

THE NORTHERN COLLEGE NEWS

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BERTRAND J. HENNE, Editor; EARLE M. PARKER, Editor; STUDENT STAFF; THERESA HATCH; LAURA TUOMELA; DOROTHY SCHELL; MILDRED UTTI; BERTHWY ANTHONY; OTTO MEYERS; ROLLAND GLENNER; AILI KOLEHMAINEN; HENRY STEEHLER; CHARLES RUBLEN; C. C. WIGGINS, Business Manager; F. R. COPPER, Circulation; LYDA M. OLSON, Alumni Editor.

OCTOBER 21, 1930.

Editorial

How Will You Vote?

Meanness, rancor, and petty squabbles do not characterize elections at Northern State. Classes select as leaders those who give or who have given evidence of honesty, talent and generalship.

Officers selected according to those requirements subordinate personal interests or the interests of the group with which they affiliate to those of the class. They have the ingenuity to apprehend and to make feasible the wishes of the class. They welcome suggestions from any member of the class. In short, they make themselves deserving of election.

To these requirements the Freshmen add another. They want military strategists who can guarantee them at least a gentleman's show against the lordly Sophomores in the annual Rush. Of necessity they combine in their leaders a few atoms of brain and of brawn.

The bulletin boards will soon carry notices of the meetings and elections. Those who post notices of this sort take particular care to make the time, place, and manner of the election clear to everyone. The student who has an interest in his class then reads carefully and VOTES CAREFULLY.

A Timely Reminder.

Here is a word of timely warning. In two or three weeks crowds of students will be seen in the foyer gazing anxiously at the board. For the benefit of the Freshmen who, of course, will not know what it's all about, a word of explanation is necessary. The student body as a whole is expecting a notice from the president concerning the kind of work they are doing. If it is "A" work he receives a superior slip. But this does not make him overconfident. No, he studies just as hard after mid-term.

If he is doing falling work he receives a flunk slip. He does not give up in discouragement, however, but works hard and often comes out ahead of those over-confident superiors.

Learning the Learner.

It is not with any intention of disparaging the honest efforts of experimental educators that we label many of the recent steps in our inappreciable school system as so much bumcombe. Our advice to these scientifically obsessed people who have undertaken so much to go ahead and finish the job. They have up to this time devised a system of mental quotients whereby a student, irrespective of his inherent idiosyncrasies, is put through a mysterious sort of test with a score of gloomy-looking profs glare at him and wave

gard to selection. Life which is the most real thing of all is constantly selecting. It takes the best and rejects the worst. Art does the same thing. To be a realist one must select that which is real. Art is real because it is worth while. The only real things are those worth living for. The hopeless stages and dregs of humanity are not at all desired by educated men. No honest man—and he is the measure of worth and of reality—aspire to the slums, to abnormality, and to prurient appeals. Lurid details are often uncalled for in writing; they have no part in real life. They are incidentals and as such should receive only a minimum amount of importance. The real things are the things that have a big meaning.

We also have the literary satellite who dwindles away hour by hour giving expression to the grotesque parts and departures of his hero's mind. He's not real; he's not even representative.

And now, the money-grabbing novelist sets her heroine on a ship's deck against a hee rail and a love-doped evening sky, where an enterprising young salt pulls alongside and whisks her off. That takes you to page twenty. From then on you are enchanted by the results of their clandestine escapades and by the heroine's woeful indecision as to whether she wants her baby or not. If the book is truly "realistic," she'll probably leave him and die off to some other lover and a bit more badness before the book ends.

Most "realists" fail to realize that to be real they must be true to human nature; and human nature in its lowest ebb and flow is not entirely irredeemable and cannot be described as so much rubbish. Human nature necessarily takes account of a soul. That soul is the thing that is invariably disregarded. Most writers do not select the real thing; they keep the body and all the ugliness they can associate with it, and throw aside the soul with all the good it might possess. They mix this with a cocktail or two, add a little sex adventure, and call it LIFE, Reality! It is only a part of reality, I say, and the worst part at that.

What They Think About It.

Question: Which do you think is of more value—the lecture or the recitation? Miss Spalding: When the student is acquiring a new vocabulary, the lecture is better. The recitation is valuable only in bringing out points that need to be made clear. Recitations and quizzes are more for the benefit of the student. Dr. Blackburn: I think that for lower classes, the discussion method is much better. For upper classes I should suggest the combination of the lecture and discussion methods. It is hard for a Freshman to follow an hour's lecture closely. An upper classman has gotten on to the way of taking notes, and knows just what points are to be remembered. In general, there is no place for the pure lecture method. Mr. Lantier: Generally I have little use for the pure lecture method. I have no use for the pure formal recitation, either. When there is factual matter, the students have to learn it. However, that material is interpreted. The lecture method is best used informally. I prefer a combination of the recitation—discussion—lecture method. Myrtle Cardew: The lecture method is more beneficial to the student

Sidelights

"College for Two?" This heading might be the title of a song-hit, popular novel, or modern play, but it certainly does not give an inkling as to what it really is. "College for Two?", is the title of an article by Hendrik William VanLoon, the humorist who has made so many scientists wish he had never been born.

In this article which appears in this month's "Rotarian", VanLoon discusses the problem of whether or not he shall send his two sons to college. He answers a flat "No!" This answer, coming from such a learned man, should give most college students food for thought.

Here are some of his remarks which fairly sizzle, and should make us, as future educators, irate enough for response.

"I shall I send my boys to college where there are not more than half a dozen men in half a dozen universities who could really inspire them to something good and great and noble and foolish and unselfish?"

He goes on to call college "four years of pleasant, but unproductive idleness. The mere accumulation of information is simply a waste of time in this age of encyclopedias and handy reference books". Mr. VanLoon does not state who will write these encyclopedias and reference books and keep them up-to-date, however.

He continues: "Let any college graduate ask himself the question, 'How many of my professors really gave me something that stuck?' And the answer will be rather surprising and humiliating".

In another place he states that "interesting experiments are fermenting in several American colleges but they are too few. Maybe some of them are freakish. The professional old-guard says so in unmistakable terms. But the old—be it stratified rock or human beings—always rebels with the impact of new ideas". "For our modern colleges is neither one thing nor the other but it is everything it should not be".

Is it necessary to say more? Mr. Van Loon's destructive criticism leaves us no stand but the direct opposite, or possibly, yes probably, laughter.

Maybe he is right? What do you think?

A Better Receipt.

"Where are you going, hubby?" "Downstairs to get some water". "In your pajamas?" "No, in this pitcher".

after he has become accustomed to it. The college student comes to school to learn, and not to tell a professor how much he knows. Also, a large amount of material can be covered in a shorter time by the lecture method.

Harriet Carlson: I think that the lecture is of more value. In a college, the students are supposed to check up on themselves, and are not supposed to be checked upon in class by a recitation. In a lecture the instructor can give supplementary material that cannot possibly be obtained by all students in the class.

Lawrence Hebbard: In the lecture method, the responsibility is shifted entirely on the student. The recitation method allows a greater check by the teacher. In courses where it is possible, I prefer a class discussion as contrasted to either of the other types.

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Library Notes

The following books have recently been added to our library:
Beard, C. A.
American party battle.
A concise account of the political party conflicts of our country.

Best, Mary
Thomas Paine, prophet and martyr of democracy.
Blair, Walter A.
A raft pilot's log.
An account of log transportation on the upper Mississippi River.

Bowers, Claude
The tragic era.
Another "best seller". A dramatic and also scholarly book on the twelve years between the death of Lincoln and the end of Grant's administration.

Carrier, E.
A historical geography of England and Wales.
A small book of much value to students of history and geography.

Condrans, Blaise
Sutter's gold.
Read this sometime, just for the pleasure you will get; it is a story of General Sutter and early California days.

Crowther, Samuel
Romance and rise of the American tropics.
A well illustrated book on Central America and the United Fruit Company; soldiers of fortune and big business in our tropics.

Finch & Baker
Geography of the world's agriculture.
New copies, bound, of one of our most used references.

Fleming, D. F.
The treaty veto of the American Senate.
Folwell, W. W.
Minnesota.

One of the American commonwealths series, the history of a neighboring state.
Gorgas, William C.
Sanitation in Panama.
Dr. Gorgas tells how it was done.

Graham, W. A.
Story of the Little Big Horn.
A detailed account of Custer's last battle.

Hamtramck, Michigan
Public school code.
The policies of the Hamtramck school board, and the means of procedure whereby such policies may be carried out.

Houghton, E. P.
The Donner party.
The tragic story of a band of pioneers to California, told by the daughter of the leader.

Howard, C. H.
Design.
The principles and requirements of good design, well illustrated.

Jeans, Sir J. H.
The universe around us.
"A brief account, written in simple language, of the methods and results of modern astronomical research".

Jones, Clarence
Commerce of South America.
Kilpatrick, W. H.
Education for a changing civilization.
Three lectures by the distinguished professor of the philosophy of education at Columbia University.

SOME SAYINGS OF ROOSEVELT
This country will not be a good place for any of us to live in unless we make it a good place for all of us to live in.
Aggressive fighting for the right is the noblest sport in the world.
The nation's most valuable asset is the children, for the children are the nation of the future.
Try to make things better in this world, even if only a "little better," because you have lived in it.
The real heroisms of life are the doings of the little humdrum things promptly and unostentatiously.
Success comes only to those who lead the life of endeavor.
I made my health what it is. I determined to be strong and well, and did everything to make myself so.
-Marquette Co. School News.

DIRECTORY

Table with 3 columns: NAME, ADDRESS, PHONE. Lists Northern Faculty and Employees including Archambault, Evansham, Baker, Barry, Bartleson, etc.

Among Northerners

Table with 3 columns: NAME, ADDRESS, PHONE. Lists Northern Faculty and Employees including Tucker, Bottrell, Laidlaw, etc.

Mich. Tech. Goes Down In Stubborn Combat

(Continued from page 1)
The artificially lighted gridiron brought joy to the hearts of the football lovers who had braved fog and mist to witness the battle.
By virtue of superlative line tactics, correlated with effective and running and blocking, both teams succeeded in scoring a touchdown during the first quarter.

Personality and Mental Hygiene at Assemblies

(Continued from page 1)
not know how to treat their patient but used a great deal of violence.
This condition impressed the author so much that when he was released he sought at once for some means by which he could force these hospitals to change their methods and use a more humane treatment and one that would benefit the patient.

MARRIAGES

Osier, Monica, '26, of Ironwood, and Joseph O. Kind, formerly of Marquette, were married August 25, 1930, in Marquette, Mich.
Volcker, John D., '24, formerly of Ishpeming, and Miss Grace Taylor, of Oak Park, Illinois, were married in Charlevoix on August 2, 1930.

PERSONALITY AND MENTAL HYGIENE AT ASSEMBLIES

Personality is determined by differences in species of mankind. This was the opening statement made by Mr. Meyland in his talk on that subject at the assembly held October 9.
Humor was woven in and out all through the dissertation. This was an element that made the talk interesting.

A WILD IDEA
It may be a wild idea for us to think that college students can build Savings Accounts while in school but a good many of them are doing it.
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