until proficient. Continue the study and practice on objects of similar shape.

The oval, which is the combination of the hemisphere and ellipsoid, forms the basis of many objects, as the egg, pear, pineapple, vases, etc., and should be studied and practiced in the same way as the previous work, also the cylinder and objects shaped like the cylinder, together with the cone and similar models give a great variety of familiar objects for study.

Ruskin, in one of his lectures, says that, "Nature will show you nothing if you set yourself up for her master, but forget yourself and try to obey her and you will find obedience easier and happier than you think." What wealth of opportunity then is about us on all sides. We see the open book of nature and study her lessons from the trees, with smooth or rough bark, gnarled or graceful limbs with their branches or twigs, and masses of foliage and shade. The long sweep of the level country, or the rolling hills changing into the hold, lofty mountains, with their gigantic pillars of granit and jagged rocks present another lesson, also the cascade as it gently falls over the rocks, or the wild, bounding cataract as it leaps over the precipice and murmurs on through the winding river to the lake or tempest tossed ocean.

"We can give but what we have received,
We can receive but what we give,
And in our life alone does nature live."

Not only does nature open fields for sketching, but equally rich is the storehouse of history and literature. One writer says, "that art can in no degree express an abstract conception." Let the history of the English people be illustrated by drawings representing the primitive homes of their barbarous tribes and continue these illustrations through the progress of the race to the present period. Will not these descriptive drawings render the history at least more intelligable? The same may be said of literature; for instance, let the teacher make on the board quick, clear sketches suggested by thoughts from "Snow Bound" or "Child Harold," and see if the illustrations, if they are worth anything, will not add interest and new meaning to the topic. Let the pupils select from the text good thoughts for illustration, and suggest titles to agree with the thought. Will anyone doubt that the conception of the literary thought is not made clearer by an attempt to translate it into an-
other art? Literature is taught that one may study humanity through its literature; why not teach drawing in such a way that the student may read humanity through its creations of great paintings, sculpture, and architecture? "The test of culture is found in one's capacity for expression:" however, to truly value its worth the tools of expression must be handled by everyone.

"'Prize what is yours, be ye not quite contented;
There is a healthful restlessness of soul
By which a mighty purpose is augmented,
In urging men to reach a higher goal.'"

A BREEZE FROM THE WEST.
C. E. YOUNG.

To appreciate North Dakota one must be a part of it. It is, however, not a crime to give away a few of the secrets of life here. To eastern people a western state always bears a "wild and wolly" aspect. While in a new country there is a lack of social conventionality, there are yet many admirable things that must not be overlooked.

Here everything and everybody moves. All work because they come here with the intention of doing something. They would probably be obliged to work even if their resolutions were weaker, as sentiment is not in favor of indolence. There is no dependent class; charity is still unorganized. Unceasing toil is probably the secret of the remarkable progress of the state. Parallel with this activity is apparent universal happiness, which is traceable to the good health provided by a splendid climate, and the plenty produced by a soil so fertile that, when "tickled with a steam-plow, it smiles with a harvest."

There is nothing antiquated about ways of living. Every suggestion is met with this omnipresent question, "Is it up-to-date?" Result—modern ideas and methods.

Despite pictures and prevalent ideas, there is great interest in culture. The school system is now well organized, and the demand for normal teachers is steadily increasing. Teaching is being considered a profession and not an occupation. Libraries are now started in nearly every town in the state, the pleasing feature of which is that people are reading them. F. Hopkinson Smith was surprised when he found western people reading "Quo Vadis?" North Dakotans were surprised at F. Hopkinson Smith.

Every town is provided with a church or churches. The Catholics predominate in some communities, but church lines are less apparent than in the East. Communicants are not so conservative. Even Catholics and Protestants unite occasionally to give entertainments for mutual benefit.

The young state government is based on the legislative experiments of older states, and has many admirable statutes. It is a prohibition state, but temperance (?) saloons are tolerated. Just as the laws may be, they have not enforced themselves. The period of slack administration, however, is past, for public opinion is now congealed enough so that the next state campaign promises to be fought on the law enforcement issue.

The agricultural wealth of the state has been widely advertised. Aside from this there are undoubtedly valuable minerals. Small deposits of gold and coal have been found in the Turtle Mountains. This is an interesting region from a geological standpoint, and is receiving the attention of those interested in that science. It is the only extensive naturally wooded district in the state, being covered with forests of birch and poplar. It has much beautiful scenery and is the home of wild animals, such as the bear, moose, deer, and wolf. A large part of the district is set aside as a forest reserve. On one side of the mountains is an Indian reservation for the remaining members of the Chippewa tribe. This mountain region is also the home of the Metas, or half breed French and Indians. Considered sociologically, these are interesting people. In nature the Indian traits seem to be in the majority. They are quite industrious, and are very slowly becoming educated through contact with the whites. The church school is more suitable to their disposition than the public school. They are Catholics without exception, and attend to religious duties with
THE NORMAL COLLEGE NEWS.

a zeal that should make eastern worshipers wake up in their pews. Their language is mutilated French. They claim that the whole state belongs to them, and want pay from Uncle Sam before relinquishing all right to title. This inborn desire to have possession of the hunting grounds of their fathers should not be sneered at, for their claim is not entirely unjust. At any rate they deserve special credit for not claiming the whole continent.

What North Dakota is and has is the product of only fifteen or twenty years of earnest labor by shrewd, industrious people. True, prairie homes are not yet elaborate; there are few mansions; the state does not boast magnificence, but "the future is here." Thus far the work has been one of preparation and organization. The agricultural and mineral wealth is awaiting development. Opportunities for the investment of capital are ample. The rate of interest is from ten to twelve per cent for money loaned on real estate security. The state needs strong-minded, strong-hearted, industrious men and women. It can support them; the "standing room only" sign is not up. For this reason the genius of prosperity looks eastward and says, "Young man, young woman, come west."

THE UNWRITTEN CONSTITUTION.

W. Ki-

THE political form created in a day has but a day to live. Substantial growth is slow. The ideas that control the law-making of the present are rooted deep in the past, and the state of the nineteenth century rests securely upon the foundations of the primitive community. Government has for ages been growing into better adjustment to the perfect life of the people. The inherent weaknesses that undermined the institutions of the ancient states lay in the failure of their governments to adapt themselves in spirit and form to the conditions of national life. Athens had her archons, her Laws of Solon and her Areopagus, but these were not all upon which the life and progress of this ancient state depended. Beneath these governmental forms was a people inspired by native ideals and restrained or energized by local necessities. The written laws and political forms that entered into the life and progress of those ancient democracies were creations of a force emanating from the very life of the people. This motive force of democracy constitutes a law of progress deeper than legislation. The life of the state rests in this law, which is named the unwritten constitution.

1. In order that greater freedom might be secured many governments have been founded upon written constitutions. These fundamental laws are not the creations of assemblies—they do not receive their spirit and force from a convention. They are real constitutions only when they rest upon the broader law inherent in the sovereign people. The life of any people is one of changes. And since the state exists to promote the welfare of the people, government is justified only by progress. Written constitutions cannot remain stationary and fulfil their purpose. They must conform to popular ideals. To all governments alike has gone forth the unaltered decree, "Evolution or revolution."

By the united efforts of the people many states have formed governments adapted to the needs of an advanced nationality, but after a few generations had passed these states possessed no longer the spirit and feature of their democratic origin. The English government under the Stuarts was a monarchy, but the Saxon town-meeting was its first form. How protect the sovereign rights of the people of a state from the government which is their own creation? This question has confronted the march of political forces through the centuries. The highway of history is a battleground on which democracy has struggled for progress, and the movement of statehood through all history has been toward embodying democratic principles in government. The doctrine of a king's divine right to reign retarded the advance of constitutional government, but to no end. "The state, I am the state!" This was the proclamation of a king
to a burdened nation. The rumblings of revolution had already shaken the Bourbon throne when it was uttered. Louis XIV. stood for a government that had long been severed from its real sovereignty and slowly but surely it sank into the darkness of the French Revolution. In the struggle against monarchy the people have at times been over­ridden, but there has been progress in government. Kingdoms and kings have risen to heights of glory and power, and have passed away. Political forms die with their generation, but popular sovereignty lives; the unwritten constitution prevails; and it stands today as enduring as humanity, and as certain in operation as gravity. Governments are durable and promote the public welfare only when they obey the great principle of democracy and conform to the growth of popular ideals.

II. While this popular sovereignty, this unwritten constitution, forms the basic part of the constitution of every nation, so each state also shapes its government to the conditions, racial, social and geographical, which enter the life of its people and bind them in national unity. The greater part of every fundamental law can be traced to forces distinct and peculiar to the nation. The fall of Napoleon's empire attests the truth that governments to be durable must rest upon the solid rock of national unity. The Austro-Hungarian state is today threatened with dissolution, because its constitution is unable to adjust its government to the political existence of two nations having no common life. The foundations of a state are not in the constructive powers of legislation, nor in the strength of administration, but are rather resting upon the basis laid by the hand of the underlying civilization.

The Rome of the Republic entered history as the creation of a citizenship bound, nobles and commons, in one purpose, which was the expulsion of tyrants and the obliteration of every vestige of tyranny. Why did the Roman citizen who for five hundred years had been learning to hate the name of king, finally submit his political rights to the dictates of an autocratic emperor? Because the senate and the people were no longer able to hold the conquered dominions under the government of the Republic. Rome was first and last a conqueror. The policy was to bind many diversified nations by the iron bands of Roman law. The republic merged into an empire; an empire whose imperial diadem was the gift of soldiery to a military king; an empire founded on slavery. Proud Rome! You have built a world empire under whose jurisdiction you have forced Egyptian and Israëlite, Greek and Gaul. You strive to cement these scattered and diverse elements into a nationality that has nothing for its foundation but military power. Your might and majesty must pass into decline ending in complete disintegration and awful disaster, for permanency in government grows from national unity, from the life of a people unified by the eternal principle of popular sovereignty active in securing the public good.

III. The American Republic has built its government upon a written constitution, embodying principles which are the growth of centuries of political experience. Popular sovereignty is the basis of that constitution. It was conceived by the mind of the nation and is supported by the popular will. Destroy this foundation of popular sovereignty, and nothing remains upon which a constitution may be constructed. The idea dominating our fundamental law is, that the government is the instrument of the state. Through representation our government is vitally connected with the life of the people, their will and welfare. Without this principle of representation our government would be severed from its real sovereignty; pervert the agencies of representation, and equality and the public welfare are no longer the spirit of legislation. The social forces that constitute the nationality of the American people, create and develop their national law. The convention labored to form a government that would possess permanency and power, while it insured to every citizen protection and civil
liberty, and maintained the institutions of republican government. To this end was established a government of enumerated powers. In the words of the Defender of the Constitution, "The people erected this government; they gave it a constitution, and in that constitution they have enumerated the powers that they bestow upon it."

The civil war put the constitution and the union under it to a severe test. The written constitution was the recognized base of the federal state but the American Rebellion was to be a lesson to nations, for it revealed a law broader and deeper than any written constitution. The opposing forces of union and disunion met in mortal conflict. The powers of the national government were directed to the preservation of the "Union as it was." A government of enumerated powers could not sustain the Union for which it was created. The constitution itself was in danger of being sacrificed to succession. But the written constitution was framed to aid and preserve the Union, not to hinder and destroy it. In order to maintain the constitution the national government must exceed its constitutional bounds, and congress and the president assumed authority in legislation and administration not delegated by the fundamental law of the Republic. The limits of the written constitution were forgotten in the turmoil of civil war, but there was a greater law in obedience to which liberty and union marched hand-in-hand, and a preserved and unified nation is today the glory of American civilization and the hope and inspiration of a world. Beneath the written constitution was the sovereignty of a people who were strengthened in every fibre by the exercise of political rights for a century, and who knew themselves to be the state. Antietam and Gettysburg were battles for humanity. Human rights, national unity and the destiny of democracy were here assailed and defended. The written constitution was great, but the constitution grown deep into the hearts and lives of the American people, the unwritten constitution of nationality, was the mighty power that lifted the Union above the waves of dissolution and crowned American freedom with a diadem, the reward of many battles.

IV. The stability of a written constitution is guaranteed only by amendment. The law of a state must develop with its civilization. Changes in political forms must indicate expansion of democratic principles if the institutions of republican government are to survive. The power to form a constitution implies the power to amend it. Through amendment the written constitution adjusts itself to the progress of democratic principles and to changing conditions of national life. England's constitution is one of slow growth, and the permanency of the English government is secure because the growth of her constitution has been the evolution of her national life.

The fundamental law of our republic embodies the bill of rights which insures to our nation's future free institutions; it contains a plan of government which has grown with the progress of our nationality; it provides for amendment to the end that the national government may conform in spirit and form to the unwritten constitution, and thus serve and protect the public weal.

V. This written constitution is the bond of the union. It has both served the needs of peace and withstood the assaults of war. Nations have read from the emblazoned pages of this sacred scroll, the message of the enfranchised masses to the world. Europe read, and a mighty impulse for freedom has carried her far into the absolute monarchies of a century ago. South America read, and burst the shackles of despotism; and even now benighted Africa and suffering Cuba are feeling the thrill of its truth and the glow of its light. The converging streams flowing from the past, bearing the freighted argosies of nations of other days, have united in forming the un Stayed current of political progress. And Columbia launches upon the forward moving tide the ship of the Republic, and all afloat, move on to enrich the golden future of the world.
I reverence the constitution for what it has been: I love it for what it is now, but more, I trust it for what it is to be. It stands as the fundamental law of the greatest republic of history. Its foundations are broad and deep in the sovereignty of the people. But best of all, it is destined to stand a rock of ages, the eternal bulwark of a democracy that is ever widening under God, toward the perfection of human government.

A LETTER FROM CHICKAMAUGA,

Chickamauga Park, Ga.,
May 19, 1891.

Dr. Boone, Ypsilanti, Mich.

My Dear Sir:—Sitting on the ground with a box for a table, I will make an attempt to tell you something of our trip and of this famous battle ground where we are camped.

We left Island Lake at 12 o'clock Sunday night in sleepers. At all the cities through which we passed we were given ovations. Cincinnati outdid them all. It seemed as if every steam whistle in the city was turned loose on us.

I enjoyed the trip immensely. The scenery was grand. We arrived at Chattanooga, Tuesday morning, and remained there until noon. It is a beautiful city of 40,000 people, situated in a valley, surrounded by mountain ridges, which culminate in that famous peak, Lookout Mountain. Away upon its summit can be seen a mammoth summer hotel and the power house for the electric railway, which runs to the top. I am planning to visit it at the first opportunity.

The park is situated about 12 miles south of Chattanooga. It comprises a track of 6,000 acres. About half of the grounds are forests, and the remainder grassy fields. All the important points of battle are marked by tablets, giving a brief description of the troops taking part, etc. Cannon are planted in various places, to show the positions of batteries, and numerous monuments show where many brave boys, both the blue and the gray, laid down their lives.

If one comes here with the idea of seeing a Belle Isle, or a Lincoln Park, they will be greatly disappointed. It is nothing of the kind. The fields are just plain fields, the same as we see in Michigan, and the woods or groves are very much the same, except the underbrush and small trees are kept cleared up, and the trees are Georgia pine, hickory, oak, and sycamore. I do not wish to say anything against the place, for it is beautiful, but different from the parks we are used to seeing in the North.

It is very warm here; has been over 80° in the shade. There are a few small streams of water running through the grounds, in which the boys try to bathe as best they can, though we would not think of going into such a place in Michigan.

Tuesday night we slept on the bare ground about 100 yards from where the great battle began. Last night we had our tents up, but the bare ground for a bed. This morning we received the glad news that we were to have straw tonight.

Our breakfast this morning consisted of a cup of coffee and a piece of bacon between two slices of dry bread. But not a boy complains, but does what he is told to do in a cheerful and soldierly manner.

As we left our rifles at home we will do no drilling until we get our new ones, so just for exercise, as the Colonel says, we will move each day. About half of our company walked two miles yesterday for the privilege of bathing in Chickamauga Creek, at Alexander's bridge, a Confederate position.

It seems hard to realize that we are amidst the scenes of the Civil War, and that on the very ground where I am sitting occurred some of the hardest fighting of that memorable battle.

Troops are arriving here daily. Those from some of the states look pretty tough and dirty. From what I can learn the troops from dear old Michigan are better soldiers, better in an intellectual sense, better morally, and in every other way. I do not say this from a partial point of view, but it is the opinion of every one whom I have heard express himself.
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The Ypsilanti boys are all well, and enjoying themselves here despite the inconveniences which they are experiencing. I think of the Normal often, and of the pleasant days I spent there during the past year, and I hope I may be permitted to return and finish my work.

Yours very respectfully,

ALBERT E. TAYLOR,

EDITORIALS.

COGITATIONS ON CRIMINAL REFORM.

To inflict punishment corresponding to the offence received is revenge. Revenge is animalism, for it comes under the category of anger or hatred. I would not make the fear of punishment less, neither would I jeopardize the safety of the state, but I would put the motive of the state above the motive of the criminal.

* * * * * * * * *

Many states still hold to the old barbaric principle, "An eye for an eye, and a tooth for a tooth," on the plea that crime is committed less frequent under laws of capital punishment than under those of imprisonment; but figures do not justify their claims. But, granting that crime would be made more frequent under humanitarian laws for the present, laws should be made with the future in view as well as the immediate present. When will the people come to realize that laws should be constructive as well as preventive?

* * * * * * * * *

Is it not possible that the state may supplement the influence of the schools in reforming men and women? May our legislators awake to the realization of the lesson offered them by the Elmira Reformatory. Young men and women who have become dangerous to society are taken to this institution. Out of the whole number examined and pronounced by the criminalogists to be capable of murder in the first degree, 86 per cent have been returned to the outer world. None of them have since committed murder. Four-fifths of them have become good citizens of their state. If so much can be accomplished after the lower instincts have had full sway, what may we not expect from younger subjects?

The leading article of the next issue will be given by Pres. Boone on "Richard Realf."

Local and Personal.

NOTES.

Normal hall will hereafter be supplied with hymn books.

Supt. W. J. McKone has resigned his position at Mason.

Mr. H. B. Gibbs, '98, has been elected principal of the DeWitt school.

Miss Myra Bird will study with Arthur Foote, in Boston, this summer.

Miss Kate R. Thompson entertained her mother from Grand Rapids, last week.

Mr. Guy O. Doxtader, '98, has been elected superintendent of the South Lyon school.

Prof. Hoyt will deliver the commencement address at Mooreville, June 3, and at Howell June 23.

Miss Jessie Phelps, post-graduate of the U. of M., has been elected assistant instructor in zoology.

Pres. and Mrs. R. G. Boone will give a reception to the Seniors at their home, Friday evening, May 28.

Miss Ella Wilson, '98, will take charge of the eighth grade in the Jackson Central schools next year.

Mrs. Taylor of Albion, nee Miss Lizzie Gurney, Normal student, '62, visited the Normal last week.

Inspector J. L. Hughes of Toronto, Canada, will deliver the commencement address for the Seniors this year.

Mr. Watermann of the Watermann photograph gallery, presented the girls' Gym. with a fine framed photograph of the basketball team which defeated the Olivet nine.
Basketball has been dropped from the Phys. Tr. II. classes in the girls' Gym. on account of the warm weather.

Miss Flaherty's basketball team, against a selected nine, played the first outdoor basketball game of the season.

Last Saturday evening Mr. E. S. Murray and Mr. John Mitchell were initiated into the mysteries of the W. T. C.

E. P. Lyon, business manager of the Albion Pleiad, was entertained by a Normal girl, May 15 and 16, at Ypsilanti.

The wheel room in the basement of the Conservatory is now open for the use of wheelmen and "wheel-ladies."

J. W. Howard, of '96, teaches general history and grammar at the two months' session of the summer school at Standish.

Supt. S. J. Walters, '97, Brookings, South Dakota, has been re-elected to his position, with a $50 increase, making $950.

The S. C. A. gave a "rice eat" in Starkweather Chapel, last Saturday evening, after which a short program was rendered.

Mr. John Morse, '98, has been elected assistant instructor for next year in the Department of Drawing and Geography.

Miss Nellie H. Hall, '96, has been recently engaged as instructor in the Normal Department of Genesee Collegiate Institute, Illinois.

Prof. McFarlance has been granted one year's leave of absence to travel in Europe. He will spend the greater part of his time studying in Vienna.

Miss Grace Paxon gave her recital on Tuesday, May 25. Miss Laura Cruickshank gave the vocal numbers. The recital occurred too late for press comment.

Dr. Putnam is temporarily absent from his classes, which are now under the direction of Prof. Hoyt. Dr. Putnum is now seventy-six years old, and until this semester has been quite vigorous, rarely ever missing any of his classes.

Physical examination has begun in the woman's gymnasium. The results are very encouraging, the improvement made by the year's work being even more noticeable than last year.

Oscar Garreissen gave his farewell program before an appreciative audience at the opera house, on May 20. Mr. Garreissen will be missed by many Ypsilanti friends when he leaves for his new home in Chicago. The concert was for the benefit of the Ladies' Library.

Miss Belle Beardsley gave her piano recital on May 19. Banks of ferns and clusters of pink blossoms graced the stage, which was set as a drawing room. Miss Beardsley played well, and was assisted by Miss Harlow, soprano, and Miss Wiard contralto.

Arrangements are being made whereby it is hoped to reduce railroad rates to alumni of the Michigan State Normal College who wish to return to their alma mater during commencement week. Further announcements will be made in subsequent issues of The News.

The business manager of the Aurora has a sample copy of the book (for a look at which a nickel will be charged). The writer has paid his nickel. With all due appreciation to editors and business managers of past Auroras, we are safe in saying that there has been none such for $1.00.

On May 13, a personal Olympic program was presented, and on May 20, a miscellaneous program. We know that our Olympic friends are with us each evening, in spirit, but we beg to remind them that spirits do not occupy much space, and that we are always glad to see the faces of our friends.

At the Wednesday recital, numbers were rendered by the Misses Pearl Haynor, Lou Miller, Del.ym Deibel, Florence Egelcr, Litha Waterman, M. Louise Ayers, Jessie Myers, Grace Gates, Maud James, Mrs. R. M. Barnett, and Messrs. Howard Brown, Fred Anderson, and Sam Hotchkiss.
The following Seniors, '98, have secured positions for next year: Miss Ida Macklem will teach three classes in history and one in algebra in the "Soo" High School; Miss Adaline Doench, second grade, also at the "Soo;" Edith Adams, first kindergarten at Traverse City; Edna Pugsley, second grade at Flint.

Monday evening, May 16, Prof. Trueblood, of the U. of M., gave an abridged reading of "Hamlet." Although he partially failed to enter into the spirit of Ophelia's part, his rendition of Hamlet's part of the drama was exquisite. His gestures, his feeling, his facial expression are those of one not acting the part, but living it.

The stage of Normal Hall on the night of Miss Wallin's recital was beautifully decorated by her friends. Great boughs of apple and pear blossoms were arranged artistically in large jars. Mr. Smith Fish was in good voice and was warmly welcomed by his Ypsilanti friends. Both Miss Wallin and Miss Abba Owen were heartily congratulated on the rendering of the program.

The Senior class met Tuesday, May 17. A committee was appointed to confer with the Faculty concerning the purchase of the fountain. A committee also was appointed to look up the matter of commencement invitations. That the fountain will be purchased is now a fact. One hundred fifteen Seniors have already pledged themselves to furnish $1.00 each. "Are there others?"

The Normal military company elected the more important officers at a business meeting held after drill last Saturday night. For captain the names of Messrs. Kelly, Cludt, and Ferguson were presented. After several ballots Mr. Kelly received a majority. Mr. Davis was elected first lieutenant by acclamation. Mr. Cludt was elected second lieutenant, and Mr. Turner second sargeant. Mr. Mitchell had already been elected orderly sargeant. The minor offices are to be filled by the captain.

The J. P. N. held one of the most enjoyable meetings of the year with Mrs. Burton, on Saturday evening, May 21. After a pleasant social time the members partook of a sumptuous banquet, which was a great credit to the worthy hostess. Miss Loughrey was selected toastmistress of the evening, and toasts were responded to by the Misses Eddy, Perkins, Mitchell, and Westland. No members of the school appreciate, more than the J. P. N. girls, the value received from contact in a social way of student with faculty, and it is with a great deal of pride that they speak of Mrs. Burton as a member of the J. P. N.

PROFESSOR ELMER A. LYMAN, A. B.

Professor Lyman, who succeeds Dr. Smith as head of the department of mathematics, is not a western man by birth, although he is one by education. He was born in Manchester, Vt., in 1861, but prepared for the University of Michigan at the Kendallville, Indiana, high school.

Entering the University in 1882, he was graduated in 1886 with the degree of Bachelor of Arts. He at once entered the profession of teaching, and was one year at Parla, Kansas, and three years at Troy, Ohio, as principal of the high school, before being called to an instructorship in the department of mathematics at the University of Michigan. Since 1890 he has been at Ann Arbor, and has carried on a large amount of graduate work in pure mathematics, mathematical physics and mathematical astronomy.

Professor Lyman is a successful executive as well as a successful teacher. He organized the University Summer School five years ago, and he has had charge of it ever since, succeeding in making it widely known throughout the country. Few men in the state know the high schools better than he, and few in the University have done more work in institutes. He has assisted in mathematical textbook work, and is one of the authors of the algebra used in the University. He is a member of the American Mathematical Society.
and takes an interest in various scientific and educational gatherings.

It will thus be seen that the State Board of Education made no mistake when they selected Professor Lyman, although over sixty other names were under consideration, including those of members of the faculties of a dozen of the leading universities of the country. We are sure that we voice the sentiment of the Faculty, the students, and the alumni, when we say that Professor Lyman will find a cordial welcome in Ypsilanti.

PROF. JAMES W. SIMMONS.

In the recent election of Prof. Hoyt to a place in the department of pedagogy the Training School directorship became vacant. Hon. J. W. Simmons, for a year a member of the State Board of Education, resigned a month since, and was subsequently elected to succeed Prof. Hoyt.

Mr. Simmons is a graduate of Hillsdale College, and has had large and successful experience as a teacher, superintendent and institute worker and conductor. He has been a member of the State Reading Circle Board, and is President of the State Teachers' Association for the current year. In various school positions in Michigan he has shown himself a capable leader and administrative officer.

In his new capacity as superintendent of the College Training School he will have ample scope to apply his large experience and test his educational theories. The work, both in practice and observation, is increasing annually, the classes are crowded, and it needs a philosophic mind and an expert critic to give wise direction to the several exercises and rightly to apply the course of instruction. Mr. Simmons will have the best wishes and the hearty support of every alumnus of the school, not less than the loyal co-operation of the current membership, both among faculty and students.

PEDAGOGICAL CLUB.

The Pedagogical Club met on Tuesday evening, May 17, in the reading room of the Library, which proved a most pleasant and convenient place for the purpose. The evening was given over to the Department of Physical training, with the following program:

1. Place Physical Training ought to occupy. Its present status.—Prof. Bowen.
2. Physical development and training of the individual.—Mrs Burton.
3. Medical inspection of schools.—Dr. Murray.
4. Profession in Physical Training; some points in which it differs from the school work.—Miss Mann.
5. Physical Training with grades; the attitude of teachers and pupils toward the subject and its effect upon them.—Miss Starks.

Mr. Bowen incidently gave a clue to our lack of effective work in athletics in two points—1, while our system of Physical training is in advance of that of the other colleges of the state, the money is here spent entirely for the regular work of the Gymnasium and the benefit of the whole school, while at the others it is spent in trainers for the athletic sports—2. The lack of faith kept by our men who enter for training, but devote far less time than they pledge themselves for.

Mrs. Burton gave many interesting details of method, and statistics of improvement as shown by the records kept. Dr. Murray explained the system of medical inspection, pointing particularly to the fact of decreased probabilities of spread of infectious diseases. Progression in Physical Training gave Miss Mann opportunity to mingle much keen irony with some wholesome pedagogical truths, humorously insisting on the logical sense and sequence as necessary in this subject as in arithmetic or history. Miss Starks emphasized the fact that the qualifications necessary to a good teacher in any primary work must be combined in the teaching of Physical Training—alertness, self-control, tact, and a perfect command of the whole situation.

It is a paper which all students and Primary teachers would do well to ponder seriously.

In the absence of Mr. Hoyt, the last paper was omitted.
We are glad to notice that a new picture of Mrs. Starkweather has been placed in the office at the Normal.

Last Wednesday evening, the S. C. A. held its annual election of officers at Starkweather Hall. The result of the election was as follows: Pres., Mr. Lee; Vice Pres., Miss Sarah Gilespie; Recording Secretary, Miss Elsie Tuttle; Corresponding Secretary, Miss Webb; Treas., Mr. Stewart; and Librarian, Mr. Ruesink. As members of the Board of Directors, Prof. Putnam and Miss Paton were appointed to succeed themselves, and Mr. Guy Fleming as student member.

Saturday, May 22, the Normals crossed bats with the M. A. C. team on the new athletic grounds. The fact that the Olivet and Kalamazoo had each defeated M. A. C. twice, and that the Normals had won from each of these teams, led us to think that victory was easily within reach, but what a mistake! The visitors went to bat first, and the game started with a "pop-up," which the home team watched in wonder and surprise, until it followed to the ground.

So the entire game went. The outfield was perfectly helpless; not more than one chance out of four was accepted and accomplished. The infield, with one exception, played good ball; but, despite the innumerable bases on balls, wild pitches, and men hit with balls, the Normals could do absolutely nothing with the stick.

The M. A. C. team was no match for their opponents in the infield, while the outfield did not get sufficient opportunity to show their ability that any judgment could be formed. They could hit the ball, however, and hit it hard. The score was 16 to 6.

Monday afternoon the Albion team visited at the Normal, and despite the crushing defeat of the previous Saturday the latter team felt quite confident, as their visitors had been defeated by every team they had met except one. But the record of the previous game was broken. Bad as that was this was even worse.

The infield of the home team played an exceptionally good game, with the same exception as Saturday. They were far superior to their visitors, but when two men make nine errors in one game, costing at least ten scores, it matters little how well the other men play. The batting of both teams was good, but the outfield of the visitors was much the stronger. After counting three times around on our fingers we lost track of the score, but a friendly short-hand writer told us the result was 30 to 16, as near as he could follow it.

Last Friday and Saturday losing games were played with the Kalamazoo and Albion teams, respectively.

It has been asked why the boys do not play better ball of late. The reason is pertinent to anyone with half an ear for music. The boys were simply humiliated by the appearance of and the strange noises issuing from the remaining forces of that once famous Normal band.

Local field day sports will be held on Normal campus, Friday, May 27. Normals will compete with U. of M. students in both indoor and outdoor sports, generally given at inter-collegiate field days.

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