6-1898

The Normal Record, Volume ll, Number 3, June 1898

Longwood University

The Normal Record,

JUNE, 1898.

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State Female Normal School,

Farmville, Va.

THE NORMAL RECORD.

. . . PUBLISHED QUARTERLY. . . .

VOL. II., No. 3. JUNE, 1898. PER YEAR 50 CTS. SINGLE COPY 15 CTS.

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LITERARY.

TRANSLATIONS.

EXTASE.

(*Hugo.*)

I sat by the sea one starry night,
Not a dark cloud hid the sky
My eyes saw nature's ideal light,
Woods, fields, and mountains high
Appeared to ask in murmurs low,
The ocean's wave, the heaven's glow.

And the golden stars of the infinite space
With voices high and low
Speak, as they bind their crowns of grace,
And the restless waves that flow
Proclaim, at every rise and fall,
It is the Lord, the Lord of all.

L. T. R. AND A. L. P.

TO SESTIUS.

(*Horace.*)

Stern winter has vanished before spring advancing,
The sailors are dragging their ships to the shore;
The flocks leave the stalls, now with joy they are prancing,
The farmer draws back from the fire's bright glancing,
The meadow is whitened with cold frost no more.

Now forth to the dance steps the Lady of Cythera,
Sweet Venus, accompanied by nymphs from the wood;
The Graces trip lightly, not fairer is Hera,
While soft blows the breeze as o'er sea-bound Cabrera,
And bright are the moonbeams on forest and flood.

The smithy of Vulcan with firelight is glowing,
While hard toil the Cyclops, big, brawny, and red;
Now, now pluck the flowers that lately were showing
First leaves, and to-day in the warm fields are growing,
And weave in a garland to place on thy head.

Now offer to Faunus a kid with glad singing,
With loud acclamation, for spring has returned;
But even now Death, cold and pallid, is bringing
Deep sorrow to mansions with blithe music ringing,
And huts on whose hearth-stones the last stick has burned.

So Sestius the happy, our brief lives forbid thee
To cherish the hopes that men cling to in vain;
The dark night awaits thee, and death soon will rid thee
Of this mortal body, and then thou amid the
Dread shadows wilt wander in Pluto's domain.

—Brownie Taliaferro, *February*, '99.

"DU BIST WIE EINE BLUME."—Heine.

(*From the German.*)

Like unto a flower thou art
So sweet, so fair, so pure;
As I gaze on thee with wonder
Thy grace my heart doth lure.

Ah! so gently would I lay
My hand on that fair brow!
And pray to God to keep thee
As pure and sweet as now.

—Alice Bland Coleman, '99.

PROFESSIONAL.

DEBATE.

Discussed February 28, 1898, by Members of Senior B Class.

THE AFFIRMATIVE.

The question for discussion is this: *Resolved*, that the study of English grammar be abolished from the public schools.

The opposition will declare that English grammar shall remain, for it is eminently a means of mental training, in that it trains the student in subtle and acute reasoning, and lays the foundation of a keen observation, and correct literary taste; for it is of practical value, because it helps the pupil to speak his own language correctly; for it is also of practical value as an aid to composition, so far as readiness, ease and accuracy are concerned; because in learning a language it abridges labor by generalizing all that can be generalized, thus making it an economical study. It is these heads that we wish to take up, one by one, and disprove and try to show that the study of English grammar should be abolished from our public schools.

I. Let us take the first head and look first at the latter part of it. "It lays the foundation of a correct literary taste." Does this mean that we are to apply our grammar rules to our reading? Are we, when we read the grand passages of Homer, Milton, and Shakespeare to be continually on the outlook for some grammatical mistake? But it can hardly mean this, since we remember that what was correct grammar then is anything else now. Are we to read with the thought in our minds, "In what case is this word? What number? What does it govern?" Or can we imagine those noble writers parsing their own works with wrinkled brow, and brain

running over innumerable rules and formulas? Most assuredly not, when we know that *they* did not know what grammar was. Perhaps that way of reading will do for some people, but for those who seek the deep and inner thought, it ruins everything. Besides, it is a study far above the intelligence of the ordinary public school mind. A critic in the *School Review* says: "Certainly the æsthetic thrill is better than most things the world gives us," but this we fail to get when we apply grammar to literature. On the contrary, it is a very dangerous thing in the hands of the public school child, as it will give that sort of familiarity that gives a disrespect and contempt for the author. Then it cannot give a correct literary taste. The *School Review* for '93 says: "Teach English, but not English grammar"; that if the young idea had been taught to shoot crooked, the sooner it is made straight the better. But don't make the vain attempt to do it by overloading the brain with the technicalities of a science not at all appreciable to the child mind. Would it not be better by far, to spend the time now wasted in teaching rules that will be forgotten or confused, in teaching, by example and object lessons, the correct English they will need in after years? Perhaps just here you will refer to Mr. Barbour's remark, that "this art of grammar cannot be attained by reading good literature or conversing in polite society, but by adding to this a study of a beautiful system of grammatical principles." In the first place, Wickersham says grammar is not an art; that part, so called, belongs to rhetoric and not to grammar; and secondly, the majority of our critics disagree with Mr. Barbour, and say that, add constant watch and never-failing correction in the home, and the same end will be accomplished with even better results.

Then let us look at the first part of our question, "Trains in subtle and acute reasoning." As I have said, there is a place for the study of grammar, but it is for special students, and the mind of the young child cannot grasp it. Studies must be adapted to the order of the mental development, and it is absolutely absurd to require children to pursue at first a study requiring reason, since that is the last of the mental faculties to develop, and in the grammar, the first thing is a mass of definitions that might confuse a superior mind. The question then presents itself, "Have we time to waste in our schools in teaching these since they amount to nothing but confusion to the child?" Wickersham says grammar should not be given to a child under fifteen; that under that age he is utterly incapable of the reasoning and reflective study necessary. But by the time the majority of children reach fifteen, they are beginning to leave the public schools. Again, would it not be better to train in the way they should go, by example and object lessons, than to cram their brains with an inconceivable number of formulas that will soon be forgotten or confused. This cramming process requires mental activity, we acknowledge, but it is the activity of a single faculty at the expense of the others. It merely forces memory; it does not, it cannot, develop power to think, reason, or know. So says *The Educational Review*. As to English grammar being a mental discipline, Gen. Armstrong, of Hampton Institute, says it is a difficult science, the use of which in elementary schools is a direct violation of all rules of pedagogy. As the training can be gotten as well or better from other studies, for instance, natural science, which has also the additional advantage of practical value, shall we continue to cling to this? The Committee of Fifteen says it shall remain, but if the same advantages with others can be gained from other studies, why should it? They give reasons for its remaining, and those very reasons show that it is a study far beyond the comprehension of the public school mind. Two causes have conspired to overthrow the study of grammar. One was the conviction on the part of the teachers that it was largely barren of results. The other, that it is artificial. Wickersham says: "If it *is* a science, it is not taught or studied as such, but is

merely an artificial and arbitrary system, built up *apart* from the ground upon which, as a science, it must rest." Then what is it? Neither art, nor well-founded, stable science. Are we to teach in our public schools a study so confused and so confusing, so unstable, and so utterly useless?

II. Grammar, it has been said, is of practical value, because it helps pupils to speak their own language correctly; but how can this be true when we hear every day children using the English language incorrectly, while at the same time they are studying English Grammar in the public schools. Why is this? It is simply because they do not hear correct English spoken in their homes, and the people with whom they talk do not always speak correctly, although they may know English Grammar perfectly. It is very often the case that persons who have attended the public schools for years do not speak correctly. Prof. N. D. Whitney says, "The fact that the leading object of English Grammar is to teach the correct use of the language is an error, and one which is gradually becoming removed, giving way to the sounder opinion that grammar is the reflective study of the language." The rule is, that those persons who habitually hear good English spoken, and who habitually read good literature, learn to speak with propriety; so we see from this that a knowledge of grammar is no guarantee of propriety of speech. Hinsdale says that no one ever changed from a bad speaker to a good one by applying grammar rules to what he said. Then, too, he says, that speaking is an art, and you can but admit that it can be obtained only by the practice of speaking. No doubt, as Dr Fitch writes, there is a sense, and a very true sense, in which all careful investigations into the structure and words and their relations gives precision to speech. But this is an indirect process. The direct operation and use of grammar rules in improving our speech can hardly be said to exist at all. As Prof Whitney says, it should be a pervading element in the whole school and home training of every child to make them use their own language with accuracy and force, but this is not the study of grammar, and it will not bear the intrusion of much formal grammar without being spoiled for its own ends. It is constant use and practice under never failing watch and correction that makes good speakers. In one of the school Reviews the following is found written by John Tetlow: "The process of carrying a verb form through slight changes of inflection which characterize the different numbers and persons in English, is uninteresting and monotonous, if not stupefying to an English speaking child who uses most of these forms correctly by instinct." This being the case, can you, then, give one reason why a child should be stupefied and worried with this monotonous process? Again, Dr. Fitch says, that the study of English Grammar from the scholastic text-book, as it is in the public schools, even if the whole of it is learned from beginning to end, is very little help in improving the pupil's speech; and I also find from Hinsdale that from the reading of good books, diligent information of learned masters, studious advertence and taking heed of learners, hearing eloquent speech, and finally, busy imitation with tongue, more availeth shortly to get true, eloquent speech than all the traditions, rules, and precepts of masters.

III. The uselessness of the study of what is called English Grammar is shown by the fact that none of the great writers and speakers of English before the present century were at all instructed in it. Is there any use in teaching something that was utterly unknown to Chaucer, Shakespeare, Goldsmith, Burke, Stern and to the translators of the English Bible? And what English, short of that of the English Bible, is to be compared with that of John Bunyan?—a man not only ignorant of English Grammar, but of any grammar at all. It is quite true we have produced some writers who speak the English language with freedom and inborn mastery, but the

mass of our free and independent American citizens would have written better, more naturally, easily, forcibly, idiomatically, if English Grammar had never been known. The generation that produced Bacon and Shakespeare would as soon think of setting up a school to teach young ducks to swim as to teach English boys and girls the art of writing correctly. Why, then, should we waste time in studying something of which the great men knew nothing—men whose use of the English language we but feebly emulate? Since Shakespeare, Bunyan, and all of these great men I have mentioned, wrote easily, naturally, and with readiness without any knowledge at all of English Grammar, why cannot it be abolished from all *public schools?*

IV. Finally, we say English grammar shall be abolished because it does *not* abridge labor by generalizing all that can be generalized. Our first question is, Why should we spend so many years in studying English grammar since we gain such unsatisfactory results? One reason that the results are so unsatisfactory is, that the work, as has been said, is often too advanced for the student. Another reason, which Miss Mansfield gives, is that it is taught from a text-book. What is it that contains everything generalized that can be generalized? Isn't it the text-book? And if you cannot obtain satisfactory results from studying the text-book, which is done in the public schools, how, then, is it abridging labor? White says, "America has been the great field of labor in English grammar, and the first great English grammar—the one by which school-boydom has chiefly been oppressed—was written by an American." He says that "the influence of this book and its imitations in our country has *not* been happy. Our English has suffered from it, and I believe many would have spoken and written better if the grammar had not been written." How, then, is it abridging labor to study English grammar? White again says: "It calls up vividly the vague, confused memories left in most minds by the study of that absurd and utterly useless 'branch' of education—grammar. I believe that the effect of its study is to cramp the free action of the mind, to bewilder and confuse where it does not enfeeble and formalize; to prevent the true excellencies of English speech, and, in brief, to substitute the sham of a dead form for the reality of a living spirit. The grammars of the oldest language known—the Sanskrit—is of all grammars the most complicated. Grammars are getting less and less so; for example, the subjunctive mood is almost gone, and the distinction between *who* and *whom* seems to be disappearing, . . . and the adverb is beginning to yield to the adjective." And I believe the whole thing will gradually disappear. It certainly will if it continues at this rate, so what is the use of learning it?

We also find it said: "There are many intelligent persons who have never studied grammar whose opinions on questions with which analysis and parsing are supposed to deal specifically are quite as valuable as the opinions of most teachers of those subjects, and whose opinions on historical grammar are much more valuable." Again, how can we say grammar abridges labor when it is the hardest study taught in the public schools, and requires the most study if it is properly studied? "After the enforced memorizing of grammatical rules for years," as Barbour says, "children have continued to write incorrect English. Rules," he says further on, "may be memorized without being understood. Their application is more or less mechanical, and, therefore, barren of results." What do these rules mean? "The nominative case governs the verb," and "the verb must agree with its nominative in number and person"? Hinsdale says, "The only thing they can mean is that occasionally this is true, while in most cases it is *not* true." These rules absolutely express no facts whatever when they are applied to the past and future tenses of the verb. Much the same is true of other rules. The direct operation and use of grammar rules in improving our language is hardly a reality. And as no one ever changed

from a bad speaker to a good one, just so no one ever changed from a bad writer to a good one by the applications of grammar rules. If grammar rules are drawn from the language as actually used, and the language is continually changing, how is it abridging labor by learning these rules? It is continually learn, then forget, that you may learn the new. Would it not be vastly better to read and be intimate friends with the best writers and speakers, from which these rules are made? Are we gaining time or losing it by the study of grammar? The answer is clear, time is wasted by teaching it in public schools.

SUMMARY.

Looking back over what has been said, we take it as a whole again; and from the arguguments brought forward we see that indeed grammar should be abolished from the public schools, because, if we apply its rules to literature, it brings a familiarity that breeds contempt for the grand and noble passages we read; that in so doing we lose the inner thought and the æsthetic thrill, because the brain would be overburdened, and would doubtless fall, under the task of remembering the details and verbal parallels and technicalities of the science that it has neither time nor capacity to grasp; because this time so wasted could be better spent in teaching, by example and observation, the correct English that they need; because the mental training claimed to be developed from its study is better, and with additional value, gotten from other studies; because of the psychological fact that a young child is not capable of the reasoning and reflective study necessary; because it has been proven by the teachers that the study is largely barren of results; because it exercises merely the memory of young children who cannot reason; because it is a study above their brains; because it is neither art nor stable, well-founded science; because its study has never been known to change a bad speaker or writer to a good one, for good writing and speaking are arts, and can only be gained by practice; because it is tiresome and uninteresting; because, although learned from a text-book, it is an utterly useless study; because, without its aid, great writers have attained ease, accuracy and readiness, and because they wrote grand and noble thoughts that could never be inspired by an English grammar; because it is a waste of precious time that could be far better spent; because it in no way abridges labor; because what little grammar English has is fast disappearing; because its rules mean only that sometimes a certain thing is so, while very often it is not so; because its effect in improving our language may be said not to exist at all, so faint and small it is; because far better results are gained by a more simple, natural, and logical method of teaching by object lessons and example, instead of cramming the children's heads with formulæ and definitions that they do not understand and cannot reason about. There doubtless is a place for the study of English grammar, but that is where it may be a special study for superior minds, and its place is *not* the public schools.

NEGATIVE.

I. *Resolved*, That English grammar is eminently a means of mental training, in that it trains the student in subtle and acute reasoning, and lays the foundation of a keen observation and a correct literary taste.

You must understand that we do not claim that the study of English grammar is absolutely essential. We could—and many of us do—go on speaking and writing our own language more or less correctly, without ever having received a grammar lesson; but we do claim that it is very desirable, and should not be abolished from the public schools. My reasons for saying this are these: There would be no science of language without grammar. If you were to teach

a science of language without grammar, there would be nothing gained but a vocabulary; there would be no mental training, no true appreciation of the relations of words to each other. No accomplishment excels a thorough mastery of English grammar. Those who have mastered it are the most cultivated men and women of our age. This superiority has a certain subtle quality like the delicate odor of the rose. James Currie, principal of the Church of Scotland Training School, Edinburgh, says: "The nature of the mental training involved in the study of grammar is peculiar, and has much to do with the important position assigned it in the common school. Grammar deals not with the subject-matter of thought, which may admit of visible illustration, but with the forms of thought, which do not. Thus it is the pupil's first introduction to abstract thinking, and his preparation for all subsequent efforts in this field." Barbour, in giving his opinion on this subject, says: "A certain amount of subtlety is needed to discern the words of relation described by grammarians as 'parts of speech.'" Kellogg writes, in *The School Review:* "I would rely upon grammar as a general upon his infantry, putting it in the front, and making it do the brunt of the work." We do not mean to study grammar in the old-fashioned way; but to study grammar best, begin with the unit of all thought—the sentence. Swett justly warns us thus: "Bear in mind that the main object of the study of grammar may not be so much to enable the pupils to speak and write correctly as to enable them better to understand what they read. A knowledge of grammar is essential to a right appreciation of the masterpieces of literature. With more advanced pupils, the right duty of grammar is a means of mental discipline fully equal to that of mathematics."

"The proper study of grammar is intellectual discipline of the highest kind," says Tyndall; "the transformation often necessary to bring out the true grammatical structure of a sentence was to my young mind of great value and a source of unflagging delight." Hinsdale tells us that the direct use of grammar rules in improving one's speech can hardly be said to exist at all. It should be a prevailing element in the whole school and home-training. Surely this is no reason for abolishing it altogether from our public schools, schools that are organized for the masses of people, schools which those in the lowest stages of life attend. They have no grammatical training at home, grammar cannot be acquired by these without a book, therefore as strict an application as possible must be made to the rules of grammar. It is quite necessary, then, that grammar should be kept in these schools for their enlightment. And it has been said that no matter how good one's opportunities to acquire their vernacular in childhood may be, he is almost certain to form some erroneous habits. Then look at the majority of the public school teachers of the present day, a great part of them have a very limited education. They make serious mistakes in using their mother tongue, and if there were no grammar in the schools these young minds would develop in a wrong way, they would not be healthy minds. Suppose the teacher to be well educated. The child must acquire the knowledge in some way, and if that teacher has a method of her own better than that in the best known text-book, this method is fit to be written down for the use of others, then what would this be doing?—putting a grammar in the public school. Metcalf says: "In one who claims to be a scholar, ignorance of the history and structure of his own language is no more excusable than ignorance in any other department of knowledge." Hinsdale gives the reasons for its retention: "Grammatical facts are mental facts, and it is surely worth one's while to know that he expressed his thoughts in nouns, verbs," etc. The study involves a peculiar exercise of the powers of observation—the forms of words, idioms, and sentences, and of the realities that are behind them. The study involves a vigorous exercise of the logical powers. Grammar is the applica-

tion of logic to a large and important class of facts. The powers of thought are developed by studying the relations of subjects external and internal. "Power of abstract thought is promoted more directly and effectively," says Professor Laurie, "by formal or abstract studies such as arithmetic, grammar, logic, etc., and this because the occupation of the mind with the abstract is the nearest approach to the occupation of the mind with itself as an organism of thinking. The structure of every sentence is a lesson in logic. Logic is, in fact, a part of psychology. Then grammar opens the door to psychology, and in doing this aids us in understanding the logical and psychological structure of human thought and action. The method of grammar leads to wonderful insight into the nature of reason itself, this alone makes it justifiable for grammar to be one of the leading studies in our common school curriculum. The question was asked: Why toil so laboriously over grammar when such men as Bacon, Shakespeare, Sidney, and others so completely mastered the language, and never knew of the grammar? This is very simple to understand. There are no such minds to be found among all of the public school children. These men did make mistakes in using their language, but their beautiful ideas atone for this in a great measure. Brooks says that grammar has been barren of practical results. Emerson says the reason of this is that the subject has been taught with too narrow a knowledge of the subject, and for this reason it has been uninteresting to most minds. If the English grammar were to occupy a larger proportion of the time in our curriculum, the education of our children would be greatly improved. For in the whole course there is no better instrument of culture; it concerns itself with close and accurate thinking, and this kind of thinking is the very aim and end of education. Richard Grant White says: "I believe that English Grammar cramps the free actions of the mind, and bewilders and confuses where it does not enfeeble and formalize." It is very evident that he has a distaste for our grammar. I suppose he wrote this book, expressing his views, to instruct. He says himself that he never studied grammar. Therefore in generalizing from one particular he violates a direct law of instruction. The main purpose of grammar is to mine from literature treasures embedded there. Grammar alone enables us to appreciate the best literature, and in this way lays the foundation for a correct literary taste, and gives us the taste for that literature in which there are any treasures embedded. Fitch tells us that grammar is a science and an art, and from this point of view it investigates the structure of language and the manner in which the mechanism of form is fitted to fill the great end of language—the just, subtle and forcible expression of human thought. Few persons can be found who do not need that discipline of criticism which accompanies the study of grammar.

II. It is of practical value because it helps the pupil to speak his own language correctly. The old grammarians were not entirely wrong when they said that English grammar teaches us to speak the English language correctly. It is true that this is not the chief purpose of the study, but it is a very important result. With the best opportunities to acquire one's vernacular in childhood, the child is almost certain to form some wrong habits. He becomes entangled in the irregular verbs, nouns and pronouns. Such errors will in part disappear under the discipline of correction, but not wholly. Criticism will tend to impair somewhat that spontaneity which is essential to good expression, whether in talking, reading, or writing; but it will not answer to let bad grammar run riot in the name of spontaneity. Children first learn to talk by imitating the speech of others; but very frequently their models are not good ones. How, then, can these children know the usages of good speakers and writers? These and the lower classes of society are brought under the influence of good examples through the medium of the

grammar. Professor Currie says: "The study of grammar has important bearing on the pupil's practical acquisition of language. For since all of its rules are drawn from language as actually used, it is necessary that correct examples should be submitted to his observation. Grammar, then, furnishes him with a criterion for judging of the correctness of expression, by which on the one hand, his imitation of those which are correct is more confident, intelligent and rapid, and on the other, he is fortified against the influence of incorrect examples. While, therefore, it has for its primary object the theory of expression, it may be considered as having for its secondary object to teach correct speaking and writing." One of the four agents that through life promote our education in our vernacular, is the scientific study of language, and particularly one's own grammar. Professor Laurie declares the practical use of English grammar to be the enabling him better to express his own experience and thoughts. "Some practical result may be expected from a familiarity with the principles, and the endeavor to conform to the laws will tell." Good speakers and writers are not consciously guided in their use of the vernacular by grammatical definitions and rules; because having mastered the science of grammar, they apply it easily and unconsciously. Fitch says: "No doubt there is a very true sense in which all careful investigation into the structure of words and their relation (*i. e.*, grammar), gives precision to speech." He adds: "But this is an indirect process." If it is indirect, what then? It accomplishes the purpose. If the child does not correct his speech by the study of grammar, some one who has studied it will correct it for him, and will have to have other authority than "everybody says it." That the mother tongue can be learned by studying most any other subject than English, that the pupil's native speech should be allowed to grow without restraint, or training till he can comprehend its grammatical abstractions, in short, until his habits of expression are formed, these and many other notions have arisen, now recognized as absurd, and the inevitable reaction has set in, and English grammar will and should continue to be taught in public schools.

III. Grammar is an aid to composition, so far as readiness, ease, and accuracy are concerned. Kellogg says that composition is the chief duty of the teacher, because the expression of thought begets thought in the child. Turning to Barbour for his opinion, we have: "This art cannot be acquired by studying foreign languages, by reading good literature, or by conversing in polite society: the only sure means is to add to such reading and conversation a systematic study of the grammatical principles of the English speech." Lowth has shown that the best authors have committed gross mistakes for want of a due knowledge of English grammar, or at least of a proper attention to the rules of it. If such be the case in the writings of the geniuses of the world, is it possible for the children or people of ordinary mental abilities to write without the aid of grammar? Again, it is an aid to ease, correctness, and effective use of composition, in that it leads to the examination of the structure arrangement and constituents of sentences, and extends the familiarity of our means of expression by showing the compass obtained through the structure of words. It may be said that the reading of good books insures the power of writing good English, but common sense compels us to say, that grammar is important in the readiness with which composition is accomplished, for it lies at the very base of language. Familiarity with the parts of speech, phrases, clauses, and grammatical relations is absolutely necessary to the progress in composition, and to the understanding of useful criticism. Rhetoric, and by rhetoric I mean hardly more than systematic training in composition, is an absurdity without it. Language is fundamental; it is character, it gives form and color to everything it handles. Is not this form and color, or ease, as it may be called, necessary to composition?

And as grammar is the agent enabling one to acquire ease, can there be composition without it? If Dr. Blair is right in saying that learning to compose with accuracy is learning to think with accuracy, and Professor Green in saying that the pupil is taught to analyze thought, and so to think, then learning to think and analyze is learning to compose. Analysis is the careful study of the concrete form which thought assumes in writing, speaking, composition, and expression. Surely, then, the analytic study of a model, such as grammar, will aid in the synthetic process of building or composing. The Greek and Latin words in sentences are framed into each other like pieces of timber in a building; but in English, since thought relations are so dependent upon the position of words and the spirit of the passage, its grammar is of peculiar value. Hinsdale says that composition is a noble art. In school it directly helps in other branches—in chemistry, physics, and mathematics. In practical life the art ranks the professional man in good standing. Hinsdale further says, "The ability to express one's thoughts clearly is perhaps the highest bit of mental culture." Then, in order to attain this high acquisition, the sentence in itself, with its subject, predicate and modifiers, and the sentence in the relation to the whole, must be known. Professor Laurie declares the practical use of grammar first to be, the enabling the pupil to grasp the language of literature; secondly, the enabling him to better express his own thoughts.

Furthermore, only through definite forms of the English language does literature, in its true sense, reach the mind at all. Thus the teaching of literature reposes itself upon the teaching of language. To criticise the classics, to appreciate the underlying thought of great masters, to be able to have a characteristic style of one's own in writing, constructions must be interpreted, the bearing of parts on part made plain. If, then, the basis of English grammar is English literature, and it is granted by every non-believer in the practicability of grammar that English in its broader sense must be taught, how can this be accomplished except through the science of English grammar itself? Unless the student be above the ordinary intellectual rank, he cannot understand the exact meaning of a writer; moreover, he can never write clearly, easily, characteristically without the help of English grammar. Of course, there have been men who wrote brilliantly who knew nothing of grammar and its technical rules; but the children being trained in the public schools to-day cannot learn to write correctly, so that they are prepared for future fields of labor, unless they are first acquainted with some of the few simple rules or some definite instruction as how to frame their sentences.

IV. My reason for discussing the subject under this head is quoted from our eminent grammarian and psychologist, Bain. He says: "It abridges labor by generalizing everything that can be generalized," and we must value this statement first for its authority. Suppose a person is at a loss to express a given meaning, first, for the proper word, and second, to know how to shape the sentence. How many of us ever find ourselves in such a position? And what do we do? Go over every sentence we ever read or heard of that in any way resembles the one we are trying to make? Very often here it is that the simplest little rule in grammar can help us out of such a difficulty. And what does it do but abridge labor?

A few persons accustomed to the best forms and usages of language may not always need these rules, and are not confused or at a loss to know what to say; but this is not the case with the general mass of the people. By the ear we may be taught to avoid the use of "houses is," but when a clause or phrase follows the subject and steals its number, as it were, as, "the price put upon houses are," grammar comes to our aid. Again, the ear, to some extent, may dictate, though not always, what should be said in drawing the distinction between "shall" and "will,"

but "should" and "would" cannot be explained in the more delicate constructions without the terminology of grammar. Look at the rule for using the nominative case for the objective, and the objective for the nominative. How often do we hear this rule violated, and with a few moments of thought about the rule it could be easily avoided. And what rule aids us more, sometimes, when we get a sentence confused, than this: A pronoun which stands for a plural noun or pronoun should be plural, and one that stands for a singular noun or pronoun should be singular. Do you not admit that it abridges labor by knowing such rules and their applications? Persons accustomed to the best usages of the language often make just such mistakes.

We all admit that the rules and usages are sadly cumbered with exceptions, which make the acquisition burdensome, and you may say that it is not an exact science; but is it not better to have things generalized under a few heads with their exceptions, and be able to recognize those exceptions when we come to them, than to have everything in the mind in a sort of heterogeneous mass?

How could we learn physics or mathematics without the laws laid down for us to go by, on nothing generalized? Hinsdale says this: "Emphasize the fact that grammar deals with real things and not artificial. Good grammatical definitions and rules express facts as much as the rules and definitions of mathematics or physics, and to teach grammar is to teach these facts." Do we ever think of giving up mathematics or physics because we have to teach the numerous facts and rules concerning them? We all acknowledge that the rules of mathematics and physics are almost indispensable in regard to the amount of labor saved by them. Then why is it not tha tthe rules of grammar abridge labor in the same way, since they perform the same office in a certain sense? See what Barbour says about teaching English grammar: "In every subject teach grammar first, last and always. Everything in one's own language first, concentration of effort and unity of idea, one thing at a time, everything after the order of nature." Hill, professor of rhetoric at Harvard University, says: "Every English-speaking person should know the general terms and leading facts concerning English grammar."

Suppose we had never seen an English grammar, but talked and wrote by imitation altogether. Some of us would not talk so very badly possibly. But nearly every one wants to know some other language besides his own. And this is not always convenient to learn by use and imitation. We have to start at the very beginning of a new language with its grammar as its basis. Among the very first things we would hear in a new language would be something about the "nominative" or "objective" cases, or perhaps "declining" a word. We would open our eyes in utter astonishment. What would it mean to us? But we must know it. Whereas, if we had studied the grammar of our own language we would recognize the terms as old friends, and would feel more at home to have them with us as well as to be able to understand and readily grasp their meaning. And, lastly, can we not say that the study of English grammar abridges labor in that it shortens the work and aids in the study of other languages?

We will now leave the question to be judged whether it is barren of practical results.

Summary.

Now, to sum up all that has been said, briefly we would say that English grammar should not be abolished from the public schools, because, (1), It is eminently a means of mental training, in that it trains the student in subtle and acute reasoning, and lays the foundation for a keen observation and a correct literary taste. (2), It is of practical value, because it helps the pupil to speak his own language correctly. (3), It is of practical value as an aid to composition,

as far as readiness, ease, and accuracy are concerned. (4), In learning a language it is economical, for it abridges labor by generalizing everything that can be generalized

It must be remembered that it has never been said that grammar is absolutely essential, but that it is very desirable, and should not be abolished from public schools. It may be that the favored few can afford to slight English. They have before them a career of study in the liberal arts, which may partly atone for this early neglect. But for the multitude, the home-making, home-supporting masses, grammar must not be taken out of the lower schools, that they may carry through life an ignorance of their mother-tongue; to inflict on the public inaccuracies in both speech and composition unpardonable in the veriest tyro, and to inoculate the infant prattle of their children with vernacular which years of training cannot overcome.

It has been proven by the above how grammar has a disciplinary value; how it opens the way to the human mind. It is a good discipline, without superior; may I not say, without equal? What subtle distinctions between words, and what care in placing them, are demanded to create a verbal body that shall fitly incarnate the thought within, and be its apt and inadequate expression! What growth of mind and of taste the constant search after a fit body to a fit head develops! What added power of lucid and correct thinking a struggle for luminous and accurate expression gives! For not more certainly does clear thinking as a condition precedent. And what a troop of every-day virtues this ceaseless striving to say the fitting thing fittingly nourishes! It is of practical value, because it is an aid to composition as far as ease, readiness, and accuracy are concerned; because it helps the pupil to speak his own language correctly. It was said that it is barren of practical results. We, too, claim this, if it is taught in a theoretical way, as a matter of memory, and not of judgment and understanding. But we do not claim to have it taught in this way. It is real and not artificial. There errors arise chiefly from two faults: one is the incorrectness of the matter, and the other the incompetency of the teachers. They presented the subject too abstractly, and did not let the pupil apply his knowledge of the subject. When grammar is properly taught, it is one of the easier studies of the school course, and can be made one of the most interesting. And surely this proves that it is not barren of practical results when taught in this way. The above shows that it abridges labor, (1), Because it is something to which we can appeal or can fall back on; (2), It abridges labor because, when we know the terms of our own grammar, we can more readily understand those used in other languages; (3), It abridges labor because the laws of grammar are facts as much as the laws of mathematics and physics, and should be treated in the same way. Therefore, for these and many other reasons, grammar must necessarily remain in our public schools.

Affirmative—Nelly Preston, Lelia Scott, Katharine Verser, Sallie Michie.
Negative—Lucy D. Thornton, Brownie Taliaferro, Julia W. Vaughan, Lucy E. Wright.

SCIENTIFIC.

ITEMS OF INTEREST DISCUSSED BY SCIENTIFIC NEWS CLASS.

Decartes' theory of the rainbow, which is still found in all optical text-books, is hardly a rough approximation to the true theory. It does not fully explain the ordinary bows, and fails entirely as regards the "spurious bows." Any close observer will notice certain colors on the inside edge of the primary bow which are not consistent with the series of spectrum colors demanded by Decartes' theory. These additional colors, chiefly red and green, recall the colors

seen in Newton's ring at some distance from the centre, and at once suggest a similar origin. Airy has laid the foundation of an adequate theory of the rainbow which is gradually being worked out.

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Mr. J. M. Pernter has calculated the tints and the angular deviations of the rainbow colors for various sizes of rain-drops. A parallel beam of sunlight after reflection and refraction in a spherical rain-drop does not emerge as a parallel beam, but as a series of caustics of a somewhat complicated nature, in which the divergence of the colors, their distinctness, separation or coincidence depend upon the ratio of the radius of the drop to the wave-length of the light.

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At the University of Pennsylvania last week experiments were made on a large scale with liquified air before the students and a number of invited guests, the university authorities regarding the first exhibition of air in a liquid form as of sufficient importance to invite as many people to see it as Professor Barker's laboratory would accommodate. The liquid air had been brought to the university in a milk can, carefully packed with felt to keep it from evaporating. Its boiling point is 191 degrees below zero C, and yet by taking proper precautions it may be kept in the liquid form for some time, though as the nitrogen evaporates more quickly than the oxygen, the liquid air gradually becomes liquid oxygen. It is, of course, intensely cold, and in the course of last week's experiments paraffin, rosin, rubber, mercury and alcohol were frozen in it, all becoming hard and some of them as brittle as glass. An egg was frozen solid and became extremely brittle. The well-known phenomena of rapid combustion in oxygen were repeated in liquid oxygen, resulting from the evaporation of nitrogen of the liquid air, cotton-waste soaked in it burning like gun-cotton. Following these efforts being made in Germany, American inventors are trying to find out how to get liquid air at small cost. The latest processes involve first great compressions of air, then lowering the temperature by allowing a part of the air to expand rapidly around a coil containing the remainder of the air to be liquified. Upon exposure to the air it boils, but this may be prevented by putting it into the inner drawer of a double flask, the space between being exhausted so that the liquid air shall not be heated beyond its very low boiling point by direct contact with a warmer body.

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The current intensity of a lightning-flash is difficult to determine, since we cannot send it through a galvenometer and determine the magnet field produced by it. But there are other lines along which we can approach the problem, as has been recently indicated by F. Pockels. It has been noticed that some rocks found on the surface exhibit a magnetization which is quite out of keeping with the earth's ordinary magnetism. The probability is at once suggested that their magnetism may be due to lightning discharges in the neighborhood. Herr. Pockels cut rods out of the basalt of Winterberg, in Saxony, which showed such irregular magnetism, and found, on testing them, that the permanent magnetism they possessed could only be imparted to them by a current of at least 2,900 amperes, passing along the surface of the rock. If the discharge did not pass there, it must have been a great deal stronger, so that this is only a minimum value. Later on, he cut some basalt in the neighborhood of a tree which had been damaged by lightning, a circumstance which gave him some clue to the distance at which the current passed. The value then obtained for the current strength of the lightning was 6,600 amperes.

THE NEW DIESEL GAS-MOTOR.

Our Consul General at Frankfort, Mr. Mason, reports that in May next the various German manufacturers of the new Diesel Gas Motor are to hold a Convention at Munich, in order to bring before the world the wonderful gas motor.

The motor has been examined and approved by Lord Kilrin, of England, and Professor Schrœter, of Germany. This motor furnishes power at a cost less than a fourth of the cost of steam-power generated from coal.

The boiler of a forty horse-power steam engine in Hartford will consume, in ten hours, coal costing something over $5 If within a year or two the same power can be had for $1, thus saving $1,200 a year, there cannot be any doubt as to the cheaper being used. By using this motor the trouble and dirt of hauling coal will be gotten rid of, because the motor can be operated by either gas or petroleum.

Mr. Mason says that when using producer's gas the new motor will produce power as cheaply as steam power could be had from coal at forty cents a ton. The new motor may be described as a gas engine, something like the ordinary type, only stronger and more heavily built, as it has to resist such an enormous pressure. The piston is long and peculiarly constructed, having a counter sunk recess in the outer face, and at the end of the outward stroke of the piston compressed air is admitted to the cylinder, and at the same moment the fuel in the form of petroleum or coal gas is ejected in proper quantities. The piston returning with the momentum of the fly-wheel compresses the already partly compressed air to a density of thirty-five atmosphere, generating by such pressure a temperature of about 1,200° Fhr., sufficient to instantly ignite the fuel, which burns with a slow, but great expansive force, 500 pounds to a square inch. This drives the piston outward until the pressure is released by an opening valve at the end of the stroke.

The manufacture of these motors began in England and France, and the American patents are said to be out.

MODERN VIEWS OF ELECTRICITY.

Upon the solution of the problem over which the physicists of the present time are exercising their minds depends the true theory of the properties of matter and a correct explanation of the natural phenomena most familiar to us. The question is, What is the ether? and it involves another of equal importance, What is electricity? Some scientists look upon the latter as a form of energy, and others do not hesitate to assert that it is the same as the ether. Professor Lodge, of University College, Liverpool, says: "Few things in the physical science appear to me more certain than that what has so long been called electricity is a form, or mode, of manifestation of the ether." In a recent work he has set forth the ether theory of electricity to which the experiments of Franklin, Cavendish and Faraday have led. "Then comes Maxwell, with his keen penetration and great grasp of thought, combined with mathematical subtlety and power of expression; he assimilates the facts, links the theorems of Green and Stokes and Thomson to the facts of Faraday, and from the union there arises the young modern science of electricity."

The aforesaid experiments resulted in two great laws, applicable alike to static, current, magneto and radiant electricity. The first one is, that "no one ever exhibited a trace of positive electricity without there being somewhere facing it an equal quantity of negative." The second, "Electricity always flows in a curved circuit, so that it is not possible to exhaust it from one region in space and condense it in another." From these facts and others thus gathered,

electricity is seen to behave like an all-permeating, incompressible fluid, and the analogy is made of a liquid in a state of vortex motion, entangled in a jelly-like or elastic substance, electricity being the liquid and the ether the jelly. In this substance conductors are represented as cavities and channels in which the liquid can move easily, and in which, therefore, the pressure is evenly distributed. Insulators are the elastic partitions between these cavities into which electricity may penetrate without passing them and which are consequently thrown into a state of stress by its presence. Franklin was not far wrong when he advanced his fluid theory by which positive electrification is the result of too much, and negative electrification the result of too little, of the universal fluid. Giving two bodies a similar charge consists in filling two cavities equally with the fluid. They will then present the same appearance externally, and the medium will be so strained that they will be forced apart. In induction one of two cavities placed side by side, by containing less liquid than the other, will have the inner side pushed in by the force exerted on the intervening medium by the full one, whose sides are distended. The near sides then have opposite charges and tend to approach each other. Conduction may be pictured as two cavities joined by a pipe or tube.

Among the other electrostatic phenomena the disruptive discharge is explained by this hypothesis. When the strain becomes too great the elastic wall breaks down. The ordinary dielectric is the air, and being a fluid, it is self-mending, and immediately renews its usefulness. The stress does not move the molecule from its place, but affects the atom of the molecule. These tiny bodies are sheared past each other, the positive and negative charges sending their carriers in opposite directions. When the limit is reached the tension gives way, the atoms, rebounding from the shock, oscillate rapidly, and finally come to rest in their natural position. This is the nature of a Leyden jar discharge, which is a type of all disruptive discharges.

Current electricity, or electricity in motion, is the class to which are applied ordinarily the terms "flow" and "current," and kindred expressions, and this seemingly points out that in this connection the fluid hypothesis would receive strongest confirmation. In the case of metals, however, too little is known of the mode of conveyance of electricity through them to make a positive assertion on the subject. But it is known that electro-kinetic phenomena occur in the insulating medium, and also in the conducting wire, both on the surface and in the interior. Electric energy is transmitted by the battery to the surrounding medium, which propagates the strain on from point to point, till it is dissipated by the wire. It is, therefore, a lateral force which pushes the electricity along the wire, and in consequence of this, it acts on the outer surface first. The larger the wire, the more quickly will the energy be used and the current be sent forward. A current is simply a moving charge. Through liquids electricity flows with the atom between two oppositely charged electrodes. Chemical decomposition is a feature of electro-lytic conduction, which, in fact, is caused by it. The positive atoms travel in the direction of the current, and the negative ones pass them. These atoms, in a free state, possess charges of electricity, and in the liquid they separate and recombine by virtue of electro-lytic attraction, known to chemists as "chemical affinity."

The effect of sending a current through a closed circuit is to make a temporary magnet of it. "It is thus supposed that magnetism may perhaps be electricity in rotation," a belief which investigation has strengthened. The atoms of iron and certain other substances have an electric whirl circulating in them as one of their specific physical properties, and magnetization consists merely in arranging this motion, so that it takes place in one direction. "Each molecule contains an electric current of infinite conductivity." In the field of a circular coil of wire con-

veying a current there are a certain number of lines of force. When iron is introduced into the field, the lines due to its molecular currents are added to those belonging to the current of the magnetizing helix, and the magnet receives greater power.

The ether has an electrical rigidity which gives it the power to transmit transverse waves. The oscillations of a Leyden jar discharge are of a nature to furnish electro-motive vibrations. Accordingly, from a discharge of this kind, or from a point of sudden resistance to a current, transverse waves of electrical disturbance spread into the ether in all directions at a velocity in air of 185,000 miles a second, which corresponds with the rate at which light travels through space. Upon this rests the Maxwellian theory of light: "That it is produced by electrical vibrations, and that its waves are electrical waves." It has been pointed out as additional proof that the rods and cones of the retina are of a diameter suitable to respond directly to electric oscillations of the frequency of visible light. When this subject is better understood, we will have perfect lighting. A dielectric transmits and reflects the waves, but on encountering a conductor, the electricity can penetrate no farther than the surface, and is all reflected. All conductors of electricity are necessarily opaque to light, and a transparent body must be an insulator. "In 1865, Maxwell stated his theory of light. Before the close of 1888 it was utterly and completely verified. Its full development is only a question of time, and labor, and skill. The whole domain of optics is now annexed to electricity, which has thus become an imperial science."

CARRIE BROWN TALIAFERRO. *Feb.* '99.

ENGLISH GRAMMAR EXAMINATION.

[GIVEN TO SENIOR B CLASS.]

THE BUOY BELL.

1. How like the leper with his own sad cry
2. Enforcing its own solitude, it tolls,
3. That lonely bell set in the rushing shoals
4. To warn us from the place of jeopardy!
5. Oh, friend of man! sore vexed by Ocean's power,
6. The changing tides rush o'er thee day by day;
7. Thy trembling mouth is filled with bitter spray,
8. Yet still thou ringest on from hour to hour;
9. High is thy mission, though thy lot is wild—
10. To be in danger's realm a guardian sound;
11. In seaman's dreams a pleasant part to bear,
12. And earn thy blessing as the year goes round;
13. And strike the keynote of each grateful prayer
14. Breathed in their distant homes by wife or child.

CHARLES TENNYSON TURNER.

[*The first five blocks of questions refer to this selection.*]

Directions:

1. In giving a clause, include only its unmodified subject and unmodified predicates.

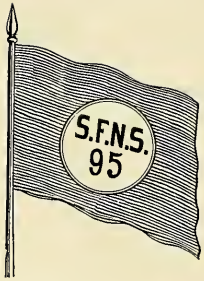
2. In classifying clauses, tell whether principal or subordinate, and classify subordinate according to use.

3. In giving a prepositional phrase, give only its basis.

4. In giving use of a word, state its function clearly.

SCHOOL PIN.

Shield, Blue and White,
Wreath, Silver.



CLASS PIN, '95.

"The First."
Dark Blue and White.

SCHOOL PIN.

Blue and White.

CLASS, '94.

Green, Olive and Gold.

CLASS, '98.

Garnet and Gold.

SORORITY PIN.

Green and Silver.

SOME NORMAL PINS.

I. (1), Select and classify five clauses.
(2), Select and classify all words that connect clauses.
II. (1), Select the participles, and give use of each.
(2), Select the infinitives, and give use of each.
III. Give the use of—
(1), Leper (line 1); (2), Bell (line 3); (3), Friend (line 5); (4), Day (first in line 6): (5), Sore (line 5); (6), High (line 9).
IV. Give synopsis of verb in line 7, in mood, voice, number, and person used.
V. (1), Select three prepositional phrases, and give use of each.
(2), Explain the use of the preposition in each case.
VI. By sentences illustrate the following.
(1), "Which." (*a*), As a relative pronoun; (*b*), As a dependent interrogative.
(2), A clause used. (*a*), As predicate noun; (*b*), In apposition with a noun.
(3), A noun used independently with a participle.
VII. Name and illustrate three kinds of verb phrases. Separate each phrase into its parts.
VIII. (1), Write the possessive case of the following:
(*a*), Prince of Wales.
(*b*), The plural of lady.
(*c*), Charles.
(2), Write the plural of the following:
(*a*), Fancy; (*b*), Chimney; (*c*), Alumna; (*d*), Spoonful.
IX. Correct the following, and give reasons for correcting:
(1), Whom do you fancy could wish to be more happy than her?
(2), Four year's lease of power have fallen to his lot.
(3), Dr. Frazer gave Lill and I permission to go home with you all.
X. Define *five* parts of speech.

TO MY BLANK TEST-PAPER.

A WAIL OF WOE.

Oh! snow-white page, unspotted, fair,
Silent, reproachful, lying there!
Can I spoil your comely face
By letting words each other race
Across the snow-white page?

In vain I sit, in vain I wait,
And try to remember Theorm VIII.
Tempus fugit; comes the night,
Yet not a single word I write
Across the snow-white page!—N. C. P.

EDITORIAL.

THERE is surely nothing that gives more pleasure and causes more wrangling than a Club. There are a great many of these in the Normal now, but it is a very strange thing that most of them were started just in time to appear in the annual. For some months Clubs at the Normal

were almost unknown. Of course, there were some few started early in the session, and there were two that had even remained true since last year. The $K\ \Delta$ sorority, the "3's," the B. O. Q.'s, D. Q.'s, and others, were among these. But it is surprising to see what an impetus the annual gave in this line. Clubs innumerable were organized—the Tennis, German, Seaside, the Moonshiners' Club, and any number of others were started. Their pictures were taken for the annual, officers were elected, and in a moment the hitherto quiet Normal was transformed into a hive of Clubs and Societies. The interest in these, or in most of them, has already declined, but will be ready to rise again in time for the next *Normal Light*. May they have as great success in the future as they have in the present.

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For the first time in the history of our School, the girls have awakened to the fact that we ought to have an annual. Consequently the classes of February, '98, June, '98, and February, '99, have centred their combined forces for this one end, and great are the results, as *The Normal Light* will show. The past several weeks have been eventful for us, who, for the first time, have been on a board of editors, who have had our pictures taken for actual publication in an annual like *The Kaleidoscope* and *The Bomb*. Then others of us have been blessed enough to be in the Club pictures. But I beg pardon; Clubs are forbidden ground. This wonderful production, otherwise the annual, has been given the name of *The Normal Light*. Do you agree with one of the members of "the staff" in saying, "Why, that is a pun on the boys' name for us, isn't it?" Well, it is just as you choose to consider it. Naturally, the binding of the annual will be in the School colors, of dark blue and white. The volume measures eight by ten, and contains one hundred pages. As for the matter—well, what can be said? There are class histories and poems and pictures, just a few of the pictures of the Clubs of years' standing in the School, you know. Several pages are devoted solely to a description in full of our athletic department; in the literary department there are articles given us by our teachers of English from their stock. To old girls, perhaps, the chief attraction will be the picture of Mr. Cunningham and the sketch of his life. Dr. Frazer's picture and those of the Faculty will also be of interest. With these attractions, and the genuine brightness and spirit of the whole, two hundred and fifty subscribers should be easily gotten. Of course, to us who have personally worked for it, *The Normal Light* is *the* book of the century, the light of the ages, as well as the Normal; but to others we would say, Remember, please, our youth, and that it cannot be expected of our first attempt that our annual should compete with that of our neighbors at Hampden-Sidney or with those of older schools for women. Who knows, however, but that in a few years the annual of the Normal School may rank with that of any college in the South?

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Since the re-assembling of some and the arrival of others for the first time have filled the vacant Normal with life and activity—since Seniors were not Seniors and Juniors were not Juniors—the time, reckoned by months, seems long, but in reality how swiftly has it passed! With the approach of June comes the remembrance that soon all will have returned home again to mountain, shore, or valley. No matter how far apart or how dissimilar these homes may be, however, no one is debarred full membership in that universal club whose only requirement is the possession of a "mother-hubbard," hammock, and book. When such sedentary occupations prove tiresome, the novice, hardly anyone else, will enjoy a visit to a camp-meeting. Some warm, bright morning in July or August you must rise early, say half-past four, and start on a

drive of fifteen miles over rough country roads. Your appetite will be increased when at meal time you find that the contents of your well-filled lunch-basket have been removed. You will reach home again, tired, hungry, and dusty, but ready with the assurance that the day has been delightful. We are afraid that "Socrates" and "Aristotle" will find the summer irksome without the companionship of Brooks, Tarr, and other congenial spirits. At any rate, in this, the last issue of our journal for the term, we would extend to them and to all our readers the wish that the holidays may be filled with all the pleasures they anticipate, and that when we meet again next September our number will be complete, not one face missing.

READING-ROOM NOTES.

Of course the war is the all-absorbing topic in the minds of American people, and especially, perhaps, in the minds of school-girls—at least, we notice that more here in Farmville. The library has been used lately as, most likely, it never was before. The daily papers are worn to frazzles, and there is a mad rush for the reading-room every afternoon. Even our instructors are not exempt from this desire for war news. They are authority on such subjects, especially is she who spends every spare moment buried deep among such periodicals as *The Nation*, *Public Opinion*, *The Pathfinder*, *The Outlook*, and *Harper's Weekly*, to say nothing of all the latest daily papers that the library affords. The war spirit has gained hold on the periodicals themselves, and naturally so.

Scribner's, for some time, has been having a series of articles called "The Story of the Revolution." It is exceedingly interesting, and has been read with great pleasure by the Junior Professionals. The story is by Henry Cabot Lodge, and will continue through the year. Thomas Nelson Page has also been writing a continued story, "Red Rock: A Chronicle of Reconstruction," a story of our civil war. Part Second of "The King's Jackal," by Richard Harding Davis, with Gibson as artist, takes its share of interest. An article especially interesting to school-girls is "Undergraduate Life at Wellesley." It has inspired some of us with a desire to make one of that number, to be a member of that institution so charmingly told of in this sketch. This number ends with a little poem of twenty lines, which very prettily puts life's "Bargain": "Lo! this way it hath ever been, ever since time began, Has woman bartered and bargained—and lost (and been glad of the loss) to man."

Harper's Weekly, always full of the best, the standard news, is now especially read. The illustrations are its special feature. Good pictures of officers, ships, and war scenes have filled its pages for some time.

To those who are unable, in the rush, to secure a paper, we recommend *The Outlook*, which lately has devoted the greater part of its space to war and warriors. The issue of May 7th has on its cover the picture of Commodore (now Rear Admiral) Dewey, United States Navy, and within, a description of the scene of the battle won by him, the probable outcome of the victory, and a discussion of kindred topics, such as "The Church and the War," and "How We Pay for the War." This is a double number, with numerous illustrations as a beautiful and attractive feature.

There are rumors of wars as well as actual fighting, and of one of these *The Atlantic Monthly* speaks in an article entitled "The Dreyfus and Zola Trials," an agitation which has shaken France to the centre, has intensely excited the whole continent of Europe, and has involved possibilities of political and social revolution. While the Seniors are reading "Hugo Mun-

sterberg's Psychology and Real Life," the Junior B's have not neglected "The Great Explorers of the Southern Heavens," interesting and instructive to young astronomers.

Harper's Monthly brings to mind that old question of the Panama Canal, in an article entitled "The Trans-Isthmian Canal Problem." We can see now what a tremendous benefit it would be in the present war. This number seems to be a story number, as it contains seven stories—more than *Harper's* usual budget. "University Life in the Middle Ages" is as curious as it is interesting. It is worth the while reading, as it gives new and strange ideas of the college life of our long-gone ancestors.

"The Beethoven Museum at Bonn," accompanied by pictures of himself and his birth-place, will be of interest to *Century's* musical readers. A charming account of that mysterious table-rock in New Mexico, the home of the Acomo Indians since 1540, is given in "The Ascent of the Enchanted Mesa." The third article is of peculiar interest to the "kodak fiend," but not to him alone. It is "Submarine Photography," by Prof. Louis Bouten, with some of the pictures he has taken beneath the waves. We wonder in great amazement what will science do next. Do you wish to spend an hour's pleasant dreaming these June days? Then read "The Secret Language of Childhood," by Oscar Chrisman, in this number, and your mind and heart, too, for that matter, will fly back to the days of the red brick or log cabin school-house, when you, too, were using the secret language, "Willvus youvus govus wivus mevus." What a host of half-forgotten heart-memories it reveals. Gen. Joseph Wheeler has an account of "An Effort to Rescue Jefferson Davis." It is well that the Southern side of the war should at last be written of. *Century* is indeed full of interesting matter. A delightful description of the "Pyramids of Egypt" and "Japanese Art" in all its picturesqueness, and "What are the X-Rays?" for something scientific. It is difficult to put it down unfinished, but in a school girl's life that must be done sometimes.

IN THE NICHE OF OUR EXCHANGES.

We have in our exchange niche Hollin's *Semi-Annual*, a small affair of about sixty pages, quietly bound in green and gold. In it stories by their girls and snatches of rhyme are rife. Hollins girls, if they continue, will make writers some day. As a whole it is a very creditable affair.

The College Forum, of Lebanon Valley College, is rather small to be volume XI. It is a monthly issue, but has only thirteen pages this month. It is as void of anything of the bright and cheery as others are full.

Our friend of the Hampden-Sidney exchange table clamors vigorously for fiction, fiction, but he does not realize that at other colleges the students are there to study, and they realize that they are not yet true portrayers, nor do they wish to have their juvenile attempts (although certainly as creditable as many in other magazines) subjects of ridicule. Our friends on the hill, however, . . . What is it that the aforementioned exchange editor should as plainly as he has such a spirit in his notes on *The Roanoke Collegian?* Evidently he has not forgotten last year's foot-ball season. The best thing he said was that he had criticised enough! Our friend's idea of criticism is evident. Suppose he consult a dictionary. Before he begins to criticize(?) let him look at his own magazine, especially his own department. If he did not like what he found in other magazines it would have been enough to have so mentioned; his repeating what he considered disgusting in a magazine was useless, and helped to spoil his own We would like to ask who J. K. Marvel is of whom he speaks? According to their idea the magazine is filled with pointless, aimless stories. I won't say aimless, for they do fill space. For instance, "The

Haunted Cathedral," picked at random from others more aimless and pointless. How often we have heard that theme. It has been twisted out of shape by school-boy pens before. But we don't wish to be hard on Hampden-Sidney magazine, for it certainly is our best exchange. The little poems are often quite lovely, to use a school-girl phrase.

We have among others in our niche *The Richmond College Messenger* and *The Grey Jacket.* The latter is the better of the two, the brighter and more newsy. We rather enjoyed it, despite the fact that the fun wasn't funny to us, but there is none of that inordinate conceit shown in some of our exchanges.

NORMALISMS.

She's cross-eyed,—she's a bore,
Yes, of faults she has a score;
But a halo round her plays,
Like plum-pudding in a blaze,
Of a truth.

All my money I'd resign,
Could this halo then be mine;
And her faults I would adopt,
Were this treasure 'mong them dropt,
'Tis her youth. —M. F. S.

Friday, May 20th, Dr. Frazer gave us holiday, simply because he and the Faculty realized the fact that the girls needed a bit of rest and recreation before the final tests and exams of June. A party of thirty-five girls, accompanied by Misses Reynolds, Moffett, and Patteson, Mrs. Hardy, "Miss Sara," Mr. Cox, and Dr. Frazer, left the School early that morning for Willis's Mountain. A number of the girls had never seen a mountain before, and were much impressed with the grandeur of what a Southwest Virginia girl would hardly honor with the name of mountain. Although several of the girls managed to lose themselves, the day was enjoyed immensely by all of them. The event of the day, however, for the girls remaining at School was the banquet given that night by the members of the D. Q. Club. There were only ten invited guests, and these, with the six Club girls, made up the "goodlie companie." The reception room was draped with red, white and blue bunting and American flags. The flowers were red, white and blue, and the club members wore white with red and blue ribbons. It is not hard to guess that these girls are loyal in every sense.

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It was a gala day for the Normal. The girls were in a fever of expectancy and impatience for the afternoon. The cause of all this hubbub was an expected visit from the Hoge Academy boys. How the morning passed no one could tell, but somehow it did end at last, and all of us rushed to the campus as fast as we could At last! There were the long-looked for boys. It was a sight to thrill every girl's heart, for show me the lass who is not to be conquered by brass buttons! The drill, though very good in its way, was entirely too long for the impatient lookers-on, who longed for a chance to chat and flirt with the drillers. The order to stack arms was heard joyously by all, for now was the time for fun. We girls gave the boys our sweetest smiles, as Dr. Frazer had advised, and chatted and flirted to our heart's content. But the girls were

not the only ones in love with the uniforms. No, indeed! The teachers like them quite as well At least two of them do; and if the boys chose to believe that they, too, were students, why let them think so; no one was going to tell them differently. How time flies! Before we girls had said half a dozen words the order to take arms was given; and with a reluctant and hasty farewell the boys took leave, hurried by a sudden shower. It is with pleasure that we look back to that afternoon, and sincerely hope that before many months the much-enjoyed visit will be repeated.

. . . .

Saturday evening, April 16, the boys of the Hampden-Sidney Glee Club gave their regular minstrel entertainment in the school's Assembly hall, for the benefit of our Annual, which for the first time the girls of the three professional classes of this session of '97 and '98 have attempted to publish. Great were the labors and greater still the handiwork of the girls of the staff who made the elaborate (?) preparations for the reception of our benefactors from the Hill, but notwithstanding the fact that the heads of the taller fellows towered above the curtains when they were not supposed to be seen, the boys did their part in a glorious and never-to-be-forgotten manner, for who could forget having heard that most terrific of dog-fights, to say nothing of the other things. There were twenty-five or more of the other boys down, and with the help of them and of the girls, the treasury of the Annual's funds was enriched by some thirty odd dollars; and better still, the girls were encouraged by the ready sympathy and helping hands of the boys, and were further incited to carry out their plans and to make the Annual more worthy of the interest shown us by our friends from Hampden-Sidney.

NEWS OF OUR GIRLS—PAST AND PRESENT.

Ethelyn Jones and Annie McCraw were with us last week on their way home from their schools in Accomac county.

Virginia Greever spent several weeks with Mrs. Martin last month.

Mayme Brinson stopped over here for a day with Jean Kinsey in February. Her school in Botetourt had just closed.

Adele Lewis spent Easter in Richmond with friends.

Julia Harris and Eva Boisseau spent Easter at home.

Several of the girls have left school because of weak eyes from having measles and other sicknesses. Some of these are Maud Jones, Bessie Henderson, Annie Swann, Kate Terry, and Lena Middleton.

Emma Payne's sister, Fanny Keath, spent Easter here.

Mrs. J. W. Roberts visited her daughter Mary this month.

Julia and Laura Chilton have our sympathy in their recent trouble. Their father, Mr. William Chilton, was with them several days in April.

Sue Kabler's brother visited her recently.

Emma Greer's cousin, Miss Rena Carlton, of Richmond, spent a week with her in April.

Louise Bland, of Brooklyn, N. Y., is expected here this summer. She will visit Loulie Morton.

Mattie Kennerly, who is teaching in Chatham, will probably be with us in June.

Margaret Batten, Emma Greer, Rena Carlton, and Matilda Jones attended the Easter German given by the H. S. College boys.

Mattie Painter, who has been in Richmond this winter studying music, is at home now.

Lizzie Watson and Bessie Anderton had a friend from Richmond with them Easter.

Missie Mease and Sue Boyd went to Richmond a few days ago to take the civil service examination. As yet they have not heard from them.

Corrie Broadwater left school this month because of sickness at home.

Mattie Leigh Cunningham is at home, her school at Ivor having closed.

Odelle Warren, who is now living at Pamplin's, has been back twice since graduating in February.

Laura Baldwin has returned from a visit to Laura Harris.

Mattie Turner is teaching as substitute in the graded school in Newport News.

Polly Chisman is also teaching as substitute in Hampton.

Ruby Cutherell has a position in a school near Norfolk.

AMONG THE FACULTY.

Miss Coulling has had Miss Mapp with her for a day this spring.

Miss Moffett was absent from school duties for three weeks in March. She left to take her mother to New York to receive treatment for her eyes. Mrs. Moffett is now with her daughter here, and, to all appearances, is improved.

Miss Walton was absent from class because of sickness. She is expected in school soon.

Miss Pritchett has been made President of the Tennis Club recently formed.

Miss Reynolds still has a fondness for "bisecting" cats, as has been proved by the great slaughter of the feline race that took place in May in Senior A physiology.

Mrs. Hardy was called home in March because of the death of her uncle.

Miss Carroll has had a visit from her father since Christmas.

Mrs. Frazer, wife of our President, is visiting friends in Norfolk.

MARRIAGES.

Mary Hannah Boyd, '93, was married at her home, in Charlotte county, February 21, to Rev. W. C. Flournoy. She has since visited Mrs. Col. Fitzgerald.

Elizabeth Jones, of Smithville, who was one of us year before last, was married May twelfth to Mr. Wilks, of Richmond.

Great interest has been manifested in the announcement of the marriage of Miss Walton, our teacher of Physical Culture, to Mr. Charles Friend. The marriage will take place on June 14th in the Presbyterian church of Farmville.

Mary Ballou, one of the girls of last session, died at the home of her brother, in West Virginia, April 9th. She was a girl not known by many, but admired by those who knew her. Her friends here have been greatly saddened by the news of her death.

. . . .

Another of our alumnæ has died since the last meeting in June, '97—Cathie Wilkie. She was born in Montrose, Scotland, and came with her parents to Virginia when she was nine years old. As a little child she was always quiet, and often preferred a book to the games of her brothers and sisters. She was always studious, and possessed the combination of a sunny disposition and a strong will. Consequently when she came first to the Normal, at Farmville, she

made friends among girls and faculty. In June, '94, she graduated, and for the next three years taught school. Upon my return from Farmville, last June, found her looking thin, but she was apparently well. On the 20th of July she complained of being ill. The doctor was summoned, and he, as the rest of us, never thought her dangerously ill, never realized her condition until she was dying. On the last day of July she died. Of course, we miss her sorely, but her father feels her loss most keenly. Yesterday he said to me: "I never knew any one so free from the common vices of humanity. I do not remember ever having had an angry word with her in the twenty-two years I lived with her." To-day I placed cedar-berries on her grave. God's spotless mantle of snow has covered it, emblematic in its stainless glory of the robe that friend and sister now wears.—*Sent by Marie Wilkie to* The Record.

. . . .

Mabel Buchanan, of Lamont, Smyth county, Va., was born January 10, 1865, and after a pure and lovely life, died at her home on March 8, 1898.

When a loved one is taken away, sometimes you hear the expression: "She was too good to live," and so when I heard that Mabel was dead my first thought was, "she was too good to live." Her gentle spirit seemed always to revolt from anything impure and gross, and in her daily life she ever tried to follow him who said, "Blessed are the meek." As a schoolmate she was unselfish, kind, and pure; as a friend, loyal, devoted and true, and heaven seems nearer and dearer since her bright spirit is there. Though called in the very springtime of her life, yet when asked if she were ready her only reply was, "Why, of course."

—Edna Earle Pratt.

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WHITTET & SHEPPERSON,
RICHMOND, VA.