1902

Normal College News, April, 1902

Eastern Michigan University

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APRIL, 1902

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HOW joyfully I sought you in your hidden nook
   Each year while yet the spring was young.
I always knew just where to look
And if I came too early, I could almost hear
You murmur to my anxious ear,
"You do not seek in vain
Soon I will be with you again."

Next day I saw the apex of a tiny heart
Pushing itself up through the leafy mold.
The sun soon kissed the folds apart
And when I next peeped 'neath the old thorn tree,
Your pure, sweet face smiled up at me,
So delicate, so pure and fair
No hand but God's might set you there
Two Wise Counsellors

ALBERT LEONARD

To the college student of thirty years ago and more Todd's "Student's Manual" was recommended as a volume of sound and helpful advice on matters pertaining to student days. The high moral tone which pervaded the volume, the wise suggestions in which it abounded, without doubt helped many a student to make more of his college days than would have been possible without the stimulation derived from such a mentor as Dr. Todd's volume. But to students of the present day this volume is almost unknown. Dr. Todd's book has, however, had several successors. Some ten years ago President Thwing published a helpful volume entitled "Within College Walls," in which he discussed with his usual good sense the chief matters that ought to have the careful consideration of the college student who would understand the real significance of a course in college. A few years later he followed this volume by one entitled the "College Woman," in which he touched upon the scope of education for women and showed with great force and clearness what the course in college ought to bring to the young woman who would make the most of life and its opportunities. There are few books for college students more worth reading than these two volumes by President Thwing.

Within the past month or so there have been published two volumes* that are certain to render an important service to the students in our schools and colleges for years to come. These volumes—"The College Student and his Problems," by Dr. James H. Canfield, and "Mental Growth and Control," by Nathan Oppenheim, M. D., are written by men whose experience gives their suggestions on the vital questions that confront every student the weight of authority. Dr. Canfield's experience as president of two state universities has afforded him an opportunity to observe student-life in all its phases. Dr. Oppenheim, a skilled physician of New York City, is known to the educational public through his volume on "The Development of the Child," one of the most useful volumes for teachers published within recent years. It seems clear, then, that anything that these men may say on the fundamental problems which all young men and women must consider is entitled to serious attention. Both volumes are the result of long-continued thought on the questions discussed by their authors.

Dr. Canfield begins his volume with the frank admission that talk is cheap and that advice is often worth but little more than it costs—nothing; yet he rightly holds, it seems to me, that the experience of others is worth something. The problems of life, it is conceded, must be solved by each person for himself; each person must determine his own scheme of life. At the same time there is no question but that suggestion plays an important part in every human life, and it is due to this fact that the reading of books like those named above may color one's whole life. We need suggestion to set a worthy standard, to encourage us in our efforts to realize our ideals; because, as Dr. Oppenheim points out, our lives cannot be counted successful until our energies are held down to an ultimate purpose, as a strong, clear-sighted driver holds a swift horse to his course. It is therefore the chief value of these volumes that they set up worthy ideals, and show how, in some measure at least, the smiling possibilities of student days may be made realities in later life.

In his opening chapter Dr. Canfield answers the question, why go to college at all? While laying stress on the truth that college training makes the mastery of the conditions of success far easier than would be the case without the discipline and insight of the college course, he rightly places the emphasis the higher aspects of human life:

"But these three longings of the human soul—for life, for influence and power and mastery, for ability to perpetuate its thoughts and purposes and to build that which abideth—these three cannot find satisfaction in a small and unintelligent and uncertain life. Only the mind which becomes public and large can ever enter into the highest joys of life. And only the mind which is early and thoroughly and wisely disciplined can possibly and surely hope to become public and large. As I have already admitted, you may secure this discipline outside the walls of a college. Some men have done this, but the surest road is that trodden by hundreds and thousands during all the past—the college, rich in opportunity, in association, in fellowship, in tradition, in all that is stimulating and helpful. Here you will find clearer judgment, a wider horizon, higher ideals of culture and of manhood than you have ever known before. All this will not come to you suddenly; it will grow with your growth. It will not come without effort; you will get nothing at all if you simply stand at the foot of the ladder, with your mouth open, longing. But here as never before will you find incentive and opportunity combined."

But not all who go through college leave with the mind which is public and large; for while the college is rich in incentives and opportunity, it remains true that only the student who brings much to college will take much away. There is yet no college or school which has the power of turning one talent into five talents.

The limitations of space forbid anything like a résumé of Dr. Canfield's thought on the various problems that are taken up in the course of this volume. A chapter each is devoted to the choice of a college, the selection of a course, the fateful first year, fraternities, athletics, other college enterprises, electives, the choice of life work, and a few last words.

As to the use of the student's time, Dr. Canfield's suggestions are sound and helpful. A student should carry the equivalent of three studies or "hours," each of five week days. As a general rule for each hour in the lecture room or class room the average student should spend two hours in preparation. This means nine hours of work each day. But as one subject is likely to be a science, there will be an additional hour for laboratory practice, making a total of ten hours a day. There should be at least eight hours of sleep. Personal matters, such as dressing and undressing, bathing and the like, should take at least an hour and a half. To the three meals—including the going and coming, if the meals are not taken where the student rooms, and the social intercourse both before and after each meal—should be given at least two hours. There should be at least one hour for exercise, definite, intelligent, spirited, always out of doors if possible. This leaves "only an hour and a half of each working-day for the hundred-and-one extras, the emergencies, the unforeseen matters, the multitudinous demands of the public college life, the amusements and the creature comforts of existence, your correspondence, all the minor incidents which continually press upon time and strength and attention. A well-ordered, carefully regulated life, therefore becomes an absolute necessity."

While insisting upon a well-ordered daily life for the student, Dr. Canfield does not make the mistake of advocating hard and fast rules. He has no patience with that temper or habit which makes it impossible for a man to study Greek except in a certain chair in a fixed corner of the room and at a given hour; or which makes a man lose what is really worth while because at that same hour he had agreed with himself to do some other and far less important thing. All that he has in mind is the necessity of methodical
effort, and of an intelligent apprehension of what the student has to face each day. As a scheme of daily life, Dr. Canfield would have the student spend his time about as follows:

Rise at half past six and be ready for breakfast at seven. At half past seven leave your boarding-house for the class room. The hour from eight to nine will be given to a lecture. Study from nine until eleven, at which hour will come the second lecture. It will take a half hour to clear up odds and ends before luncheon. The wisest thing the student can do after luncheon is to give an hour to light exercise, lounging, and social intercourse. From two to four there should be study, the last lecture being from four to five. From five to six the student ought to be on the athletic field or in the gymnasium. By half past seven he should be in his own room ready for work, and then three busy hours bring him to bedtime—half past ten. This seems on the whole a fair picture of a well-ordered life in college.

In speaking of the use of time, Dr. Canfield urges the student not to let his work intrude upon the hours of the Sabbath. Early in his college course the student ought carefully to avoid the cramp and narrowness that is sure to come from being too deeply engrossed in any one line of work. The Sabbath should bring the student freedom and enlargement. If the student is wise, he will keep that day sacred, says Dr. Canfield, to that "other life" which every man, especially every hard-working man, ought to recognize and cultivate. The Sabbath is a good day for good deeds; for an hour with the sick, for a long and earnest talk with a friend, for a quiet walk abroad, for helpful and stimulating intercourse with the student's superiors, for reading on lines for which the work of the week gives no time—"a long swim in the broad sea of genial human sympathy," as some one has so aptly expressed it.

In his chapter on a few last words, the author well says that every man must have a more or less definite thought of life as a whole, and of what life ought to mean to him, of what he may reasonably expect from it, of the end in view and the means by which to reach the end. Without some definite thought on these points a man goes blindly, aimlessly, hopelessly, and it has always seemed to me that the supreme purpose of the school and college is to give to the young some glimpses of the real meaning and significance of human life. There can be no largeness of life without some conception of the things that make life significant. It is one of the chief values in books like this by Dr. Canfield that they set worthy standards, and bring to young men and women at the most impressionable period of life ideals which will make life the direct opposite of the narrow and insufficient and one-sided and short-sighted thing it is in so many instances. No student can take into his life the teachings of Dr. Canfield without living a richer and fuller life.

Dr. Oppenheim's volume—"Mental Growth and Control"—may safely be pronounced the best popular presentation of the principles underlying all sound mental and moral growth to be found in print. Writing from the point of view of a scientific physician, the author presents in a clear and simple and direct way the conditions that make for an efficient human life. The best preparation for the vocation of living, in Dr. Oppenheim's view, is to learn what one's self is, how the human mind works, what life means, what there is to be abstracted from it, and by what methods we may obtain the good and escape the evil. Although assigning to heredity a large place in shaping human destiny, the author has no sympathy with the dwarfing effects of that fatalism which holds that events are going to turn out in a certain way no matter what efforts are directed to influence them. "You must realize," says Dr. Oppenheim, "that, after all, the decision in regard to your acts and your fate belongs to you, that you have within you forces which may lead to the noblest achievements." To appreciate the full significance of this self-determining principle, a knowledge of the growth and control of the mind is necessary, and it is the author's purpose to set forth the
means by which one can acquire the poise of life that marks the well-balanced man. In no other recent work can be found a better statement of the strong practical bearing of psychology on the plain every-day facts of life, or a clearer analysis of the true relations between mental workings and their outward expression in conduct.

The scope of Dr. Oppenheim's volume is best shown by reproducing the table of contents: the growth of character; the mind as a machine; the power of attention; what association means; the uses of instinct; memory and its development; the bonds of habit; hypnotism and suggestion; imagination, the enlightener; the emotions and their education; reasoning, the guide; and will, the controller. These topics are not treated in the traditional manner of the books on ethics but from the standpoint of the scientific physician who sets forth the notion that the mind in its final crystallized form is the product of the forces that have been working upon it.

In the chapter on the mind as a machine there is a rapid but admirable sketch of what the brain does and the general manner in which it performs its work. But while saying that the nervous system is a machine, the author makes it clear that our mental actions are controlled by definite laws of cause and effect and that the nervous system is more than a machine—it has the wonderful gift of life. This gift means that a stationary condition is impossible. We must either go forward or back, the choice of directions lies with ourselves. In the years of student life in particular we are ever at the parting of the ways. While it is one of the functions of teaching to aid the student in making wise decisions, yet after all the choice lies with the student himself. It is the far-reaching significance of this fact of human life that receives emphasis throughout Dr. Oppenheim's volume.

In the chapter on memory and its development the author outlines the conditions that make a good memory possible, and emphasizes the need of laying aside the notion that the memory is a faculty which exists quite by itself, capable of being cultivated, like a piece of arable land one year as well as another, whereas memory becomes of use in proportion to the systematic improvement of the general mental life. Keeping in mind the fact that the memory is a means of amassing impressions which may forever be a joy or which may blot one's life, the author closes his chapter with these words of practical admonition:

"Guard your mind from unfavorable impulses and associations as you would your body from disease. For when they have once made their effect you will have to struggle against them all your days. Gather and store up healthy and laudable impressions as you would acquire strength of body. For they will in all the future years color your thoughts and deeds with a hue of beauty and grace. In the final analysis the whole matter resolves itself to one of individual choice and responsibility. Your memory, like a well-stocked and carefully cultured garden, may easily be made both beautiful and profitable; or on the other hand it may be the repository of ugly and harmful things. Do not for a moment lose sight of the fact that the credit, one way or other, belongs to you and only to you."

And again in the chapter on imagination the same thought is touched upon in these words:—"And above all, keep your thoughts and your secret contemplations sweet and clean. Refuse absolutely to think of vicious things, because such things make a fertile culture ground for a diseased imagination. We have a large power of choice in this respect, and we are responsible for the use to which we put it. Purity of thought is practically synonymous with purity of life; and the unsaid things are the real index of character. He who regards himself as the keeper of his actual and potential powers, who feels accountable for all he is, who pitches his life on a high plane and refuses to soil himself, is the truly admirable man. He lives in a world of beauty and to him the world is a good place."

In the chapters on the emotions, reasoning,
and the will, the student who is earnest in seeking to learn the principles that should regulate a well-ordered life will find help of the highest value. It is hard to see how any young man or woman can read Dr. Oppenheim's book without being filled with a stronger and more intelligent zeal to make the most of life and and its wonderful ways.

"Elf"

BY MABEL A. EAGLE, '03

The day was sultry, and in the crowded tenement district the heat was almost unbearable. Around the disreputable saloons were gathered crowds of dejected loafers. Listless women sat upon the doorsteps, too weary, even, to scold the throngs of children who ran to and fro, filling the air with their cries and mirthless laughter.

Down the street wandered a crowd of ragged waifs. Among them was a little girl, unkempt and dirty, with bare feet and tangled hair, clad in a sleeveless dress of rags. But was her face not pretty? No; her nose was too long, her lips thin and her chin too decided; yet there was something attractive in the yearning expression of the dark, elfish eyes.

The crowd of waifs passed on through Blind Man's alley, and finally reached the slum market. There they chanced to see an old barrel filled with rubbish. They all rushed to it and began to pull out the cast-away materials. One of them secured a pair of old shoes, another a ragged dress. Beneath these, the girl's elfish eyes saw something gleam in the sunshine. With the quickness of a cat she seized it. It was an old harp with five or six unbroken strings. As she inspected it curiously, she ran her fingers over the strings. The beautiful low tones caused such a light to break over her face that its radiance seemed almost unearthly. A chord in her heart had answered the chord of the harp, and she was no longer plain, but beautiful.

Clasping the harp to her breast, she ran down the alley until she came to a rickety old stairway. Up this she hurried, and at the top she darted into a narrow hall. Slowly she made her way through the midnight darkness until she came to a certain room, which, in company with two or three families, she had been accustomed to make her dwelling place. As she entered she received black looks and curses; but, perfectly unmindful of them, she crawled under a bed, dragging with her her precious harp. Here she gave way to a burst of tears—tears which whippings and curses had failed to extort.

Two years ago a remarkable thing had happened. The children in this tenement were startled by the appearance of a beautiful girl in the alley. The girl came forward with a timid, frightened glance, her arms full of roses and pansies. She stood looking a moment at the dirty children; then gave to each a bunch of flowers. Turning to the girl with the elfish eyes, she asked to be shown the way out. She had need to get away, for around her was an army of little beggars, pleading for flowers, with such hollow, beseeching eyes they made her heart ache. The girl addressed took the soft, white hand in her grimy ones and led her to the street. They passed through such frightful scenes that the beautiful girl closed her eyes to keep out the shocking sights. When she opened them two sharp eyes were gazing into her own.

"What is your name, little girl?" she asked. The waif did not answer, but looked mystified.

"Haven't you any name?" persisted the girl.

The waif shook her head by way of answer.

"Then I shall call you the Elfin child, and Elf for short. Where do you live?"

"Laws," said the child. "I lives most anywheres; whar you wuz I sleeps."

"Wouldn't you like to go to school?" asked the girl.
The child looked frightened; then said: "Is that the place where they go when the police get them?"

The girl laughed and said: "No, no; it's a place where children go to learn to read and write."

"Would I git like you?" inquired the waif. "Yes. If you go to the mission, you can learn."

Just then a carriage drove up, the girl gave the little hard hand a warm clasp, and then jumped in, leaving "Elf" standing alone. Slowly she turned homeward, her eyes fixed on the ground. Suddenly she saw a piece of charcoal. Picking it up, she sat down and began to mark upon a piece of board. She was trying to make a picture of that beautiful face, which she still saw bending over her. Soon upon the board there did appear a face marvelously like the real one. The child in her delight took it home and hid it carefully, for it was intended for her eyes alone.

Two years of slum life had almost effaced from her mind the memory of the beautiful girl. But to-day the sound of the harp struck again the same chord in her heart. She still remembered the word "school," and now determined that this very afternoon she would find out its meaning.

Elf worked at a "sweater's" shop, hauling boxes of goods from the shop to a large factory a mile away. This afternoon, she was hauling her last load when she saw a lady looking at her intently. The woman hesitated a moment, then came to her and said:

"Child, that load is too heavy for you."

"Why don't you go to school?" asked the lady.

Quickly Elf dropped the tongue of the cart, caught hold of the lady's dress, and in a pleading voice said: "Oh, missus, tell me about school."

"You see that little building," said the woman, pointing to a small frame house, "well, come there to-night. We have a school there. What's your name?"

"Elf," answered the waif.

"Now, remember, Elf," said the lady, "I'll expect you to-night."

"I'll come, sure," she answered.

That evening, true to her promise, Elf found her way to the mission. The teacher placed before her the letter A and told her to copy it, while she busied herself with the other pupils. After a time she returned to the child's desk, expecting to see some well formed letters. To her surprise, she found on the paper a beautiful face.

The teacher took up the paper and showed it to her assistants.

"How beautiful," they exclaimed, "who drew it?"

For answer the teacher pointed to the waif. "Why, she is a genius!" exclaimed all.

The teacher returned to Elf and said kindly: "The picture is very good. Now draw the letter A."

Elf tried and succeeded.

Thus Elf's education was begun. Years passed by, filled with drudgery by day and study by night, until at last she was fitted to enter the high school.

While in the high school she learned the difference between the rich and the poor, and grew to appreciate thoroughly the terrible condition of the people of the slums. It was here that her remarkable artistic talent began to show itself, and began to bring her into public notice. Just before she graduated, she painted a picture that now hangs in a New York gallery. It portrays a scene in tenement life. Though the execution is not faultless, even critics forget this when looking at the picture. It is the story of Elf's life, and its simple pathos tells more eloquently than words the history of a neglected waif.

The money which she received for this picture, together with that which she had saved from her other works, was sufficient to pay her expenses for a full course at an art school. Although her ambition was to become a great artist, it weighed upon her conscience to think that to strive towards this she must use her money and her talents, while the people from whom she had come lived in disgrace and
misery. As she was walking down the street one day, she met a little girl wheeling a cart just as she had done. She shuddered at the thought of what her life might have been had not the light of education reached her. Then and there she resolved to devote herself, henceforth, to bettering the condition of her people.

In a few years, with the money she had saved and with the assistance of some influential citizens whom she had interested in the cause, she started a mission, which now stands in the worst part of the slum district, opposite the house where she once lived. The name of the mission is "The Home." It is a real home, a hospital for the sick, a bureau for those out of work, and a place of refuge for the distressed. Parents, too poor to provide for their children, leave them here; but before departing they are taken from room to room of this mission home; into a conservatory first, where flowers bloom continually. Here many a sin-hardened face softens as it bends over a snowy crocus or a white lily. Next they pass into the art gallery, and then into a music room, where the beautiful girl Elf met in childhood, presides. A most winsome voice she has, a voice which, if she had used it for the world, might have brought her fame.

Who shall say that Elf did not decide wisely and well, when she determined not to live for self, but for others? Did it not give her purer joy, more perfect happiness to see the poor creatures depart thus, their hands full of flowers, their faces beaming with joy, and their eyes filled with tears of gratitude, than to live for self? Yes, for in giving her life to others, in making others happy, she has learned the secret of true happiness.

Night

M. M. H.

O Night! Thou comest ever gently
While yet thy joyous sister Day lingers on threshold warm.
We feel thy tender presence brooding near
No faintest rustle tells of thine approach,
But sweet low voices tuned to harmonies divine
Silence the day-birds and make still thy way.
Day reveals our weaknesses, our grief and pain, our joy;
But thou—thou bringest us strength to conquer weakness,
Soothest our pain and sorrow on thy breast
And givest us holy thought to purify our joy.
Thou bowest in reverence while we pray
And wingest our prayers to God
To make us meet for day.
THE NORMAL COLLEGE NEWS

SOME PRACTICAL SUGGESTIONS FOR SPRING WORK IN PRIMARY NATURE STUDY.

W. H. SHERZER

As the sun slowly mounts the sky, each day a notch nearer the zenith, its rays become more and more potent; more minutes are afforded each day for them to operate upon the frozen earth and winter reluctantly releases its icy grasp. Those animal forms, both great and small, from the common house-fly to the lumbering bear, which have slept away the dark, cold days in nooks and crevices, one by one stretch their stiffened legs and yawn themselves into consciousness. The birds flit back from their visits to the sunny south, and add their cheery chirps to the grand chorus of Nature's spring symphony. The brown earth is gradually carpeted with green, the fountains of sap begin to flow and the buds swell to the point of bursting. No man can be indifferent to this annual reanimation of Nature; but to the child it means far more, because of its novelty, because it restores to him those forms which he dearly loves, and because of the opportunity afforded for the unlimited and unfettered exercise of his rapidly developing sense and motor centers. God have mercy upon those children of our large cities who, with blanched and drawn faces, must watch the approach of this delightful season through the windows of a dark and musty cellar! For the kindergarten and first primary there is no more appropriate thought than this the reawakening and reanimation of Nature.

In the early spring fill tumblers, fruit jars or wide-mouthed bottles with water and insert twigs of the familiar shrubs and trees, changing the water occasionally. The lilac, pussy willow, horse-chestnut, and the various fruit trees will be found especially appropriate, but the collection should be much extended. The children can be easily taught to recognize the common twigs at sight and by feeling with their eyes shut. See how many twigs or buds have a characteristic odor by which alone they may be recognized. The bursting open of the buds and the development of the leaves and flowers in the school-room should be followed in detail, and later compared with that which takes place outdoors under natural conditions. If the horse-chestnut tree was studied in the fall, and nuts were collected by the children, some of these should be planted in the early spring in moist sand and kept in a warm spot to favor germination. Transfer to a box of good soil, teach the children how to care for them, and on Arbor Day set some of the young trees about the grounds, and encourage the children to do the same about their homes. In shallow wooden boxes have the children start indoor gardens, using familiar grains and other seeds with which to further emphasize the idea of Nature's awakening. As soon as the weather is suitable prepare a small plot of ground as a grade garden, and assign each child an individual bed to which he may transfer material from his indoor garden, as well as start other seeds of his own choosing. Make much of the return of the birds and put up about the school...
grounds small houses to entice the birds to build in them. Teach the common birds, have the children observe their habits; try to discover their foods, places of nesting, their songs and notes and, as far as possible, their special traits of character. Cocoons which were formed in the school room during the fall, or were then collected from the trees, may be brought into the rooms from the cellar and the moths allowed to emerge. Try to get these to feed upon sweetened water, and when the weather is warm enough open the windows and give them their liberty. If desired, the late spring may be devoted to the study of the cow and horse as to structure, made out as far as convenient from the live animal, food, habits, and importance to man.

The above topics are to be carried along side by side, each extending over as many weeks as may be necessary. The children are to be guided in their observations by oral questions from the teacher, and then given full opportunity to express their ideas by oral and written language, drawing, painting, modeling, cutting, etc.

An appropriate and very suggestive central topic for the second grade is germination and plant growth, with reference to the use of food material stored up the previous season. From their work in the fall and winter the children have learned that in the vegetables, nuts and grains there is compactly stored away an abundance of nutritious food for animals and man. The child is now to be led to discover that this has been appropriated simply, and that the plants themselves had designs of their own upon this food supply. If a study has not already been made of the simple physical properties of starch and its presence so generally in grains and foods, this should be done first. Show the children how to discover that it is soluble in hot water, but not in cold, and that when in solution it will pass through filter-paper. A weak solution of iodine is to be used in identifying the substance whether in the solid form or in solution. In shallow glass dishes provided with a cover, or in simple fruit jars, place a handful of grains of corn upon moist blotting paper or thoroughly washed sand. Have the children observe closely its germination. When the young stalks are five to six inches high, give each child a specimen for examination. Have him first note that the starch is nearly or quite gone in the seed, and that the plant has instead a stem, leaves, and roots. Mention the absence of food material in the paper or washed sand. Have each child pinch off the stem near the grain, and chew the portion just above. He will have no trouble in detecting the presence of sugar of a peculiarly sweet and lasting taste. Starch in the grain. Presto! Sugar in the stem. The child has learned how very soluble sugar is, and will be ready to suggest the reason for this change in order to transport the necessary food material to where it is needed for growth. Would it have done to store this food as sugar in the grain instead of starch? As many other grains as desired may be similarly used, to show the use which the young plant makes of the food stored in the seed by the mother plant.

Procure some barley, and place under favorable conditions for germination. When just on the point of sprouting subject to a sufficiently high temperature to stop further growth, and we have malt. Some of this may be chewed by the children, and the same sweet sugar detected. Procure some ground malt, soak in warm water to dissolve this sugar, filter and evaporate the water to secure the sugar in solid form. To distinguish this from common table sugar, which is made from sugar cane or sugar beets, call this malt sugar. Cut some cross and longitudinal sections of maple twigs, soak in strong iodine to discover the presence of starch. Tap a hard maple or two some time before the frost leaves the ground, and have the children collect five or six gallons of sap. If convenient, boil this down in the school room to syrup and continue with stirring, until it is converted into sugar. While soft run into small paper or birch bark boxes which have been prepared by the children, and give each one to carry home. Learn the methods by which the
Indians and pioneers manufactured this sugar, and describe to the children. If possible, visit a sugar camp. Make continual use of all forms of expression. Place in fruit jars, partially filled with water, specimens of beets, carrots, parsnips, turnips, and sweet potatoes, in all of which we have food material stored in the root. Some of these will slowly form a growth at the expense of such stored food. The children should be led to see the advantage that would come to the plant in thus getting an early start. Irish potatoes, onions, etc., may be similarly studied.

Transfer some of the germinating corn, wheat, or peas, while the roots are still small, to fruit jars or wide-mouthed bottles filled with culture fluid,* supporting the young plants with sheet cork or pasteboard so that the roots are immersed in the fluid. Prepare similar jars, using rain or distilled water. In the latter the children discover that the plantlets die as soon as the food of the grain is exhausted, while those in the culture food continue to grow. The roots being alone in contact with the nourishing fluid must be one of the essential feeding organs of these plants. Still another function is soon discovered when the plants topple over and have to be supported by wires. Transfer to the school garden, when the weather becomes suitable, much of this growing material, and have the children follow the further stages of development, if possible, back to the storage of food again in root, stem, leaf or seed. Acorns, hickory nuts and walnuts may be given an early start in warm, moist sand, and planted in rich soil to observe how the young tree grows at the expense of the food contained in the nut. Similar germinating nuts may frequently be found growing beneath the trees out of doors. Arbor Day may be again observed with the planting of these nut and maple trees.

The use to which the maple tree puts its own supply of sugar may be observed in the very early development of its flowers and leaves. Bring twigs of both hard and soft maple into the school room, as was suggested for the first grade; place them in rain or distilled water, so that they can get no food from this source, and note in detail the development of flower and leaf. Compare with the stages later to be observed upon the tree, and make a careful study of the flowers, naming the parts. Flowers bearing stamens will be found confined very generally to one tree, those having pistils to a separate one. The honey bees will be found actively at work upon the flowers when the sun is bright and warm. Have some caught in a net and placed in a glass vessel for examination. They will be found to be covered with 'flower dust,' some of which will have been packed into balls and placed in the 'bread baskets' on the hindmost pair of legs. If there is a glass hive available, the children should visit it and see the bees bringing in this food for their babies, kicking it off into certain cells and hurrying away again for another supply. The study of cross-pollination may be reserved for the next grade, for which this work serves as a foundation. Every few days, for two to three weeks, collect fresh flowers from the same set of trees, and distribute to the children for observation. They will discover that the flowers with stamens shrivel up and drop off, apparently without serving any useful purpose other than supplying the bees with their bread and honey. At the center of the pistillate flowers, however, they will discover, if the teacher does not deprive them of the pleasure, that a pair of winged seeds is slowly developed and charged with fresh food. Examine the contents of these seeds to discover the nature of this material. Is it starch, or does it eventually become so? Why? When the seeds are dry study the action of the wings, leading the children to suggest their use. Collect a number of young maple trees, which can generally be found in abundance beneath the parent trees. Transplant

*This fluid is prepared by taking for each liter (one quart about 1 gram potassium nitrate, 1-2 gram sodium chloride, 1-2 gram calcium sulphate, 1-2 gram magnesium sulphate, and 1-2 gram of calcium phosphate. Warm the water slightly to hasten solution, and when ready to use add a few drops of some iron compound solution. The children may see these compounds when mixed, and be told that they are plant foods.
the school room gardens for observation, and use on Arbor Day.

None of the work above suggested can be disposed of in a certain number of set lessons, and it will require some generalship upon the part of the teacher to bring the various lines of work forward steadily and harmoniously, holding back one topic, urging forward another; seeing the end from the beginning, and keeping every child busy, alert and happy. Toward the close of the year unripe fruits may be sliced and examined for starch with the iodine. If ripe fruits, either fresh or canned, are similarly treated the amount of starch will be found to be relatively slight, and sugar will be found instead. The nature of the ripening process, the purpose served thereby, and the unwholesomeness of unripe fruits in general may now be emphasized.

The space at our disposal here will not permit of as full a discussion of the spring work that may be carried on with much profit and interest in the third grade. The thought to be developed may be the dependence and interdependence of all life and mutual helpfulness, as illustrated by animals and plants. The application may then be made to the child as a member of his family and of society in general. If an observation bee-hive is already in position in the school room, the work may be begun with the appearance of the flowers of the pussy-willow and maple. If the hive must first be provided, it will be considerably later before observations can be begun. Make an arrangement with some bee-keeper in your neighborhood to supply you with part of a swarm of bees, and get the dimensions of his "frames." Have a hive built that will just accommodate, say, six such frames; the hive to have glass sides and ends; each glass being set in a sash, hinged to one of the corner posts. Provide a movable top and shutters, by which the hive may be kept dark when not under observation. It will be found convenient to have an extension box provided, which may be set over the frames, and in which may be placed a certain number of the small boxes which are commonly filled by the bees for the market. The bees should be given access to these boxes, but not to the larger "extension" which holds them, otherwise they would escape into the school room when the cover was lifted. Select a school window least exposed to the direct rays of the sun, and, if possible, not directly over the source of heat for the school room. The height from the ground is immaterial—the higher the better, so that the bees will not bother or be bothered by the children upon the playgrounds. To the sill of this window firmly fasten a heavy board of the proper size to support the hive, and underneath the lower sash insert a narrow strip which has an elongated, narrow opening to correspond with that of the hive when it is in position. Hook the sash securely to this extra strip, for if raised the bees will have access to the school room. Upon the outside sill fasten a generous "alighting-board," sloping gently upward to the entrance. The hive may now be taken to the bee-keeper to receive the colony. One frame well filled with honey and two frames filled with brood, with all the bees which will adhere to them, will give a good start. It is not necessary to have the queen, for with eggs the bees will rear one of their own,—and this is an interesting part of the work if the queen cell happens to be constructed where it can be observed, as frequently occurs. Enough other frames should be set in, provided with "foundation" comb, to fill the hive. Close up the hive completely, placing a piece of wire gauze over the entrance temporarily, and transfer to the school room. Screw firmly to the board that was provided, remove the gauze from the entrance, and everything is ready for work.

If no previous work has been done upon the bee, it would be well to take up first the simple structure as it can be made out directly from the live specimens in the hive, making use of a reading glass. The main divisions of the body into head, thorax and abdomen should first be discovered, and then a more detailed examination made of each part. This will lead to a study of the eyes, antennae,
mouth parts, wings, legs and the joints of the abdomen. The work should be extended to include the physical properties of wax, propolis and honey, their sources and the use to which they are put by the bees, as illustrated in the hive. The main energy of the colony is directed first towards the rearing of the young, the slender white eggs being fastened at the bases of the cells by the queen. The stages in the life history are to be discovered by the children, along with the care which they receive from their older sisters. The bringing in of pollen, and later honey, the cleaning of the hive, the method of ventilation (tan system), the guarding of the home from robber bees and other enemies, the rearing of the drones, those elegant gentlemen of leisure; the remarkable behavior of the workers towards their queen, the rearing of the new queens as the colony becomes over-populous, and finally swarming, may all be studied directly in this valuable accession to the school room. The list of references given at the close of this article will enable the teacher to obtain the necessary information, which she should verify, and then skillfully lead the child to discover for himself.

In the late spring the study of the ant may very suitably accompany that of the bee. They may be kept in the school room quite as conveniently as the bee, in a device used by Sir John Lubbock. This consists of a heavy wooden base, say two by three feet, with a trough cut around it near the outer edges, and painted well so as to hold water. This is to form a moat to prevent the ants from escaping. The base carries a post to which is attached a thin board for the support of the nest. This is made by cutting two pieces of window glass, say two by three feet, with a trough cut around it near the outer edges, and painted well so as to hold water. This is to form a moat to prevent the ants from escaping. The base carries a post to which is attached a thin board for the support of the nest. This is made by cutting two pieces of window glass, say eight by ten inches, and cementing them about a fifth of an inch apart by using thin strips of wood or cork about the edges. White lead will hold them sufficiently if given several days to dry and harden. Sift some rich garden earth, having first soaked it in water to remove any excess of clay, and when dry run it in between the panes of glass, through a small opening which should be left at the middle of one end. Moisten this earth now thoroughly with water, cover with a piece of pasteboard, place in position upon the board provided, with the entrance near a hole cut through the board where it joins the post with which it is supported above the base. This opening is to permit the ants to pass readily from the lower platform to the upper by using the post. Locate a nest of large ants, and with a tin pail and spade secure as many ants and their young as possible with the least amount of dirt. Look for the queen ants, which will be larger than the workers, and make sure of one, at least. Spread out this dirt and ants upon the base, inside of and not too near the moat. Some of the ants will rush into the water at first, and will have to be assisted back. Presently, however, they will learn that they are surrounded by water and will govern their movements accordingly. Stir up the dirt to hasten drying and remove the clods when free from ants. In the course of a few days the ants will discover the fresh dirt in the nest provided above, and will begin to excavate channels and chambers to which they transfer their young and desert the base. When the ants are all in the nest close up the opening temporarily while the wood work is thoroughly cleaned and then set up anew. Provide low, shallow dishes in which sweetened water, soaked bread or cracker, slices of sweet fruit and an occasional dead insect may be placed for food. During these preliminary stages the ants should be under the observation of the children. The structure, habits, development of and care for the young, etc., should be carefully studied and compared with the bee. Many stories relating to our own ants and those of foreign countries will add to the general interest and information. It is a matter of surprise to many adults, even, to learn that we have ants that keep and tend herds of insect cows, and that capture and hold other species of ants as slaves.

When the butterflies and moths make their appearance their structure, coloration, foods and habits should be learned and compared
with the grasshopper, bee and ant. The common names of the more familiar forms should be taught and something of their life history, as far as possible from live material. As rapidly as the flowers become available, so that each child may have a series of specimens, there should be a study made of those which are specially adapted for receiving the visits of insects, such as horse-chestnut, clover, peas, catalpa, locust, etc. The meaning of the color, shape, markings, odor and nectar should be discovered by the children, as well as the peculiar mechanisms by which the insects are dusted with pollen upon entering various flowers. Without going into the subject of fertilization the children will be able to discover and appreciate the numerous ways in which nature endeavors to secure pollen from other flowers, and to prevent that from the same flower getting upon the stigma. The service which insects, especially the bee and butterfly, thus render to plants may be emphasized, and the extent to which these insects are dependent upon these plants for their sustenance. Below we give a list of references that will be found especially helpful for the work outlined for this grade.


Seventh Grade

This is one of the compositions written by this grade after their first observation of the birds in the early spring:

BIRDS

How many bright and beautiful birds we have! So many pretty songsters that awake us early in the morning with their cheerful "chirps" and "chees" and make our hearts thrill with joy and make us better all day long! So many loving little mothers that sit upon the nest so patiently and are so careful not to let the eggs get cold or too warm! And, too, so many little fathers to care for the little mates and bring food for the little ones! What would we do without our birds? What would be our model if these innocent little creatures were not here to help us? We all love our birds and could not do without them.

All people have their favorites among birds. Mine are the robin, brown thrasher and bobolink. Dear little Robin Redbreast! Every one surely loves him and no one would hurt one of his pretty, bright feathers. He is such a spry little fellow and is such an early riser, he is as good a father as anyone. He runs along the ground so swiftly, then suddenly stops, picks up a thread or hair, and back he goes to the freshly started nest. Little Mrs. Redbreast is as busy as he, getting her new nest as firm and neat as any of her neighbors. They 'chirp' over their new home, sometimes they quarrel, and then they talk together as pleasantly as if nothing had happened. When the little mate has laid her eggs and is sitting there in the hot sun or cool shade he sits near by and watches, oh, so carefully! Then, when the little ones have hatched he searches all over for the best food and then feeds them with much love and tenderness. Then he sits upon a twig with his head in the air and struts about so proudly that all his neighbors envy him. Soon father, mother, and children leave the old home for the new one in the south.

The brown thrasher is not like the robin. He has a brown coat and a spotted vest to match. He too, is proud and a good father. First, he helps his mate build the nest and they are both as careful in this work as they can be. They are prudent and hide their nest as a miser hides his gold. When the eggs are laid and the little mate is sitting, Mr. Brown Thrasher goes about forty rods away and sits and sings in a tall tree all day long. You will, perhaps, go there if you want to find his nest but you will not find it. It is not there. He still sits there watching you closely and seems to say, "Find my nest if you can! You will not find it or my little mate here for they are hidden, hid-den,
h-i-d-d-e-n!" And he flirts his tail about and flies to the next tall tree. No you will never find his nest there, but if you go away over there you may find it, if you have sharp enough eyes. When you do find it, it will be in that little clump of bushes all safe and sound. The leaves around it form a thick covering and the little mother will never stir until you are too near, then she will fly to the nearest fence or bush. Soon they, too, go to warmer climes and more of our songsters are gone.

The bobolink is skilled and sly. She is protected by nature, but I shall tell about her some other time.

I have not seen many queer things this year. There are many robins and blackbirds here but perhaps it is a little early for others I have never noticed birds much—only the music—until this year and now I want to study them a little.

Yes, it seems as if our world could hardly move if our birds were gone. Of course we would have flowers and other beautiful things but what would they be without birds? I am sure not a single person wants to lose one little bird or hurt one of its bright, beautiful feathers.

MADGE QUIGLEY

This story is purely imaginary and was suggested by a picture of two little Italian children.

GIVONNI AND CARANA.

I am a little Italian girl, and my name is Carana. My brother, Givonni, is five years older than I, and he has always taken care of me. Yes, ever since my mother died when I was three years old, Givonni has been the only one I have loved. He was only eight years old when he had to take care of himself and of me, for father died before mother did.

And what do you think we had with which to make our living? You American girls and boys can never guess, I am sure, so I will tell you. It was an old violin, which Givonni said he loved next best to me.

Givonni used to play on that, and I would dance and sing, and in this way we earned a little money with which we bought our food. We did not live in a garret; garrets are so hot, and then we never had any money left after we bought our supper, and so for two years, we slept in the streets and on doorways.

When I was nearly six, and Givonni thirteen, the clothes we had worn ever since mother died were really what little beggar Italian children call worn out. Oh! they were not what you little Americans would have called worn out. You would have said they were worn out and quite useless before we began to wear them, for they were only old clothes which some kind missionary gave to mother to make over for us; but mother was too ill, and so we wore them, rags and all, just as they were.

What were we going to do for new clothes? Well, at first we begged, but we couldn't get any that way, and then we played and sang, but people seemed to have lost all interest in us. Even the white people, whose hair and eyes and complexion were so different from ours, paid no attention to us.

We wandered for days into streets we had never been in before, though we had thought there were none such in Venice, we knew it so well.

Just as it began to get dark, one day, we found ourselves in the country, a place where we had never been before, nor had we supposed we could get there so easily, for we had heard merchants talk about its costing too much to go to the country during the very hottest part of the year, and so of course, as far as money was concerned, we put the thought out of our heads.

But here we were, and it had cost us nothing but a long, long ride in a gondola which had taken every bit of money we had; but then, that wasn't much.

For the first time in our lives we walked on dry land and looked away over hills and plains. Not a house was in sight, so we lay down under a tree and went to sleep.

When we awoke the sun was shining and the birds were singing. Oh! the birds! I would much rather hear them sing, than any dancing girl.
It was noon before we found a house. But, oh! such a house as it was. I had never seen such a large one, and I clapped my hands and began singing one of my little songs, just for pure joy. A lady heard me and told her maid to have us come up on the porch and sing and play for her. We did our best although we were very hungry, having eaten nothing since the noon before. When we finished the lady did not give us money as we had hoped she would, but walked off, leaving us on the porch.

It seemed hours before she came back to us, leaning on her husband's arm. Oh! how sweet and fair she was. And how I loved her even in that first moment!

Then she began talking to us in such a winning way. And, wonder of wonders (at least to us), she spoke in our own tongue.

She told us how several months ago her dear little girl, who was in heaven then, had been going through the streets of Venice and had seen two little Italian children, a girl and a boy. The child had asked if she might have the girl come and live with her, and be her sister. The lady had not found it convenient just then, but was very sorry she had not taken a little Italian girl, any way, for her own daughter soon left her.

And then she asked Givonni if he would let me stay with her, provided she took him as errand boy. Givonni, of course, consented.

We have lived here several weeks now, and both of us are very happy. Edna Ball.

Obituary

Many of the older alumni of the Normal College will be pained to learn of the death of Prof. J. K. Davis of the class of 1874. That class enrolled a number of names which have become well known in educational circles. Among these are Walter H. Cheever, Samuel B. Laird, Kittie Sprague, Esther H. Boynton, and others who might be mentioned. Mr. Davis was born in Troy, Oakland Co., Michigan, and spent his early life on a farm, excepting short periods in the schools of Pontiac.

After graduating from the Normal, he entered immediately upon his life work of teaching at the Concord Union School, where he was Superintendent for two years. Subsequently he taught at Caro, Birmingham, and Chelsea; Rochester, Minn.; Deadwood, Dak.; Columbia, S. C.; New Orleans, La.; Butte City and Bozeman, Mont.; San Diego, Cal.; Memphis, Tenn.; Sioux Falls, S. D.; and Mobile, Ala. The two years, 1882-4, passed by him in the Southern States, were occupied in laboring for and among the colored people in schools sustained by the American Baptist Home Mission Society, and in 1886 he was offered the presidency of the Leland University, in New Orleans, but having made other engagements for the year he declined to change his plans, although the proffered compensation was considerably greater than that which he had accepted in the educational system of Montana. He was principal of, and his wife a teacher in, the Memphis Baptist Bible and Normal Institute at Memphis, Tenn., 1888-9.

In the autumn of 1892 they accepted like positions in the Emerson Normal Institute in Mobile, Ala., and remained there two years. After a few years of business life in Michigan and Arizona he accepted the principalship of the Audubon School in Chicago, where he remained until his death on February 5, 1902. The Chicago Intelligence, from which we borrow most of this sketch, says of him: "An Idealist of the positive type he always led a very active, not to say strenuous life, full of wide and deep experience. Among his chief expressed regrets on approaching dissolution was the fact that he could no longer assist in training hearts and brains at his school, which he felt so much needed him. He was a member of the First Congregational Church of Rogers Park, where he was a deacon and teacher of the Bible class. Of fine musical taste, he constantly attended the meetings of the Apollo Club and greatly enjoyed his work in that organization." He leaves a widow and two children, one a young son, the other a daughter, Mrs. Cook, of Saline. Three brothers and a sister survive him.
Mr. Edmund Gosse writes most delightfully in a recent magazine regarding "The best books." He begins by assuming the (awful) responsibility of starting the discussion when arose the practice of drawing up lists, and catalogues of "best books" including Sir John Lubbock's "100 best books"—The Forum list. Ruskin's, Farrar's and innumerable others—Lecturing, in 1884, to a workingmen's college in London on "The habit of reading." Mr. Gosse remarked incidentally that there were certain books—such as Pilgrim's Progress, Vicar of Wakefield, and Hamlet,—which if a man has never read he cannot understand what cultivated people are talking about. At the end of the address a man asked for a list of ten or twelve such books—and a rough list of ten was given on the spot, which was printed with comments in the next morning's papers.

Mr. Gosse laments that the scope and purport of book lists have largely changed, "smacking too much of the school master." The object being in his opinion, "not so much education as convenience, and comfort in the association with others." "The idea was not so much that the man who has missed reading Boswell's Johnson is uneducated, as that he is in a defenceless position in conversation with the world at large.''

Speaking of Walter Scott, Dickens, Milton and Shakespeare the whole matter is happily summarized "He who has not read these four carefully, no matter what else he may have read, is imperfectly equipped as a student in the rudiments of English. It is not a question of whether these are or are not the best English authors, but these are unquestionably the writers in whom the genius of the nation has expressed itself with the most lasting popularity, those who have stored the national memory fullest with figures and sayings, and those without whose companionship the mental adventures of a modern Anglo-Saxon are left most featureless.''

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Accessions

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Edersheim, A. Life of Christ 2 v.
Byrd, W. Writings (Westover ed).
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Jones, B. Co-operative production.
Landon, A. H. S. China and the allies in the forbidden land.
Bell's Cathedral Series. Durham.
" " " York.
" " " Peterborough.
Poulton, E. B. Color of animals.
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Young, J. W. A. Teaching mathematics in higher schools of Prussia.
Hinsdale, B. A. Art of study.
New England Primer—(Facsimile reprint.)
Baker, J. H. Education and life.
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Stoddard, J. T. Qualitative analysis.
Orudorf, W. R. Organic chemistry.
Kant, E. Cosmogony, tr. by W. Hastie.
Knapp, E. S. Raphia and reed weaving.
Gilman, D. C. Life of James D. Dana.
Now for the home run! Twelve weeks more of college work in old Ypsi and then—?

Kind Readers,—Have you taken or sent your message to Garcia? In other words, are you one of the faithful few who, when they have a duty to perform, do it without hesitation or question? To be still more definite, lest we should be misinterpreted, has your subscription to the Normal News been paid? Large numbers of our subscribers have attended to this little matter—little to them but much to us.

In case this paragraph is marked it means that your message is still undelivered. Should there be any error regarding the record of such message on our part, we shall gladly correct it. But if the matter lies with you; if you would have your name go down in history (and our receipt book), if you would avoid further notification, will you kindly attend to this blue mark before May first?

In this number Prof. W. H. Sherzer has kindly outlined the Spring Nature Study work for primary grades. To this outline he has added an excellent bibliography. All teachers of the subject will be greatly aided by this carefully worked out plan, and we take great pleasure in printing it.

If you have $25 and want a job, it is better to spend twenty dollars for clothes, four dollars for shoes, and the rest for a shave, a hair cut and a clean collar, and walk to the place, than go with the money in the pockets of a dingy suit.—Ex.

Wanted:—A room in the gymnasium or Normal office to put field-day trophies in.

If a man has plenty of push he is bound to get there—but sometimes a pull helps wonderfully.—Exchange.

A New Hampshire law provides that any town that does not maintain a high school that will fit for college must pay the tuition of a pupil in any school in the state that he may choose to attend that will so fit.—Normal Instructor.

Vassar College has been enriched by two buildings, completed within the last year. The New England building is so called because it was contributed by the alumnae from the New England States, who desired to supply the college's need of greater space for the department of biology.—New York Tribune.

Mrs. Jane L. Stanford has transferred to Leland Stanford, Jr., University property worth approximately $30,000,000. The gift includes $10,000,000 in stocks and bonds, all gilt-edged securities, bringing large revenues, and $12,000,000 in real estate, comprising almost a million acres.—Chicago Record-Herald.
The senior class have voted to wear a neat pin, "M. N. C. '02," this year.

Prof. W. P. Bowen will give a laboratory course in physiology in the U. of M. summer school.

The seniors met Monday evening, March 23, and elected J. E. Van Allsburg of Cooper as class orator.

Miss Abbie Roe accompanied the Grand Rapids and Saginaw teachers on an excursion to Washington, D. C., March 29-April 5.

The following Phi Delta Pi men will complete their work at the U. of M. in June:
Literary Department: H. E. Agnew, '98, Clifford B. Upton, '98, E. S. Murray, '01;

The rehearsal of "The Last Judgment," given by the Normal choir Monday evening, March 21, attracted a fair audience and proved very enjoyable. The choir is an excellent chorus this year and the rehearsal indicates an exceptionally fine concert next month. The solos were taken for the rehearsal by Prof. Roberts, Messrs. Clayton Miller and Harold Spencer and Miss Eva Chase.

The chapel exercises at the Training school, Friday morning, March 22, were in charge of the 8th and 9th grades. The court scene in the Merchant of Venice was well dramatized. Its success was due to the earnest work of the student teachers and careful supervision of the critic teachers, but more than all to the great interest of the young people in it. Willie Webb as Shylock acted the part of the Jew to perfection.

Miss Ella Ellsworth, a former well known student, was the guest of the Misses Myra Bird and Alice Lowden over Sunday, March 22.

Clifford B. Upton, formerly a student and teacher in the Normal and now at the U. of M., has been appointed instructor in mathematics in the Horace Mann School, connected with Columbia University.

The Training School physical culture exhibition Friday evening, March 21, was a very pretty and enjoyable affair. Music was furnished by the kindergarten band, and the Newcomb and basket-ball games aroused much enthusiasm. The eighth grade boys and girls were the winners. The exhibition illustrated the regular grade work in this subject.

A number of the Detroit teachers visited the training school during the last few days of the term. On Wednesday Principal Spain, of the Washington Normal, and fifteen of his teachers descended upon the school in a body. The visitors spoke very highly of the work in the different grades, and particularly praised the general up-to-dateness of the methods.

The following members of the Normal Faculty were represented at the Schoolmasters' Club which was held in Ann Arbor, March 27-29:
Prof. J. C. Stone—Methods of Attack in Geometry.
Dr. B. L. D'Ooge—Classic Sites in Sicily.
Dr. Duane R. Stuart—Sources of Dion Cassius.
Prof. F. A. Barbour—Causes of Poor Scholarship in Grammar in the Schools.
Miss Grace Hammond spent her Easter vacation at the Sigma Nu Phi House.

Mrs. Baker, of Adrian, visited her daughter, Miss Bertha Baker, for a few days.

Miss Steagall went home Thursday morning on account of the illness of her brother.

Misses Bird and Bangs entertained their League girls Wednesday evening, March 19.

Miss Bertha Thompson was called to her home on account of the death of her brother.

Miss Annette Barnum was obliged to leave school and return to her home because of illness.

Mrs. W. H. Sherzer entertained ten of the girls of the Woman's Social League at dinner, Saturday evening, March 19.

Cards are out announcing the marriage of Miss Bernice Knapp '96 and Mr. Alon N. Knapp of Detroit. They will be at home to their friends after May 15 at their home in Detroit.

The annual oratorical contest at the Normal was won Friday evening, March 21, by Miss Mable Eagle, of Dayton, Ohio, the representative of the Olympic literary society, who spoke on, "A True American Hero," while second was secured by George Hathaway, of Clifford, of the Atheneum society, whose subject was "William McKinley" and third place was awarded to Arthur Cluff, of Detroit, of the Crescent society, whose subject was "The Greatest Man of the 19th Century." Miss Eagle received as a prize a gold medal and $10, and she will represent the Normal in the Intercollegiate contest to be held in Ypsilanti after the spring vacation. The contest was one of the best ever held at the Normal, and the participants were uniformly strong in all the points that go to make a successful orator. Miss Eagle excelled in delivery and stage presence, and her eulogy of Lincoln was eloquent and appreciative. She would be ranked high in any company of college orators, and should make a fine showing for the Normal in the Intercollegiate contest.

Mrs. R. G. Boone is a guest of Mrs. W. H. Sherzer and other Ypsilanti friends.

The Atheneum society entertained the Olympic society Friday evening, March 21.

Gilbert Hand, Junior Lit., U. of M., has been appointed customs inspector at Bay City.

Sisters Fedalia and Evangilesta, of St. Mary's Academy, Monroe, spent a day at the Normal, visiting classes in both College and Training School.

T. A. Lawler '02 Law, U. of M., has accepted the position of assistant Attorney General and will leave for Lansing soon. He will return for his diploma in June.

Our readers will regret to learn that J. H. Smith, exchange editor, has gone to Fortuna, California, where he is in business with his brother. He will be greatly missed, not only by the staff, but by his fellow students and many friends in Ypsilanti.

An enjoyable recital was given in Normal hall Wednesday afternoon, March 19, when the following program was rendered:

1. Song—Springtime, Becker
   Miss Annette Paquette.
2. Petite Valse, for piano, Dennee
   Miss Geneva Smithe.
3. Song—Down the Vale, Moir
   Miss Clio Case.
4. Song—When Spring comes laughing, Arthur Foote
   Miss Margaret Wasson.
5. Air de Louis XIV, for piano, Gabriel Marie
   Miss Laura Cowell.
6. Song—It is your voice, Hawley
   Miss Clara Brabb.
   Violin obligato—Mr. Sylvester Johnson.
7. Song—The Bandolero, Stuart
   Mr. Dan W. Kimball.
8. Haschemann, for piano, Schytte
   Miss Ellen Colvan.
9. Song—Cherries ripe, Horne
   Miss Adriance Rice.
10. Song—La Tortorelle, Arditi
    Miss Clara Beardsley.
11. Preludes Nos. 7 and 9, for piano, Chopin
    Miss Blanche Robertson.
12. Song—The sweetest flower that blows, (Die schönste blume) Van der Stücken
    Miss DeLynn C. Denbel.
13. Aria—With verdure clad, Haydn
    Miss Donna Riblet.
14. Wedding day at Trollhaugen, Greig
    Minuet Italien, Mrs. H. H. A. Beach
    Waltz in G flat, (for piano) Chopin
    Miss Evangeline Searight.
The weather man has favored us, and every day a large squad of baseball men are to be found on the campus, and the outdoor work is indeed a relief after three months of indoor playing which, at best, is bound to grow monotonous after a time. But the indoor work has served its purpose. The players are all in good physical condition, they are quite steady and sure on grounders, their throwing is accurate and there is not a lame arm in the bunch, the pitchers especially being in fine shape.

Since only one hour each day is spent in practice and it is impossible for all the men to come out every day, it is hard to form any accurate judgment as to what the line-up will be, but from present indications the following will not be far wrong—Capt. Dennis, catcher; Latham, pitcher; Novak, first base; Waldron, second base; Ireland, third base; Hyames, short stop. Of the out-fielders Smith is perhaps the only one who has a mortgage on his position, and he will probably spend much of his time in right garden. The infield seems especially strong and heady, and in the box we have a great advantage over last year by the abundance of good material. Latham and Hyames seem to have the lead in the race, and each should develop into a star. Both men also have the advantage of being able to do themselves credit in other positions, the former being a fine outfielder and the latter a regular all-around player who could take care of any position on the infield.

The basketball season closed on March 15 with a game with the Detroit College of Medicine. The game was close and very exciting. Both teams played ball for all they were worth from start to finish.

The Normal boys had spent many an hour in faithful practice and were determined to show their fellow students that they could play the game when occasion demanded and they succeeded beautifully. Fully ten minutes of the first half was played without either side scoring and when Ireland finally succeeded in landing the ball in the basket, the spectators let loose with a wild roar that shook the gym and set the players more on their mettle than ever. The scoring was more rapid after this and when time was called stood 5 to 4 in favor of the Normals. In the second half the Normals started out with a rush and in a short time Novak threw two baskets and Smith one but this seemed to be their limit. But the guards by good work managed to hold the visitors down to two baskets which left the final score 11 to 8 in favor of the home team.

Although the boys had only one game this season they feel proud of their victory and can at least say they have never been defeated.

The Detroiters did fine team work but they failed to connect when it came to throwing baskets and the tall Normal guards repeatedly broke up their play in time to prevent their even getting a chance at it.
Some idea of the strength of the Normal team can be formed by the fact that Ricketts, one of Detroit's guards, was a star player on the Detroit Y. M. C. A. team, which last year defeated the Normals by such scores as 14 to 1 and 24 to 3.

**THE LINE-UP.**

<table>
<thead>
<tr>
<th>Normal</th>
<th>Detroit</th>
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<tbody>
<tr>
<td>Novak</td>
<td>Forward</td>
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<tr>
<td>Ireland (Capt.)</td>
<td>Angle</td>
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<tr>
<td>Smith</td>
<td>Center</td>
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<td>Huston</td>
<td>Guard</td>
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<tr>
<td>Barnes</td>
<td>&quot;</td>
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R. Smith has been elected captain of next year's team.

On the evening of March 21, the Training school gave the second annual gymnastic entertainment in the gymnasium. The program consisted of dumb-bell, wand and hoop drills, fancy marching, and club swinging. The eighth grade boys defeated the seventh grade boys in a newcomb game by a score of 30 to 17, while the ninth grade girls were victorious in a basket ball game with the eighth grade girls. Score 3 to 1. The work showed careful drilling and was a credit to both pupils and instructors.

The advanced gymnasium classes under the direction of Mrs. Burton and Miss Ronan gave a final entertainment to invited guests on Friday afternoon, March 22. The gymnastic part of the program was given by the classes in physical training 5 and 8 and was closed by a basket ball game in which the Star team pulled victory from defeat in the last two minutes of play. Score, Stars 11 Stripes 8. After the program tea and dancing were indulged in until five o'clock when a grand march and "Good-Night, Ladies" was the signal for departure. As this is the first time the gentlemen have been invited Mrs. Burton suggested that the song might need some qualifications.

At the meeting of the Michigan Intercollegiate Athletic Directors held at Battle Creek several important measures were passed. Among them these: After this year each college baseball team shall play every other team one game each year, the return game being played the next year. The mile walk was thrown out and the two-mile run substituted. No member of a team will hereafter be allowed to become a member of another intercollegiate team until he has been absent one year from the first institution. Alma was admitted to this year's field day for everything except tennis and baseball.

**S. C. A.**

**Y. W. C. A. NOTES.**

At the annual election, March 8, the following officers for the coming year were chosen: President, Jessie Doty; Vice-President, Donna Stratton; Secretary, Lucy Brown; Treasurer, Julia Davis.

The young women students often speak of the helpfulness of the Sunday afternoon meetings held in Starkweather Hall. Have you been there to judge for yourself? If not, why not?

Girls! You are *all* invited to the Juvenile party this month—exact date to be announced later. The very name will suggest the good time you will have.

"Patty! Come and play with me!"

The informal talk given by Mrs. Leonard at the annual election was inspiring to all who heard it. You can't afford to miss these talks, girls. They are arranged for you all, whether members or not.

**Y. M. C. A.**

At the annual election of officers the following men were elected for the ensuing year: President, C. E. Kellog; Vice-President, R. C. Smith; Corresponding Secretary, O. B. Winter; Recording Secretary, Harry Rawdon; Treasurer, Arthur Errickson.

The Y. M. C. A. was very fortunate in being represented at the 4th International Convention of Student Volunteers held in Toronto last month. R. C. Smith, who was sent as a delegate from the association and O. B. Winter representing the C. E. Society of
the Congregational church, gave a splendid report of the convention in the men’s meeting a few weeks ago. We feel that the missionary department will certainly be revived because of the influence of those who attended the convention. It is hoped that every member of the Y. M. C. A. will so realize the great benefit the Association receives by being represented at these conventions that he will put forth earnest efforts to strengthen the association the coming year, and will contribute liberally to the Geneva fund for sending delegates to Lake Geneva next June.

Fraternities

PI KAPPA SIGMA

One of the happiest meetings of the year was held March 22 with the Misses Himebaugh and Petit at which Miss Stella Baker took the vows of a pledge member of Pi Kappa Sigma. The presence of the Misses Ella Ellsworth, Agatha Dunstall, Kate Thompson and Ida Pierce gave it the character of a reunion, while their voices heard in response to the impromptu toasts gave new life and cheer to the chapter.

We are glad to be able to tell the friends of Miss Dunstall that she has regained her health and will be with us for the remainder of the year. Miss Mary Kopp of the Mt. Pleasant Normal spent several days of her March vacation with us.

ZETA PHI

The regular meeting was held on the 22d of March with Miss Van Cleve. The guests of the evening were Miss Maier and Miss Ballou. The toastmaster, Miss Childs, had made the pleasant discovery that there were seven birthdays in the Sorority in the stormy month of March, and had made arrangements accordingly. The first surprise was a large birthday cake brilliantly lighted, and strewn with violets, while the responses took the form of poems of congratulation to the happy seven—three of whom were present, Miss Van Cleve, Miss Mowery and Miss Beardsly.

A few evenings later Miss Van Cleve gave a most delightful birthday supper, on her anniversary, to Miss Mowery and Miss Beardsly, and a few other guests.

SIGMA NU PHI

The sorority held an initiation at their House Saturday evening, March 22, when Misses Pearl Howe, Mary Nelson and Juanita Clark were received into full membership. The initiation ceremony was followed by a banquet. Miss Kilbourne was toastmistress and the following toasts were responded to: “Sigma Nu Phi,” Agnes Beryl Miller; “Our New Members,” Anna Blackmer; “Our Alumnae,” Mable Eagle; “Our Alma Mater,” Edith Blanchard; “Lights and Shadows,” Caralyn Bass.

SATAN PUSHED HIM.

Mother—So you have been at the jam again, Adolphus!

Son—The cupboard door came open of itself, mother, and I thought—

Mother—Why didn’t you say, “Get thee behind me, Satan?”

Son—So I did, mother; and he went and pushed me right in.—Exchange.

The editor of The College Index has an article on college spirit that is worth anyone’s time to read.

Next fall Lehigh University will offer a new and extended course in electro-metallurgy—the first of its kind, it is believed, to be established in this country.—Exchange.

“What did you say the conductor’s name was?” “Glass—Mr. Glass.” “Oh no!” “But it is.” “Impossible—it can’t be.” “And why not, pray?” “Because, sir, glass is a non-conductor.”

Some people make pack mules of certain words, upon which they may heap up their faults instead of bearing them themselves. Such words are circumstances, environment, heredity and the like. If there be any defect in our lives, how easy it is to put it on one of these three sources, instead of putting it where it belongs—on self.—Moderator.
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Or to the Clerk of the Normal College.

**1902—SUMMER QUARTER—1902**

The summer quarter will begin early in July and will be entirely in charge of members of the College faculty. The work done will be credited towards a degree.
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