1902

Normal College News, November, 1902

Eastern Michigan University

Follow this and additional works at: http://commons.emich.edu/student_news

Recommended Citation
http://commons.emich.edu/student_news/6

This Article is brought to you for free and open access by the University Archives at DigitalCommons@EMU. It has been accepted for inclusion in EMU Student Newspaper by an authorized administrator of DigitalCommons@EMU. For more information, please contact lib-ir@emich.edu.
Detroit, Ypsilanti
Ann Arbor & Jackson Railway

First car leaves Ypsilanti for Detroit at 6:15 a.m. Every half hour thereafter until 9:15 p.m. Then at 10:15 and 11:15 p.m.

First car leaves Detroit for Ann Arbor at 5:30 a.m. Every half hour thereafter until 9 p.m. Then at 10 and 11:15 p.m.

First car leaves Ann Arbor for Jackson at 7:20 a.m., and hourly until 11:30 p.m.

First car leaves Jackson to Ann Arbor at 6 a.m., and hourly until 10 p.m.

.. FOUNTAIN PENS ..
Gold, and Warranted in every respect for .. ONE DOLLAR ..
and every other School Supply a little cheaper and better than anywhere else, always to be found at .. FRANK SMITH'S ..
104 Congress St. Please Call

... DO YOU KNOW .....
that you can buy Hart, Schaffner & Marx Clothing in Ypsilanti? Why! the best dressed students in the College all wear them. Buy them of C. S. WORTLEY & CO., they have all the new things in Men's Wearing Apparel.
Sullivan-Cook Co.

Clothiers and Furnishers

Ypsilanti, Michigan

Watch your Watch

COOPER

The Students' Photographer

Over the Postoffice
YOURSELF and friends are cordially invited to see our patterns illustrating the leading styles in Hats and Bonnets from New York, Cleveland, Chicago, Buffalo and Detroit. Our preparation for this year exceeds any previous year as we have visited the openings at the above markets and have copied the best leading styles.

Mrs. N. T. Bacon,
232 Congress Street

CAUL CLUB

RATES $2.25

312 Ellis St.

D. SPALSBURY, D. D. S.

Dentist

Office Cor. Congress and Washington Sts
Over Horner Bros' Shoe Store

Local Anaesthetic for Painless Extraction

BE LOYAL TO YOUR COLLEGE AND

SUBSCRIBE FOR THE NORMAL NEWS
NORMAL CONSERVATORY OF MUSIC

Frederic H. Pease, Director

FACULTY

Organ

Mr. Howard Brown

Mr. Frederic Pease

Violin

Miss Abba Owen

Violoncello

Mr. H. W. Samson

Voice Culture and Singing

Mr. Fred Ellis

*MISS BIRD

*MISS CARECE TOWNER

*MISS ALICE LOWDEN

*MISS Myra L. Bird

Mrs. Jessie P. Schimner

Mr. Arthur Sostick

Mr. F. L. York

Mr. Minor White

For circulars concerning terms and tuition, apply to the Director

studying in Europe

STUDENTS

Make this your necessity store. We’ve so many articles which are in constant use in the homes and rooms as well as a full table supply. Every article is guaranteed and our prices are always correct.

DAVIS & CO

On the Corner

B. W. Ferguson

Ferguson & Snyder

... Dealers in...

Groceries and Provisions

123 CONGRESS ST.

PHONE NO. 70

Our aim is to furnish good goods at honest prices. May we serve you in any way?

G. W. Densmore’s

Cor. Washington and Congress St.

Is headquarters for everything in the line of:

Gents’ Clothing and Furnishings

We also carry a large line of Grips and Telescopes. Students are especially invited to inspect our stock.

J. H. Wortley

Fire Insurance

Real Estate Bought and Sold

Homes Rented

Money Loaned

No. 109 Pearl St.

Horner Brothers

The Most Reliable Shoe Dealers

Cordially invite all students to make their headquarters at their store. No. 130 Congress Street.

“SOROSIS”

JENNESS MILLER

and ULTRA SPECIALTIES

A nice line of Patent Leather Shoes and Party Slippers. The only Regulation Gymnasium Shoes.

Rubbers Really Fitted. Watch our windows for

The Latest
CONTENTS

FRONTISPIECE
THE PILGRIM’S MESSAGE
WORLD VIEWS OF THE GREAT EDUCATORS
THANKSGIVING PAST AND PRESENT
A DRY TALK ON A DRY SUBJECT
OLD-TIME BOOKS FOR BOYS
TWO PICTURES FROM CHINESE LIFE
DEPARTMENTAL
OCTOBER SKIES
TRAINING SCHOOL NOTES
GLEANINGS
THE LIBRARY
EDITORIAL
ALUMNI
ATHLETICS
LOCALS
S. C. A.
LYCEUM AND CLUBS
FRATERNITIES
RULES GOVERNING PRELIMINARY DEBATES

DIRECTORY

ATHENIUM SOCIETY

President
Isaiah Bowman

Vice-President
Nellie E. Smith

Secretary
Margaret Dundass

Treasurer
Chas. B. Jordan

OLYMPIC SOCIETY

President
R. A. Smith

Vice-President
Iva Bliss

Secretary
Jean McKay

CRESCENT SOCIETY

President
Vinora Beal

Vice-President
Marion Paton

Secretary
Frank Ackerman

WEBSTER CLUB

President
J. M. Munson

Vice-President
O. B. Winter

Secretary
Robert C. Smith

ATHLETIC ASSOCIATION

President
W. B. Smith

Vice-President
Geo. Wilson

Secretary
Edward Kinsler

Treasurer
Prof. Dimon H. Roberts

Football Manager
Richard Smith

Baseball Manager
Newell Wallace

Basketball Manager
C. B. Jordan

Track Team Manager
Fred Scovell

M. I. A. A. Director
W. W. Morris

LINCOLN CLUB

President
C. E. Crawford

Vice-President
Geo. E. Wilson

Secretary
O. L. Judson

PORTIA CLUB

President
Emma J. Parmeter

Vice-President
Anna Dobbins

Secretary
Margaret McGillivray

Y. M. C. A.

President
C. E. Kellogg

Vice-President
R. C. Smith

Corresponding Secretary
Harry Rawdon

Y. W. C. A.

President
Jessie R. Doty

Vice-President
Donna Stratton

General Secretary
Katherine Closz

Churches of Ypsilanti

Baptist—Corner Cross and Washington Sts., Rev. Mr. James Brown, pastor.

Catholic—Corner Cross and Hamilton Sts., Rev. Father Frank Kennedy, pastor.

Congregational—Corner Adams and Emmet Sts., Rev. Mr. Arthur Beach, pastor.

Episcopal—Huron St., Rev. Mr. William Gardam, rector.

Methodist—Corner Washington and Ellis Sts., Rev. Mr. Charles Allen, pastor.

Presbyterian—Corner Washington and Emmet Sts., Rev. Mr. Robert E. Wharton, pastor.
THE PILGRIM'S MESSAGE

MAE CARROLL

Art thou feeling sad and lonely?
Hath thy mirth with summer passed?
Do bleak winter's winds appal thee?
Do the storm-clouds gather fast?
Hark! from out the past a murmur
Bids thee banish all thy fear,
For a voice from old New England
Bringeth thee Thanksgiving cheer.

'Tis the Pilgrim brings the message
Telling us of want and cold,
Which their faith in God above them
Conquered in those days of old,
Of the ship that brought them comfort
And that drove their fear away,
And of hearts that swelled with praises
On that first Thanksgiving Day.

Let us raise our hearts and voices,
Let us waft our praise above,
Trusting that the angels also
Join us in a hymn of love.
Looking to the Pilgrim's Father
Casting all our care away
Since the Pilgrim's voice doth bid us
Holy keep Thanksgiving Day.
THERE are times in the life of every one
when he pauses in the midst of the
whirl of the ceaseless activity surrounding
him, and seriously reflects upon what he is
then doing. At such a time, and in his own
way, he looks from within out upon the
world, interpreting it in terms of himself—
his experiences and his hopes. A review of
all that has come to him in the past consti­
tutes his world of reality. A striving toward
that world of the ideal, each element of which
is to be found in himself, leads to an unfold­
ing of the mysterious unseen, and to a revela­
tion and activity of the new elements of life.
In this way, and in these terms, man forms
his view of the world. We may say he then
forms and perfects the inner harmony of his
world.

Thus man shapes, in an eternal way,
His destiny and fate,
And his restless, striving, hoping spirit,
Lifts up his fellow man.

There is a spiritual life of man that is most
intimately blended with all of the impressions
of his existence. This finds an expression in
every form of activity, is indicative of the true
character of the man, and serves as a stimu­
lating element to the lives of other men for all
time. Feeling has come into his life, and has
made other lives harmonious and beautiful.
This has not been because of the knowledge
of facts, or of men, but comes from the de­
development of the finer elements of the nature
as they blend into a perfect balance. One
writer has called this man’s spiritual educa­
tion. It may be called his world view, and
comes to the individual as he in thought and
feeling transcends to noble and pure thought;
the striving after an ideal.

Great thinkers and educators have had such
views. These men, through thought and
broad contact with the outer world of form,
have reached a state of development akin to
the spiritual model of Christ.

In the beginning of the nineteenth century
the great thinkers and educators seemed to
live in a life that was to them purely ideal.
To them, and in their times, there was little
care for the real or the practical affairs of life.
With the wonderful changes wrought by the
rich century just closed, as we stand upon the
threshold of the new, there comes the growing
convictions that we are living in a world of
reality, of work and of art. The nineteenth
century has given to the world a wealth of
ideas and inventions, together with a desire for
a realization in forms contributing to material
happiness and comfort. The self-activity of
the world is aroused; through work the ideal
is fast becoming a reality. Once the world
notions were concerned with the formulation
of theories of life and nature—of what ought
to be. Now we are busy with that which is,
and every one is striving to realize what he
conceives as ought to be in terms of that which
is. In time this will be accomplished, but it
will be with strivings and with tumult and
with toil. Then will come a new ideal as a
result of all this. Every one, through actual
living in contact with the true, the beautiful
and the good, will feel the inner strivings for
something beyond. The momentary satisfac­
tion in the present will create the desire for
perfection in the future.

It must be apparent to the true student of
education that in the world notions of a given
period, as formulated in the writings and ex­
pressed in the lives of the great thinkers, are
to be found the elements that go to make up
the educational system of that period or age.

In ancient Greece we see the development
of a soul conception, a striving for a freedom
from the dominion of nature, and a willing
subjection to the bondage of an institution.
This was later realized in the church, an insti­
tution that formulated all religious doctrine,
controlled all science and philosophy, fostered
all art, directed all education, and owned men
body and soul. For over a thousand years man fought a losing battle in endeavoring to assert his individuality, but with the Great Reformer the cause of truth and freedom was won.

In modern times, since the awakening, great thinkers and educators have been trying to teach their fellow man how to use this freedom. Now the problem is, not how to free one’s self from the institution, but how to live the life of greatest individuality and freedom in the institution.

In the one case, the tremendous world thought found expression in such teachers as Socrates, Plato, Aristotle, Christ, the scholastic, and Luther. In the other case, thinkers like Bacon, Descartes, Spinoza, Kant and Hegel, and teachers of the type of a Comenius. Pestalozzi, Froebel, or Herbart, have felt keenly the spirit of the age, and in striving to realize the present needs of their times, have builded great characters, and stand as types of men with great world views. They have each and all builded an inner world. The great universe of thought has affected them. Their inner striving after the unseen has created a new world within them, and has reflected itself back upon every human destiny.

The Greek, in his education and thought, stands forth as a representative of mental strength, with a well-rounded harmonious world view. He was intellectual, none have ever surpassed him in the clearness and vigor of thought; he was spirituelle, as shown in the free play of spirit; he was optimistic, to him life was bright and happy; free in his expression, as shown in his act; and socialistic, as seen in the institutions. He conceived the spiritual world and expressed it in his art. At the foundation was truth and beauty. The means for development was art and science. But perfection does not come by thought alone. One element is found wanting. The Saviour supplied this, and in Christianity the series for true culture was complete. The ancients attempted to attain culture without Christianity, and failed. They pursued happiness and sought for truth by means of reason, but felt not that inner force that comes into life, which by the complete blending of all powers, unites all elements into a harmonious and beautiful character.

There is a world of beauty and form that marks the highest development of a people. The way to the attainment of a perfection in this is indicated here and there by various needs that come to the consciousness of man. One of these, and perhaps the greatest, may be expressed in a three-fold manner: What is man’s relation to himself, to his fellow-man, and to his God? Any steps looking toward a solution of these questions may be called a period of enlightenment.

The Sophists, in Greece, were the agencies that brought about such an one. They did this by first teaching a method of leading man to discover for himself the relation he bears to himself. Socrates, as a great teacher of men, was the especial agency in this great movement. His whole inner being was concerned in teaching men to think—to discover themselves. He said that everything depends upon correct thinking; that with thinking comes action, with action comes manhood—that character, in fact, is activity. It meant much for such a man to teach such a people lessons of this character, but—

All merit comes
From braving the unequal;
All glory comes from daring to begin.

Plato, his greatest pupil, fired by the enthusiasm of his master, looks beyond and above the world of things, and lives in a region of the ideal. He strives to pass from the realm of things over into a communion with the Divine. Having found harmony with the great Universal One, his whole life is concerned in fixing the relations of men and classes of men to each other, endeavoring to harmonize all forces—natural, human and Divine. This inner striving for perfection builded for him a great world of beauty and form in ethics and art.

Aristotle worked in a different way, because he was striving for other things. His was a different method of thought. Fortunate birth
and opportunity, inherited wealth and companionship of kings were all means that helped to make him the "best educated man that ever lived." While his teacher began with ideas and endeavored to reach a perfect state which he would have man apply in his every-day life, Aristotle would begin with things. He collected, organized, systematized and deduced great truths which he taught. The world saw and appreciated the true beauty of the happiness that comes to the individual in the exercise of activity as a member of society. He was an artist in a positive way, because he incorporated these great principles in a system of education that endured for centuries. While not religious, he was a great organizer, and the Church has always felt and responded to the vigor of his thought and the logic of his genius.

While Plato may be called the great religious thinker and artist of the Renaissance, Aristotle was its philosopher, giving methods to the Church then and now.

Education in the Middle Ages and down to the dawn of the sixteenth century was controlled, directed and promulgated by the Church alone. Theology had joined to itself philosophy, science, and art, and had used them as a means for the explanation of its dogma and creed. Man was taught to think in a fixed way that he might best serve theology. Science and nature must be interpreted only as revealed to him.

The first great step was made when Bacon and Descartes—the one a Protestant and the other a Jesuit—succeeded in divorcing philosophy from theology, and in giving a method of study different from the Aristotelian, which had been employed so many centuries. Thus they founded modern philosophy.

At the same period Comenius founded modern education, by the application of the same principle to the common school. Born in Moravia, one hundred years after Columbus had discovered America, he had served as a teacher in the schools, and as a rector and bishop in his Church. He was an educational philosopher and author, and an organizer of schools. He explained the great principle of education to England, and formulated a practical system for Sweden and the world. His world notion was a composite made up of three elements: 1. Religion—The child has a soul, and education must fit it for eternity. 2. Nature—The child, in his process of development, must be directed according to the laws of nature. 3. Practical—A means must be found to do all this. He was not original, but he exceeded all his predecessors in the depth of the feeling of his inner striving towards the realization of his conception. Three hundred years must pass before the notion of this man will impress itself upon the world, and in the meantime it is necessary for new ideas to take permanent form in accord with a new method. This must take place in the realms of philosophy. Then "education according to nature" can come to the attention of the world in a new form and from a new source.

It is not an easy matter to characterize an educator such as Rousseau. The peculiar unrest of society, and the contradictions of the then prevalent system of thought, when placed side by side with his peculiar character and extreme views, make for the student of education a problem hard to analyze. In order, therefore to form any kind of a notion of the strivings and the unrest, of the hopes and ideals of the author of the Emile, one would need to know something of his peculiar organism, as well as to understand his environment of thought, and the field in which he exercised his activities. Of a sensuous and dallying nature, he lived unrestrained in accordance with it. There was no outward agency that restrained passions, and nothing curbed native tendencies. When an outer stimulus came to him and impressed his susceptible organism, it resolved itself easily and quickly into a natural reaction. These acts sometimes stunned the world, but they were free. No man ever lived a life of greater freedom. This constitutes his formative period. Then a change comes, and he produces. Following quickly upon this reaction the outer man seems to re-
flect upon the inner spirit, and we discover evidence of something in the life of the man reaching out to the unattainable. The restlessness so characteristic of his early wanderings, becomes a striving for a means to help others. He knows no life but a life of nature, and from no other source can he look for a means, in education. He points out a way, it remains for others to find and follow. How well the world has learned the lesson that there is an end in and through himself. Let a people become convinced of this, and a reaction against extreme socialism will be followed by a movement toward individualism.

The Germanic Reformation and the Italian Renaissance manifests this tendency. The one stood for freedom of individual intelligence, and appealed to reason as a means to the desired end. The other claimed freedom for the individual feelings and emotions, and looked to nature for its accomplishment. Rousseau was its logical outcome. He thus stands on the dividing line between the old and the new, and his world view shows elements of both. And yet, added to this, is the eternal truth of liberty and freedom which has touched the hearts of his followers, and they have responded by word and deed by teaching this great lesson. Philosophers, poets, artists and statesmen have taught the world, but Rousseau taught the teachers.

"While born at Geneva, he thought at Paris and lived at Montmorency, and plagued and tortured himself everywhere. His body he left at Ermononville, his head to Emile, his heart to Sophia, and to the world he bequeathed the restlessness of his soul."

---

**Thanksgiving Past and Present**

VINORA DEAL, '03

**WHEN** the first Thanksgiving proclamation was issued what had the Pilgrim fathers to be thankful for? Sickness and death had reduced their ranks to a mere handful. They had planted twenty acres of corn and five acres of barley and pease. The corn had increased abundantly, the barley had been a fair crop, but the pease had given little in return for the labor bestowed upon them. The wild animals of the forest were their meat, and nuts and wild fruit were their luxuries. Yet what a Thanksgiving they had! Priscilla Mullins, the belle of the colony, acting as head cook, and assisted by three women, one servant, and a few young girls, prepared a feast that lasted three days. About fifty colonists and ninety Indians partook of this great feast. Four men who were sent "out fowling" brought home enough wild turkeys and other fowls to last the entire week. Massasoit and his Indians, although invited guests, brought fine deer as their contribution. Some authorities say that they brought oysters also, which were the first ever seen by the white man. They were thus enabled to rejoice in a "peculiar manner."

As to the religious services held during this Thanksgiving week, authorities differ. Some say that we have no record of religious observances whatever, but the general opinion is that each morning was begun with devotional exercises. It is said that a drummer beating his drum called the people together for worship in a block house which served both as a fort and meeting house. Gov. Bradford, Capt. Miles Standish, and Elder Brewster marched in the procession.

The annual custom of holding a Thanksgiving Day was not established at this time, but a day was frequently set apart for praise after some special deliverance. Thanksgiving for the harvests finally established the custom of holding it in the autumn. After New England had established it as a regular holiday,
other states adopted it, until in 1863 it became an annual national holiday.

The first proclamation issued by Gov. Bradford was very simple, but gradually the contents became more detailed, until in 1789, Washington issued the first national proclamation, which was long and elaborate. Since then the proclamation itself has been more simple, but a great deal of red tape has become necessary to the issuing. After the proclamation is composed and dictated, the first draft is copied, and the copy sent to the state department. Then a specialist in penmanship engrosses the proclamation artistically on parchment. The parchment is sent back to the President to receive his signature, and is then taken again to the state department to be signed by the Secretary of State. Then the Great Seal of the state department is affixed. The clerks then write copies of the proclamation to the governors of the several states who issue proclamations of their own. Before this is done, however, the proclamation of the President is published, and all the world knows the day set apart for Thanksgiving.

Less attention is paid to Thanksgiving Day now than in the early New England days. Perhaps this may be attributed to the great increase of holidays. Christmas, which comes so near Thanksgiving, and is one of the two most beautiful holidays of the present time, was not observed at all by the New England colonies, because they revolted against the mad revels and customs of the old English Christmas. Thanksgiving was to them the greatest holiday of the year. That was the day when the families gathered together at the old homestead in the country. Everyone in the neighborhood knew who was going to be home for Thanksgiving. Many a bonnet remained untrimmed and many a dress unmade until the daughter, niece or cousin came from the city and brought the styles.

Some think the change in customs of Thanksgiving Day is partially due to a change in climate. But according to the record of the weather bureau there has been no general change. The great increase in comforts of the present day would naturally lead to this mis-taken conclusion. Journeys that would require several days of slow travel with great exposure in early days, can now be made in a few hours in a heated car.

The mechanics of Thanksgiving have indeed changed. The exchange of fire places, brick ovens and tallow candles for gas stoves and electric lights makes a great difference in the customs of the day. After all the menu is not so different as might be supposed. It is said that at the first Thanksgiving the place of honor was given to the "turkeys stuffed with beechnuts and savory herbs." This together with the "clam chowder, delicious stews, with dumplings of the flour of barley, cakes of all descriptions, fruits of the forest, wild grapes, plums and nuts," made a feast not unlike the Thanksgiving feasts of our own day. Neither have the amusements of the day changed materially. Are the football games and other modern practices so out of harmony with old customs as some people think? Did not the Pilgrim fathers and the Indians "practice arms" during their week of feasting? Were not the afternoons and evenings of the early Thanksgiving days spent in playing games? Really then, what changes have been made? Many towns by providing special dinners for the poor people within their limits show the same spirit as was shown by the Pilgrims when they invited the Indians to share their feast with them. Is not this the spirit of its founders?

If Thanksgiving Day is losing its characteristic as a home festival, it is for other reasons than the loss of love in the American home. We have no room for pessimists. When God looked at the world he had created with its possibility for sin, he pronounced it very good. Is it ours to deny it? Instead we will say, as did President Roosevelt in his recent proclamation, "The year that has just closed has been one of peace and of overflowing plenty. Rarely has any people enjoyed greater prosperity than we are now enjoying. For this we render heartfelt and solemn thanks to the Giver of good; and we seek to praise Him not by words only, but by deeds, by the way in which we do our duty to ourselves and to our fellow-men."
It is generally supposed that mathematics was one of the first words turned out of the factory. That is not so. Archeology has revealed that the word has both philology and histology. It is claimed by some to have biology also, but that is not proven satisfactorily. Mathematics comes from a certain Greek word. I cannot express it here for want of symbols, but you can get a good conception of it as follows:

First, place at convenient distances apart four or five sawbucks. Secondly, take a good start and jump over these, one at a time, in quick succession, emitting such gutturals as the concussions necessitate. That is the Greek for mathematics. This method will, of course, be sneered at in certain quarters, but that does not worry me. I know that my principles are sound pedagogically. First visualize the word and then vocalize it. I hope this will be of value to progressive teachers of Greek, who feel that they ought to use the laboratory method in teaching that deceased language. It may also serve as a hint to those institutions of higher learning or higher institutions of learning, as the case may be, that are thinking of dropping Greek. If you are crowded for time, why not correlate Greek and hurdle racing or football? Well, that is the pedigree of the word.

Mathematics is a noble science and comes down to us in its present robust condition on account of the exercise it has had in the past. Geometry is a branch of mathematics. It deals with space. Although the railway corporations have been trying for a long time to annihilate space, geometry has enough space left to do a thriving business in during old age. Still it gets restless at times and feels that there ought to be more to life than sauntering about in space like a special legislative committee. It feels that it is too confining to be tied down to celestial drudgery. It longs for expansion. So it leaves the children and mother earth over in perihelion while it goes off for a few days' outing in positive infinity during the hot spell. This is a favorite resort but not much is known of it. The mosquitoes there are said to be highly cultured and are equipped with the most modern appliances. When it returns it is very much refreshed and feels able to shingle the weak spots in the roof of its premises, brace up a lot of perpendiculars that have gotten tired of standing up for principle, fill the cellar with a winter's supply of postulates before prices go up, and get everything ready to take in roomers. Be it said to the everlasting credit of this servant of the people that never has it been polluted by a free pass on any of these trips.

Yes, mathematics is a very important science. You needn't take my word for it. Herbert Spencer says the same thing. Possibly he
said it before I did but it is of no use to quibble about dates. Among those who have cultivated the science is Sir Isaac Newton, deceased. When he had nothing else to do he would go out and discover some new law. He spent so much time at this that he didn’t stand high in school like other boys. It is not known who the other boys were. He sat (alone) under an apple tree one day and rested his head against it when suddenly an apple fell to the earth as apples are wont to do when one is too familiar with the trunk of the tree. From this he decided that the earth has a pull on everything. This pull is called the law of gravitation. It is in force on Sunday as well as week days. It enforces itself with pertinacious persistency. There are times when it seems that a special session might be called to repeal it temporarily without jeopardizing the party. If you jump on the earth you may cause a jar in the whole family of planets. You ask what that has to do with mathematics? Everything. By means of Newton’s discoveries we can throw out a coil of new made hyperbola into space, haul in the earth’s attendant satellite, tell her age, fit her a new pair of nose glasses to prevent serious occultations and predict with certainty when the new moon will come in by the rings on the horns.

Newton went to congress once to get some important laws enacted. They were originated by Galileo, who discovered them with his telescope. But, Galileo was a Populist, so they are called Newton’s Laws, because he was chairman of the committee that drafted them. They are very useful laws and can be used by anyone for ordinary purposes with a little practice. With ordinary care they should keep for a long time. Shorn of beautiful rhetoric, they are as follows:

I. Everybody at rest remains at rest and if in motion continues to move in a straight line, except when acted upon by some external unbalanced force.

II. Change of motion is proportional to the force applied and takes place in the direction of the straight line in which the force acts.

III. To every action there is an opposite and equal reaction.

These are not capable of experimental proof. If you don’t believe them, nothing can be done for you. But, they are the foundation of kinetics, and if you ever wish to be an expert kinetician, you must know them by heart. You can’t tell when you may be called to give expert testimony. A mathematician must expect to be yanked out of bed any night and wait on a church committee that wants him to figure out the depth of the preacher, or the time required for the compound interest on an ice cream social to redeem the congregation—from any obligations implied or otherwise that may be extant. Newton knew that the earth’s orbit has eccentricity and he extracted all he needed for private use. He distributed the rest among his personal friends, and Elbert Hubbard, a young mathematician, who is making a success by manipulation of the personal equation, got the share of the first born.

There is a fourth law that might serve as an amendment to the first law:

IV. Everybody in moving should pay his or her rent to prevent his or her being acted upon by some police force.

This is capable of experimental proof. A former friend of mine discovered it while wandering carelessly in the more quiet part of the city one eve with his thirty-six inch telescope. He kept the matter quiet for a time, but he is now tired of the honor and announces that if any one else can give satisfactory evidence of priority of discovery, he is willing to relinquish all claims. He is not using the honor much now and it is only worry and expense to live in a sumptuous glass house and watch to keep people from carrying it off just for the sake of maintaining a reputation.

There was one fault in Newton’s work that I must call attention to. He was not always particular about proving that his discoveries were true. There is that binomial theorem. He said he was sure it was true. Somehow he could feel it in his bones that it would hold
in all cases, but when questioned closely, he always had a lot of chores to do. But, it has been proven now and it is a good thing. Perhaps he knew he could get a cheap man to prove it some day when there wasn’t much going on. He never had time to get married even. He had a girl and when they were out one night, before ten o’clock, he started to study the heavens, and when she asked him what he was up to, he told her that he was observing Venus, his favorite, just then in her most charming phase. He had no girl after that. No, the path of the mathematician is not always the easy one. It has its singular points and we are too apt to tread on these cusps. But, while we must on, why neglect the conjugate points and osculating curves that form so much of the scenery? When Newton had raised a binomial to the nth power for two months and had helped Ophiochus repair the false teeth of his chief attraction, the great rattlesnake, Serpens, his soul took wings and rose high, and he wrote the lines so dear to every true American heart:

Twinkle, twinkle, little star,
How I wonder what you are,
Up above the world so high,
Like a diamond in the sky.

It is said he got his soul down again only with the greatest difficulty. Still there are those that contend that he should be thought of as a mathematician rather than as a poet. I am no critic but I would say, however, that because a man is a mathematician and can figure up his bills and pay them it should not be urged against him that he has nothing of the poet in him. Newton had enemies because he could see things that no one else had seen before. Someone would always be on hand and claim he saw it first and then there would be no end to damage suits. Once he observed a moral principle called fluxion, and as soon as he thought seriously of putting it on the market, a man named Liebnitz already had a patent on it and claimed he saw it first. During the row the umpire suggested that they drop the matter in oblivion or some other deep place, and forget all about it. But Newton wouldn’t. It was a great principle, and he would never consent to robbing the wheel of the universe of its hard earned axle grease. He was right. Is it not enough that we should be kept from slumber by the rhythmic jingle of ‘Creole Bell’ until midnight and be roused a little later by the savage complaint of the lawn mower? What if to these were added the snore of the hub of the universe as he turned over on his dextral side and flung a few worn-out eons into the back yard?

* * *

Should girls study mathematics? That is a question about which I know not to trow.
There is nothing more pathetic than to see a tender girl down on her knees with curling tongs, corkscrew, and grappling devices of all kinds, with hands full of blisters, with patience that ruffles up, now down, extracting the 2wth root of an imaginary. But if they wish to do it who will gainsay? It was a woman that first discovered the relation of a radius of a pie to its circumference, applying it six times, thus establishing the conventional piece, just enough to go around the family and leaving no sector for the hired girl. It was a woman that first learned to trisect each of the above pieces. Landladies can always make the circumference commensurable with the number of boarders.

The greatest use of science is in the development of a logical mind, but it often fails because people persist in preserving their individuality. Individualism is a good thing but it is overdone. There is no use in wearing a wig with a bald spot if it just to preserve individuality.

But I must hasten to close. I hope there are those that appreciate this short work on the subject with its valuable information. It has pained me to exclude much that could not be termed scientific. Of course I have referred frequently to the standard works on the subject, but especial use has been made of Wentworth & Hier's Five-Place Logarithms in the preparation. This is not said to shirk responsibility, but because credit should fall where it is due.

Old-Time Books For Boys

I CHANCED a few days since to take down from a shelf in my library a volume which I had not opened for many a day. It was Hugh Miller's "My Schools and Schoolmasters," published nearly fifty years ago, a book popular in its day, and containing many charming pages. It is essentially an autobiography of the author, full of interesting anecdotes of the childhood and youth of a boy of humble parentage in the parish of Cromarty, near the east coast of Scotland.

I am afraid only a few of the young people of to-day have ever heard the name of Hugh Miller, but they may, none the less, be glad to know what books a Scottish lad, born in the second year of the last century, just a hundred years gone by, before books for children began to be published, or school libraries began to be thought of, found so delightful that he could read them over and over again, with never an idea of the "culture epoch" or of any other theory.

Hugh Miller's first formal instruction in the art of reading was received in a "Dame's School," the nature of which it is not necessary to describe. In writing of his early school experience, he says: "In my sixth year I spelt my way, under the dame, through the Shorter Catechism, the Proverbs and the New Testament." We have here the list of the regular school books used at that period in the primary schools of Scotland. The same books, with the addition of the "New England Primer," were used in the schools of Massachusetts at the same time.

Mr. Miller goes on: "But all the while the process of acquiring learning had been a dark one, which I slowly mastered, in humble confidence in the awful wisdom of the schoolmistress, not knowing whither it tended; when at once my mind awoke to the meaning of the most delightful of all narratives, the story of Joseph. Was there ever such a discovery made before! I actually found out for myself that the art of reading is the art of finding stories in books, and from that moment reading became one of the most delightful of my amusements. I began by getting into a corner on the dismissal of the school, and there commence over to myself the new-found story of Joseph; nor did one perusal serve. The other Scripture stories followed.
In especial, the stories of Samson and the Philistines, of David and Goliath, of the Prophets Elijah and Elisha; and after these came the New Testament stories and parables. Assisted by my uncles, too, I began to collect a library in a box of birchbark, about nine inches square, which I found quite large enough to contain a great many immortal works, 'Jack, the Giant-Killer,' 'Jack and the Beanstalk,' 'The Yellow Dwarf,' 'Blue Beard,' 'Sinbad, the Sailor,' 'Beauty and the Beast,' 'Aladdin and the Wonderful Lamp,' with several others of resembling character. Those intolerable nuisances, the useful-knowledge books, had not yet arisen, like tenebrious stars, on the educational horizon, to darken the world and shed their blighting influence on the opening intellect of youthhood. And so, from my rudimental books—books that make themselves truly such by their assimilation with the rudimental mind—I passed on without being conscious of a break or line of division, to books on which the learned are content to write commentaries and dissertations, but which I found to be quite as nice children's books as any of the others. Old Homer wrote admirably for little folks, especially in the Odyssey, a copy of which, in Pope's translation, I found in the house of a neighbor. Next comes the Iliad. With what power, and at how early an age, true genius impresses! I saw, even at this immature period, that no other writer could cast a javelin athwart his pages with half the force of Homer. I next succeeded in discovering for myself a child's book of not less interest than even the Iliad, which might, I was told, be read on the Sabbath. This was 'Pilgrim's Progress.'

In process of time I had devoured, besides these genial works, 'Robinson Crusoe,' 'Gulliver's Travels,' 'Ambrose on Angels,' and a good many other adventures and voyages, real and fictitious.'

Mr. Miller names other books, but most of these belong to a later period of his educational progress. It is only the books which charm a boy who has just made the important discovery that ''the art of reading is the art of finding stories in books,''' that we are more concerned.

Any teacher will find not only profit, but a good deal of pleasure, in reading portions of the book to which I have referred. If one is fond of Scotch stories, in some of which there is a considerable infusion of the marvelous, bordering occasionally on the 'uncanny,' he will enjoy reading some chapters of 'Scenes and Legends of the North of Scotland,' by the same author, published in this country in 1851. In his dedication of the book, he says: "My stories, arranged as nearly as possible in the chronological order, form a long vista in the past of Scotland, with all its obsolete practices and all its exploited beliefs."

"Action will remove the doubt that theory cannot solve."—The Philistine.
THE first picture was just such a one as I had often seen in imagination when thinking of the work I hoped would be mine in China. But I did not begin to realize what it all meant until the day I first saw the inside of a heathen temple.

There were four of us who had landed in China three days before, and one of the missionaries of the station was our guide. Eager to see the new and strange things of this foreign land, we had entered the temple—a long, low, barn-like structure, painted with many colors, once gaudy, but now weather bedimmed. In enclosures, like so many stalls in a stable, sat and stood row after row of idols. Such horrible grinning images of wood! Carved with great, bulging eyes, and deep slashes of red on the cheeks of the black idols, giving to each wooden face a horrid leer! If these were the expressions of the heathen notion of a god, no wonder that their lives were spent in cringing fear.

Behind a partition of the temple we came upon several women praying before one of the idols. As it sat there, immovable, stolid, with these women before it, pouring out the sorrow of their hearts, imploring help in their need, it no longer seemed to me merely a block of carved wood, but a very guise of Satan, mocking and taunting them with that wooden grin.

An un-seeing, un-hearing idol usurping the place of the God of love. And such depths of despair depicted on the countenances of those Chinese women! As I heard their beseeching tones and saw them praying to this painted image with the same earnestness and desire for help that has prompted you and me to go to a loving Father who always answers, then I realized as never before, the utter hopelessness of a heathen religion. Heart-sickened, I turned to leave, and groped my way out of the temple, blinded by tears of pity for these who know no better way.

The sorrow of it all would have seemed an unbearable burden had I not this second picture to put over against it.

Coming back to the mission "compound," we stepped into the school grounds of our boarding school for Chinese girls. It was indeed a relief to look into the faces of the young women here, expressing such happy content, and to watch their loving ways with each other. During their residence in this boarding school, they had been taught the meaning of the Christ-life, and the knowledge of a Father who loves and cares, has delivered them from the bondage of fear of demons and evil spirits, which still holds millions of their countrywomen.

And as I saw these Christian girls with the joyousness of this supreme knowledge shining in their faces, and remembered in contrast the despairing looks and tones of the heathen women I had just left, the unspeakable privilege of coming with the message of Light and Love to these who sit in darkness seemed more precious than ever before.

"Be artists at your profession instead of bunglers at the trade."
When the frost is on the pumpkin,  
And the fodder’s in the shock.”

J. W. R.

SUGGESTIONS ON THE TEACHING OF PHYSICAL TRAINING

The work in the Women’s Gymnasium is being conducted on the following lines:—In the beginning classes, Swedish forms the basis of the course for the first few weeks, that being the most effective work for the correction of postural defects, and the progression being so gradual, there is no danger of over-strain. There is much discussion among physical educators, regarding the efficacy of Swedish work, but the experience of several years proves that to produce certain results, especially needed in beginning work, and also throughout the work with growing children, no other system of work compares with it. Its simplicity, its perfect safeness, each lesson correct from a psychological as well as a physiological point of view, gives it a place no other system of physical training can fill, and makes a strong foundation on which to build other and more varied work later in the course. In Physical Training 3, the pupils in addition to work with wands and Indian clubs, are paying especial attention to individual assigned work. In the more advanced classes, a vigorous review of Swedish is being given, before entering upon the varied apparatus work of the Winter.

In our Training School, the work is varied in different grades, to meet special needs—much light apparatus work is given, games are played, and two periods of Swedish are given per week. The little people have Action Plays and rhythm work chiefly, it being considered unwise to require too definite work of them. These Action Plays are based upon Rebecca Stoneroad’s book of that name.

In connection with this reference,—other desirable books to be named for the use of the teacher of Physical Training are:—Jessie Bancroft’s two books on Public School Gymnastics, with and without apparatus, Enebuske’s Progressive Day’s Orders (Swedish), A. B. C. of Swedish Gymnastics, by Nissen, and any one of three desirable game books; Dr. E. H. Arnold’s, W. C. Shaeffer’s, and one published by the Alumni of the Boston Normal School of Gymnastics. Any and all gymnastic books can be obtained from the Narragansett Machine Co., Providence, R. I., or the Freidenker Pub. Co., Milwaukee, Wis.

The teacher should realize the necessity of books for reference and study, and should never feel that “anything will do.” When teachers make a special study of the subject, and prepare lessons as carefully as in history or mathematics, the standing of Physical Training will rise above the “fad” level and have its rightful prominent place in education, and we shall have strong boys and girls to grow into complete manhood and womanhood, who have not, as Matthews says, “stored their brains as full granaries, with not enough strength to turn the key.”

Two or three things, we, as physical educators, should always bear in mind. The posture of the child should ever have attention both in his sitting and standing habits, and as to how he holds himself while taking exercise. Too often pupils have arms and legs developed at the expense of the trunk posture, sadly hampering the work of the vital functions. Then we must not forget while giving this careful attention to corrective work, the need of the child nature for relaxation and
play. Indeed the period in life when play is not needed never comes, and the time when we no longer want it never should come. Let's Play.

Oh! the blessed and wise little children, What sensible things they say! When they can't have the things they wish for, They take others and cry, "Let's play!"

Oh! the blessed and wise little children, What sensible things they say! And we might be as happy as they are, If we would be happy their way.

What odds 'twixt not having and having, When we have lived out our day! Let us borrow the children's watchword,— The magical watchword, "Let's Play"!

H. H. J.

FANNIE CHEEVER BURTON

OCTOBER SKIES

From the Department of Physical Science

Aratus, in his skies and weather-forecasts, known to all, if in no other way, at least through the single line of his verse which St. Paul quotes, has brought together meteorology and astronomy so naturally that we may venture to follow his example.

The October just closed has been a fairly pleasant month. Frosts were light and late so that autumn flowers, even the more delicate sorts, were gathered in sheltered gardens throughout the month. Perhaps on account of the prevailing humidity the leaves ripened slowly and displayed their more brilliant hues for only a few days, though the delicate purples, browns, and mahogany reds, the real glory of our northern forests, were with us during the entire month. We had much easterly wind and consequent cloudiness and threatening weather, making picnics and expeditions a matter of some hardiness.

The total rainfall for the month was 2.59 inches, as against our average October precipitation of 2.78 inches. Still the six months rainfall ending with October was far above the average—above even the usual precipitation for the entire year,—nearly 40 inches. Few places in the state had so much rain as the hills in and around Ypsilanti south of the Huron.

The atmospheric pressure has been a very little below the normal, the temperature a little above,—51.8 degrees. Last year the October temperature was 51.6 degrees. The coldest day was the 28th, with a temperature of 37 degrees; the warmest day, the 12th, 63.5 degrees. Only on five nights was there any considerable frost. Not a flake of snow.

The month was barren of important astronomical phenomena. The total eclipse of the moon on the 26th was an event of considerable popular though little scientific interest. In a lunar eclipse no telescope avails much; the eye sees all there is of it. The astronomy class reported that the moon was faintly visible during the entire period of totality. This is usually true; only in rare cases does the moon entirely disappear.

Jupiter has been a brilliant object in the south during the entire month, but has been too low down and too distant for good vision. The central belts have been well seen, but not the red spot, which has been slowly fading for the past two years. The varying configuration of the satellites has been the main point of interest. Early in the month he ceased his retrograde motion and is now slowly advancing.

Saturn has been well seen east of Jupiter but has been in still more unfavorable position for observation, though the class has made out the main features of this interesting planet. The other planets were not visible in the early evening.

There has been a remarkable dearth of sunspots this autumn in which October has shared. Perrine's comet was seen a number of times by the class. Sporadic meteors have been rather frequent, and the class is awaiting anxiously the November Leonids.
November


"The harvest is in!
The cellar and bin
Are stored with the fruits of the earth;
So let us be gay
On Thanksgiving Day,
And keep it with feasting and mirth.

For all the good things
The rich Autumn brings,
For all that the harvest can show,
Most thankful we'll be,
Dear Father, to Thee,
Whose power and love made them grow."

—Emilie Poulsson.

The underlying thought of this month is a continuation of the October thought which was, "Nature's preparation and our preparation for Winter," presented under the following topics:

- How we gather fruits, nuts, and vegetables and store them away for winter.
- The farmer, and our dependence on him.
- Fall flowers.
- Birds flight, south.
- Falling leaves and their colors.
- Bare twigs.
- Squirrel and his preparation for winter.
- Colder days; fires.
- Sheep, and our dependence on them.
- Warmer clothing.
- Further gathering in of harvest, leading to thought of Thanksgiving.
- Story of Pilgrims and first Thanksgiving Day.
- Letters from our President about Thanksgiving Day.
- Going to grandmothers.
- Social gatherings.
- Thanksgiving not merely a feast day, but a "Thank-you-day."

These topics are worked out by means of songs, talks, pictures, stories, games, the gifts and occupations.

Walks have been taken each week, by the children watching flight of birds, gathering nuts, leaves and seeds, which have been used in their work.

NELLIE PILCHER
SECOND GRADE

The November nature study work in the second grade has for its central thought, "protection," and "storage of food." A study is being made of the rabbit, and its habits in regard to preparation for winter are compared with those of the squirrel.

Vegetables and grains are classified according to the part of the plant used for food—root, stem, leaf and seed. and the classifications are neatly recorded by the pupils in little note books given them for that purpose.

The iodine test for starch is used on the same vegetables and also on various foods that the children bring from home, till they are able to fill out two more lists headed "Foods that contain starch," and "Foods that do not contain starch."

The work leads up to the Thanksgiving Thought of "man's care for fruit and grain, gathering, harvesting."

Everything has worked together with God. Thankfulness for God's protecting care.

"Thou crownest the year with Thy goodness.

ERMINDA AYER
EIGHTH GRADE

[The following compositions illustrate the descriptive writing done by pupils of the eighth grade grammar classes, taught by Miss Donna Stratton.]

A GROUP OF TREES

They are in the northeast corner of the Normal campus, this group of trees, a grand mass of gold, shaded by dots of royal purple, gleaming out against the evening sky. A rosy hue, a delicate green, and a golden yellow make these trees look like a mass of flames—not like flames which vanish in a moment in their anger, but gentle, dreamy flames which live for quite a while, a tender gleam against a tender sky. Gentle, balmy breezes blow past their leaves, only stopping to kiss each one noiselessly as they pass. A sky—ah! who can
describe it?—soft, delicate tints, beautiful, more beautiful than any other in the world, is above and around causing the trees to stand out as if proud of their gorgeousness and eager to show it.

"It was a joy to watch the gleam
Of tender sky and tinted leaf."

MADGE QUIGLEY

THE TREES ON THE CAMPUS

A long line of bare, brown trees borders the Normal campus on the south; a more broken line, with here and there a flash of orange or red or yellow foliage stands by the walk in front; and a still more broken row by the long, curved walk which leads up to the steps of the main building of the Normal College. Scattered about between the rows, sparsely at the side and quite thickly in front, are other trees.

Most of them are now brown and leafless but here and there is a dark, cone-shaped pine or evergreen in whose thick green branches the sparrows will come to keep warm in the winter. There are also a few trees with their brightly colored foliage left, in the peculiar manner of old Jack Frost, right beside a leafless tree whose only memento of spring is a solitary bird's nest in its branches. Here is an old rugged tree with some of his leaves still left. Is he an old friend of Jack Frost? He is so old and gnarled that he almost looks capable of being Jack's college chum. There is another bright tree whose only duty seems to be to lighten the monotony of the scene, but soon its leaves will be gone and then—the snow will come, and the combination of all the neutral colors, white and brown and gray, with the gray-blue sky will be very pleasing and will be significant of winter.

VIVIAN CASE

Gleanings

"Discipline comes as the result of attention and interest, not attention and interest as a result of discipline."—D. H. Roberts.

"The true teacher will look for the steady, natural growth in the development of the child."—A. Lynch.

"Let thoroughness be your standard."—M. Wise.

"Have confidence in humanity. No one needs this more than the teacher."—A. Lynch.

"Forget your mistakes; build on what you know to be good and the mistakes will take care of themselves."

"The mood of the teacher is reflected in the pupils."—A. E. Tuttle.

"Happiness in toil can only come when it is in harmony with our soul."—S. B. Laird.

"What the schools need is that broad-souled persons shall come into them and spread sunshine and hope."—L. H. Jones.
Dr. Johnson’s oft quoted dictum regarding two kinds of knowledge, comes often to mind as each year brings us better and larger bibliographical helps. In periodical literature, Poole’s Index has been supplemented and enriched by the Cumulative Index. In trade catalogues the English Reference list, has long had an index of authors, but with the current year the American Publishers Trade list annual has taken a great stride ahead of its elder, in publishing as a separate volume of convenient size, an index of authors which gives also titles, place of publication and price of all American books in print, making reference to its companion, the unwieldy volume of publisher’s catalogues, rarely necessary. Latest of all comes a Guide to the study and use of reference books, by Alice B. Kroeger, librarian and director of the Library school, Drexel Institute, Philadelphia. In the two pages devoted to dictionaries, English and American, Miss Kroeger has set forth their positive and relative value with equal brevity and justice, noting particularly the following:

The new English dictionary, edited by James A. H. Murray with the cooperation of the Philological society, is known also as the Oxford dictionary. The first part was published in 1888, and the fifth volume completes the letter K. Small sections of vol. 6 and vol. 7 have also been issued. It includes not only English words now in general use, but those in use during the past 700 years, with their meaning, origin and history, illustrated by a large number of quotations from English writers. A large amount of material is already in hand for the remainder of the work, whose completion is hoped for within the next ten years. Stormmouth’s Dictionary of the English language, 1 vol., and Ogilvie’s Imperial dictionary, 4 vol., are next in importance.

America has produced four great dictionaries—Webster, Worcester, The Century, and The Standard. Webster’s was for many years considered the authority for derivation and definition of words, while Worcester was quoted as authority for pronunciation. The latest edition of Webster (1900) known as the International, combines the advantages of both, and so great an authority as Murray says it is perhaps the best, all things considered, of single volume dictionaries. Worcester’s last edition was 1891, but a much enlarged edition is now in preparation.

The Century dictionary, 6 vol. is peculiarly rich in the technical terms of sciences, arts, trades and professions, and also in related encyclopedic matter, while the name of its editor, William Dwight Whitney, and of its publisher, The Century Co. are sufficient guarantee of its high standard of excellence.

The Standard dictionary, edited by Isaac K. Funk and others, 1893, (last ed. 1901) arrogates to itself in its title, a supremacy which its existence has not wholly proven, though it ranks as one of the four great works in lexicography which America has produced.

All of the works mentioned are in the College library.

ACCESSIONS

Publication of Societies.
Holt, Emily. Encyclopedia of etiquette.
Byrn, E. W. Progress of invention in the 19 century.
Larned, J. N. Literature of American history, a bibliographical guide.
Old South leaflets, v. 5
Callahan, J. M. Diplomatic history of the Southern Confederacy.
“Veritas.” German empire of to-day.
Hadley, A. T. Education of the American citizen.
Montgomery, H. H. Foreign missions.
James, William. Varieties of English experiences.
Baldwin, Mark. Development and evolution.
Ladd, G. T. Philosophy of conduct.
Oppenheim, Nathan. Mental growth and control.
Loeb, Jacques. The Brain.
Ribot, T. A. English psychology of to-day.
Longfellow, W. F. P. The column and arch essays.
Hamerton, P. G. Imagination in landscape painting.
President Eliot, of Harvard, is rightly regarded as one of the sanest educational thinkers, and one of the most forceful educational speakers and writers in this country. For an ordinary person to call in question the correctness of his course of argumentation, or the fairness and justice of his conclusions, would seem dangerously near to the very limits of presumption, and might remind the reader of the old story of the small dog "baying the moon." He has recently delivered three important addresses upon educational topics. It has not been our good fortune to see full reports of these addresses; but from the abstracts published in several of the leading papers, their general character can be inferred with a good degree of confidence.

In his Connecticut address, the only one with which we are now concerned, he expressed in strong terms, his disappointment at the results of the work of the common schools. He is quoted as saying: "The industrial wars, which so seriously diminish the productiveness and prosperity of the country, are evidences that the common schools have grappled unsuccessfully with the tremendous problem put before them. When I use these industrial conflicts to illustrate the inadequacy of American schools, I am impugning, not the motives of the combatants, but their intelligence, which such education as the country supplies, has left seriously defective." He goes on to say that the schools have not furnished sufficient intelligence, nor cultivated the reasoning powers of their pupils sufficiently to enable them to discover a successful method of suppressing the "barbarous vice of drunkenness." and other vices and crimes, such as gambling and lynching; that they have not overcome the fondness for vulgar plays, the taste for bad books and for "yellow" newspapers, or the tendency to political corruption, and to the acceptance of absurd delusions.

We confess to no small degree of surprise to hear such charges brought against the common schools by a man of the standing and intelligence of President Eliot. The majority of the people instructed in these schools, leave them at the age of fourteen or fifteen years; many of them leave even earlier.

If the teachers of the common schools were prepared to give instruction in the principles of ethics, of political science, of sociology and other kindred subjects, could children of ten, or twelve, or fourteen, profit by such instruction to any great extent? Undoubtedly many valuable practical lessons in ethics, and civics, and sociology may be taught, and should be taught; but beyond this, how much can be done in the ordinary school by the ordinary teacher?

By all means let schools and teachers be held to a just responsibility. We have no disposition to complain of reasonable criticism, or to shield teachers from a just measure of blame. The common schools are not perfect; in some directions they are doing less than they might do, than they ought to do. But it will not mend matters to lay at their doors the responsibility for all the vices and crimes which afflict society. Would it not be well to make inquisition into the influence of the higher institutions of learning, on the evils complained of; or even into the influence of the Churches and Sunday Schools in the same direction?

The Christian Church has existed for nearly twenty centuries. Is the Church to be held solely responsible for the continued existence of drunkenness and gambling, and all other social evils, and vices, and crimes?
'86.—G. A. Dennison, superintendent of the Dundee public schools for the past seven years, is now assistant cashier of the bank at Milan, Mich.

'89.—Lexington News, June 27, 1902:—
“Mr. T. A. Conlon, an ex-superintendent of schools and a very able man, addressed the graduating class upon the subject of national patriotism and made an excellent impression upon every hearer.”

'91.—Wm. H. King was married October 2, to Miss Anna Rosencrantz of Coldwater.

'92.—Mrs. A. W. Woodburne, who will be remembered as Miss Maud Lincoln, is doing missionary work in India.

'94.—Harlan Barrows is studying at Chicago University this year.

'98.—L. P. Whitcomb, a former business manager of the News, sends a souvenir postal from Harvard, where he is studying this year.


'99.—Miss Lou Grace Grosvenor writes from Waterville, Wash.: “Tell the Normal News that I am enjoying the wild and wooly west, am now owner of a typical cayuse which I ride every day (and which throws me nearly as often), have seen a coyotte, and expect to ‘take out a claim’ almost any day.”

'00.—Miss Frances Conrad is teaching Latin and German at Reed City.

'00.—E. C. Hambleton is beginning his third year as superintendent of the Galesburg schools. He is well liked by students, teachers and patrons.

'00.—Miss Carlotta Dean was married at the home of her parents in Ypsilanti, Thursday, October 23, to Arthur J. Walters of Detroit. The newly-married couple will make their home in Detroit, where Mr. Walters is in the employ of the American Express Company. The bride is a graduate of the Normal, and has many friends here who wish them a happy and prosperous future.

'01.—Miss Mae Watson is doing successful work in the fourth and fifth grades at Peoria, Ill. She sends best wishes for the success of the Normal News and its alumni department.

'01.—Miss Mary Potter is teaching in Milan.

'01.—Miss Hazel Hale is assistant secretary in the Y. W. C. A. at Paterson, N. J.

'01.—Miss Helen Pretty is teaching third grade in Detroit.

'01.—Miss Josephine Nevins has returned to Nashville, Mich., to teach Latin and German in the high school. This is her second year there.

'02.—Miss Besse Edwards is teaching mathematics in the high school at Otsego, Mich.

'02.—Phil Dennis says that he finds football training of practical value in disciplining his school at the Soo.
'99.—Miss Ethel Dunn was recently married to Mr. Husted at her home in Traverse City. Mr. and Mrs. Husted will make their future home in Alma, Michigan, where Mr. Husted is engaged in business.

'00.—Miss Florence Maxam, of Waterford, a former popular Normal student, recently died at her home of fever.

'01.—Supt. A. J. Dann is the new county school examiner for Ionia county.

'02.—John A. Craig has charge of the ninth grade in the Saginaw high school, with 112 enrolled. In the grades of the Saginaw schools are Miss Anna Dobbins, eighth; Miss Effie Carrol, sixth; and Miss Gertrude Sherman, first.

'02.—Miss Bertha E. Thompson is teaching third grade in the Minneapolis schools. Her work is made pleasant by friendly help from the experienced teachers there. She writes: “Dr. Gordan wants twenty teachers here now, so if you know any successful teachers who desire a position you might tell them about this.”

'02.—Encouraging reports come from Supt. Drouyer at Algonac. The enrollment is large; $150 has been voted for library; $120 for physical laboratory; the chemical laboratory is to be connected with the city water system. The course of study is to be revised and strengthened. To use Mr. Pattengill’s phrase Drouyer has considerable “ginger.”

'02.—Earl G. Fuller writes that he is well pleased with his position as principal of the Ravenna public schools, with the help of two assistants he expects to graduate a large class from the tenth grade next spring.

'02.—James B. Melody was married August 12, 1902, to Miss Carrie Ward of Marine City. Mr. Melody is now principal of the high school at Marine City, Mich., and is teaching mathematics and science. A lyceum organized in the school by Mr. Melody gives promise of good work.

'00, '01, '02.—A number of Normalites are teaching in Traverse City this year. Mrs. Anna Cook has charge of the English department; Harry Dumbrill of the science department; Miss Emma Woodman is supervisor of drawing, and Miss Harriet Wood is teaching in the eighth grade.

'02.—Miss Florence Holmes is teaching in the kindergarten at Coldwater, Mich.

'02, '99.—Miss Clara Gibbs, Miss Lida Crebbin and W. Sherman Lister, are teaching in Dundee this year. Miss Gibbs holds the position of preceptress, and Mr. Lister that of superintendent. Mr. Lister was business manager of the News in '99.

'02.—Miss S. Agnes Mahn has charge of the grammar grades at Dearborn, and assists in the high school. Miss Gail Davis teaches the first grade at the same place.

'02.—Howard Slocum, now teaching at Vernon, has taken unto himself a wife.

'02.—H. Z. Wilbur writes from Emporia, Kansas, that he is enjoying his work in the training department of the State Normal School. His work is entirely supervisory, it being practically critic work in classes above the training school and preparatory to the Normal. The school there boasts of 2000 students.

'02.—Miss Lida Piatt writes from Hammond, Ind., that she has only about thirty pupils in her grade, and finds her work very pleasant.

'02.—Miss Jennie R. Smith writes that she has a delightful grade of thirty pupils at Manistique, Mich.

'02.—Miss Lillian Bignell and Miss Sara Woodruff are enjoying their work at Galesburg. Miss Woodruff has charge of the grammar department, and Miss Bignell is principal of the high school, where she has some mathematicians that delight her heart.
After meeting defeat at the hands of the D. U. S. team the Normals took a decided brace, and as a result defeated the Detroit Business University team on Oct 25, by a score of 32 to 0. The two teams were about equal in weight, but the Normals outplayed the Detroit at every point. Belland and Bates found no trouble in going through Detroit's line for 10 to 20 yards' gain, while Salsbury and Gilmore made good plays around the ends. Witmire showed up well at quarter. He saved the ball several times by falling on it in a fumble. Katz, on the line, put up a strong game on the defense. Detroit's captain, Springer, made several star plays, but being badly hurt was taken out of the game in the last half.

The game was played as follows: Detroit kicked off to Berry, who fumbled. Witmire saved it. Belland and Bates went through Detroit's line, making steady gains. The Normals fumbled, but Witmire fell on the ball. Bates then went through the line for a touchdown. Belland missed goal. Time, four minutes. Score, M. N. C.-5, D. B. U.-0.

Belland ran Detroit's kick-off back to the 40-yard line, and a series of line bucking followed. The Normals made steady gains and Salsbury carried the ball over for the second touchdown. No goal. Score, 10 to 0.

Detroit kicked off again to Belland, who made a large gain. Belland and Salsbury carried the ball for 20 yards each. The Normals were then given 10 yards on an offside play. Belland carried the ball over. No goal. Score, 15 to 0.

Detroit kicked off to Normals, who fumbled, and Detroit fell on the ball. Detroit was forced to punt, but ball was blocked. The ball went over, but time was called before the Normals lined up.

SECOND HALF.

Belland kicked off to Detroit, but the Detroit player who caught the ball was down in his tracks. Detroit made good gains and were given 10 yards in an offside play. The Normals held them for downs. Then came a good play by Salsbury, and two by Bates, who carried the ball over Detroit's goal line. Belland kicked goal. Score, 26 to 0.

Detroit kicked off to Belland, who ran the ball back 60 yards. Bates carried it over. Belland kicked goal. Score, 32 to 0.

Belland won the next kick-off back to Detroit's 28-yard line. Ball went over on a fumble. Detroit carried the ball down for 20 yards. Normals held them for downs. The Normals were then held for downs. Detroit made a gain of 10 yards and was given 10 more on an offside play. Detroit was then held for downs. Belland made one good gain and time was then called.
Although Mt. Pleasant won the game, yet our men are not feeling discouraged for they did not play against a strictly Normal team. Mt. Pleasant played one of her teachers, Brown, a professional football player. Owing to some misunderstanding he could not be prevented from playing, but it was evident that our team would have won had it not been for Brown. He made nearly all the gains for Mt. Pleasant and, in short, was their all-around star player. As it was, the game turned out to be a hard-fought contest, for our team put up a strong game.

Mt. Pleasant kicked off to Belland, who carried the ball down the field, making a good gain. Our team was held for downs, and Mt. Pleasant advanced the ball to within 5 yards of our goal line, when they were held for downs. Our team carried the ball back 20 yards, then they were held for downs. Youngs ran around the end for a touchdown. Mt. Pleasant punted and heeled the ball but failed to kick goal.

Belland kicked off to Mt. Pleasant, who by a series of plays advanced the ball about forty yards. Failing to make 5 yards in three downs she attempted to punt, but the ball was blocked. Our team carried the ball to the center of the field when time was called.

In the second half Belland kicked off to Mt. Pleasant. During this half Bates made a long end run, then the ball was fumbled. Mt Pleasant carried the ball over for a second touchdown, but failed to kick goal.

Friday, Nov. 14, the afternoon classes in Physical Training I, will play the first of a series of games for the basketball championship.
Locals

Fred. Wood has gone home on account of illness.

Did you hear about the freshmen electing a junior for their treasurer?

The Atheneum Literary Society gave a banquet, Saturday, Nov. 1, in honor of the new members. All report a pleasant time.

We are glad to welcome back Miss Goodard after her several days of illness from tonsilitis.

It is quite amusing to an onlooker to see how shy the freshmen act when they are putting up their posters.

S. E. Crawford was delegated by the Oratorical Board to represent the Normal at the meeting of the State Oratorical Board, at Lansing, Nov. 8.

President Shultes, of the Normal Alumni Association, after conferring with Secretary Eunice Lambie Hatch and Vice-President J S. Lathers, has appointed for members of the Executive Committee: Earl N. Rhodes, '98, Saginaw; Harriet M. Plunkett, '91, Ypsilanti; Walter F. Lewis, '88, Port Huron.

President L. H. Jones and Miss Genevieve Walton, librarian of the Normal, gave talks before the State Library Association at Detroit, on Oct. 25. A round-table was conducted by Miss Phebe Parker, librarian of Sage library, West Bay City, formerly of Ypsilanti. She also spoke on organization, and was elected vice-president of the association.

President L. H. Jones took part in a teachers' institute at Evart, Oct. 17.

Be on the lookout for items of interest and report them at the NORMAL NEWS office.

Dr. Putnam delivered an address before the Calhoun Teachers' Association, Saturday, Oct. 11.


A reception was given by the Congregational Church to Normal students, Oct. 24. A pleasant evening was spent.

Clemens P. Steimle, '02, last year's business manager of the NORMAL NEWS, called on Normal friends, Oct. 18.

The Misses Davis, Harriman, Feemster, and Hurd are back again in the harness, after several days spent in illness.

The marriage is announced of Halsted H. Seeley, of Ann Arbor, a former teacher in Ypsilanti schools, and Miss Laurel May Harper, of Milford, a former Normal student.

The bulletin boards are means by which a great amount of information may be gathered, if you but take the time to inspect them. The posters are especially attractive this year, many of them being works of art. Some very good advice, free of charge, and written out in the proper style, has been posted on the south bulletin boards for the benefit of the seniors.
The Normal football team played the Detroit Business University on Oct. 25.

Several Normalites heard Richard Mansfield in "Julius Caesar," at Detroit, Nov. 4.

Superintendent Ludwig and corps of teachers from Union City schools, spent Friday, Oct. 3, visiting the Training School.

All the students who finished their work at the Normal, last year, have been located, and there is at present more calls for teachers than can be filled.

President Jones delivered lectures before the Wayne County Teachers' Association Nov. 6 and 7. President Jones has more calls to lecture than he has time to fill.

"The Brownies" were highly appreciated by all who saw them. They looked so happy, and were on so friendly a mission that we would be glad to welcome them again next Hallowe'en.

A certain young gentleman of the Normal was heard to remark, once upon a time, that he didn't like girls until they were thirty years old. It is astonishing, though, what a few short weeks at the Normal will do toward molding the plastic minds of some. Really, the lad has been seen riding out with a girl scarce out of her teens.

President Jones went to Marquette to attend the meeting of the State Board of Education, held Oct. 31. This visit gave him an opportunity to inspect the Northern State Normal School, and to be present at the dedication of their new Science Hall. A council meeting was held at which the heads of the three Normals were present. By virtue of his position President Jones was chairman of the meeting. The Northern Normal has an enrollment of about one hundred and twenty students at present. The Upper Peninsula Association was given a reception by the Northern Normal, at which President Jones was present. President Jones was enthusiastically received by the people of northern Michigan.

It is reported that a certain Normal girl has been traveling the old halls with one foot encased in a slipper. The occasion is a sore foot.

Miss Marion Cameron, '98, spent a few days recently with Ypsilanti friends. Miss Cameron has been teaching in the Jackson schools until last fall, when she accepted a position in the kindergarten department of the Detroit public schools.

In the Physics class. Mr. G.—What is gravitation?
Miss L.—Gravitation is the attraction that everybody has for anybody—I mean bodies of matter.
Mr. G.—I think either answer might be correct.

The Southern Michigan Physical Education Society held a meeting at the Barbour gymnasium in Ann Arbor, Saturday, Nov. 1. Mrs. Burton, the Misses Clark, Bradley, Hamlin and Kateen, of the Normal, were present. Papers were read by W. P. Bowen, of Ann Arbor, and Miss Clough of Detroit. Officers elected for the ensuing year were as follows: President, W. P. Bowen; First Vice-President, Dr. Alice Snyder, of Ann Arbor; Second Vice-President, Mr. V. H. Seiffert, of Detroit; Secretary, Mrs. Burton, of Ypsilanti; Treasurer, M. P. Clough, of Detroit.

For more than a week Miss Lynch, critic teacher in the third grade of the Training School, has been confined to her room by illness, which is due, in a large measure, to nerve exhaustion. Miss Lynch spent the largest part of her summer vacation doing institute work. Early in the fall term she had the misfortune to slip on the floor, and fall, spraining and severely injuring her right hand and wrist. It is probable that worrying over this misfortune helped to bring on the nervous collapse which has followed. Miss Lynch is considered to be one of the best of the Training School teachers, and her absence is greatly missed from the corps.
Miss P.—Charles river flows up from the ocean.

Miss Grace Macmillan, a Normal senior, is seriously ill with typhoid fever.

Prof. L—n to geometry class:—“We have the equation of a circus—Oh! circle.”

Miss Lulu Fehling, ’99, now teaching in Kalamazoo, visited at Mrs. Gorton’s Saturday, November 8.

The pleasant face of Miss Berthena Marshall is seen occasionally by Ypsilanti friends. She is a senior at the U. of M.

The Seniors have elected J. M. Munson president, Miss Florence Perkins secretary, and Arthur Erickson treasurer.

The Juniors have elected Miss Lena Bostwick secretary, and Charles Jordan treasurer. The president will be elected at a later meeting.

The Normal Choir, under the leadership of Prof. Pease, will render Spohr’s “Last Judgment” in Detroit, Thursday, November 13. The chorus will consist of 150 voices, and will be assisted by Madame Berndt Mchaffey, soprano; Mrs. Oscar J. Ehrrott, contralto; Oscar J. Ehrrott, baritone; and John O’Donnell, basso, and will be supported by the Adolph Hahn Festival Orchestra of thirty pieces.

On the evening of October 23, the Training School faculty were “at home” to the present college faculty and those who have previously been connected with the college. President Jones was the guest of honor. The reception rooms were made attractive with inviting divans, cozy corners, easy chairs, and oriental rugs, the walls were hung with works of art, and profusely decorated with the autumnal beauties of October trees and flowers. The refreshment room was beautiful with smilax and yellow chrysantheums, and was illuminated with candelabra. During the evening Whitmire’s orchestra discoered sweet music, which added pleasure and charm to the occasion. All pronounced it a very enjoyable social event.

Harry Rice, a Normal senior, and Miss Elgie Woodman, of Elsie, Mich., were married October 2.

Prof. Hoyt attended Huron county teachers’ association November 7 and 8. He also conducted a teachers’ institute at Kalamazoo, Friday and Saturday, November 14 and 15.

Rev. Robert K. Wharton addressed the faculty and students in chapel Wednesday, October 29, on the subject, “Studying for Approval.” The address was highly appreciated by all who heard it.

The Girls’ Club of St. Luke’s church held a reception at the church house Wednesday evening, October 29, for the students of Ypsilanti. The Normal was well represented, and all who attended report a delightful time.

The Normal Club of the University, composed of Normal School graduates has been reorganized with Francis Goodrich as president and Miss Angeline Wilson as secretary. The club held its first meeting October 24. The following are its members:—C. L. Young, ’97; H. E. Rider, ’94; Mrs. Rider, ’94; Mrs. Carrie Hall Taylor, ’96; Misses Atkin and Bowden, ’96; C. C. Clippenger, ’99; Herbert Lull, ’98; Fred P. Smith, ’02; Mr. Deverough, ’02; Miss Lillian Cumming, ’02; Miss Anna Cowley, ’99; Miss Emma Holbrook, ’93; Miss Hattie Culver, ’92; Miss Sherwood, ’94; M. K. Edwards, ’00; and John Reese, ’00.

Reception to President Jones

Saturday evening, November the eighth, the College faculty gave a reception in the Gymnasium, in honor of President Jones. Over three hundred guests were present, including friends from Ann Arbor and Detroit, and many of our alumni from different parts of the state.

The Gymnasium was handsomely decorated. Southern smilax and other greens, against the west wall made a most appropriate background for an electric fountain. Handsome hangings and rugs gave richness to the general setting, and a stringed orchestra furnished delightful music. The refreshment room in the south
half of the Gymnasium, was most artistically arranged. The walls were white, covered with southern smilax, and the soft tints from the shaded lights above, lent themselves well to the color scheme of the tables. Over the central table was swung a basket of magnificent chrysanthemums, whose rich reds spoke of autumnal days, and reflected the light of the candelabra. Both here and at the punch bowls, the young ladies from the college, who assisted in serving, gave the touch of perfection to the *toul ensemble*.

The college honors itself in honoring its new president, and *The News* feels confident that the citizens of Ypsilanti who were present to greet Mr. Jones, expressed by their presence their cordial affection for the college, to which they are ever so generous in their loyal support.

**S. C. A.**

Y. M. C. A.

The student members of the Y. M. C. A. now number nearly sixty.

By vote of the association, Sunday service will begin at 2:30 p. m. hereafter. All the young men are invited to attend and thus receive a greater inspiration to a higher life.

The meeting of the association held Sunday afternoon, October 12, was conducted by Chas. D. Hurry, State Secretary for the college associations. Mr. Hurry gave a very helpful talk on missions and our relations to them, after which a mission study class was organized. This class meets in Starkweather Hall the hour following the meeting of the association. All students interested in missions will find help by joining this class.

Bible classes have been organized in all three courses presented, and began their regular sessions, November 2, at 8:45 a. m. in Starkweather Hall. The classes are as follows: Course I, Studies in the Life of Christ; Course II, Studies in the Acts and Epistles; Course III, Studies of Old Testament Characters. One class only is offered for each course. The leader in Course I is S. J. Watkins; Course II, H. E. Rice; Course III, E. A. Mowry. These classes meet regularly at 8:45 every Sunday morning. Student young men are urged to be present.

Y. W. C. A.

We are indebted to several of the Conservatory students and others for the excellent music provided for our meetings.

The time of the Sunday afternoon service has been changed from 2:15 to 2:30 standard time. The change has been made in order to accommodate a larger number.

At the November cabinet meeting, Prof. Julia King and Miss Mary Steagal were elected to fill vacancies in the advisory committee; Miss Una Gage to serve as treasurer during the remainder of the quarter, the recent illness of Miss Julia Davis making it necessary for her to give up the work for a time.

Too much cannot be said in appreciation of the kindly interest manifested by members of the faculty in our work, not only in leading our Sunday afternoon services, which in itself is a privilege not to be despised, as those who heard Profs. Laird and Gorton will testify, but in the timely suggestion and advice given on different occasions.

Dear young women, when you read the notices of the association meetings do you think of any good reason why you cannot attend? Your presence is an inspiration. Your word of testimony is a source of encouragement. We miss you when you are absent. Will you not plan to attend all the meetings? Your friend needs the blessing in store for you. Bring her with you.

The large number that attended the Hallowe'en party at Starkweather Hall only goes to prove that we are indeed social beings. As an association it is our aim to provide a healthful social atmosphere, believing that there is a place for this, that not a single capacity is taken out of the life when Christ is enthroned. Let us make the standard in this realm of life so high, 'that in all things He may have the preeminence.'
Friends of Miss Helen Elgie, our first general secretary, will rejoice upon learning of her much improved physical condition, which leads her to anticipate an early return from her mountain resort to her much loved work at Ningpo. She asks that the association continue to remember her in prayer.

It is an eminently fitting thing that an organization worthy as the Young Women's Christian Association, aiming at a purpose high as is its purpose, should have as its motto the words found in Zach. 4:16: "Not by might, nor by power, but by my Spirit saith the Lord of Hosts." Not that we are to understand from these words that persistent, continuous, heroic effort is to be eliminated, that our best talents are not demanded in the work, but that so large is the object to be attained that inevitable failure is ours unless we be clothed with the Spirit of the Lord of Hosts.

**Lyceum**

**OLYMPIC SOCIETY**

Since the Normal News was last issued, two regular and one special Olympic meetings have been held. On the evening of October 31, a Hallowe'en party was given in the society's rooms. Refreshments, including pumpkin pie, were served to its members. Old fashioned games were indulged in with great spirit by all present. The executive committee is to be congratulated for securing a program of so excellent a quality as was rendered November 7. No good reason exists why the literary productions of the society cannot be brought up to a very high standard. New members as well as old are entering into the work with a spirit that is to be commended.

**Atheneum Society**

This quarter's work for the Atheneum Literary Society is a study of the six leading American poets. Already we have become better acquainted with one of the best loved, John G. Whittier. The evening of October 23 was devoted to that grand old Quaker and his work.

Prof. Barbour talked upon "The Spiritual Life of Whittier as Shown by His Poems." A few of the thoughts presented were: Whittier's sensitive nature could never countenance the belief that God is a terrible and avenging God to be obeyed through fear of punishment. All arguments and speculative creeds only drove him to the simple faith learned at his mother's knee—the doctrine of love. First the theological controversies of his time, and later the scientific inquiries as to the nature of God, greatly disturbed his faith in creeds, but as fire purifies gold, so these struggles purified his soul and nowhere can a more spotless character be found.

Prof. Laird's description of his summer "abroad" was highly entertaining, and next to going to Europe ourselves we enjoyed hearing him tell of his experiences.

The banquet given in honor of the new members was a success.

**CRESCENT SOCIETY**

All come prepared to guess on the members of "the faculty meeting" which will be held in the Crescent rooms Friday, November 21, 8 p. m.

Our "Mark Twain" program was especially successful, for Prof. Lathers kindly favored us with some selections, setting forth the characters in that droll way which pleases everyone.

Under the direction of our new president, Miss Vinora Beal, the Crescent Society has begun its work with renewed vigor this year. We feel very much indebted to Prof. Laird for a most excellent and interesting description of the sights and scenes which he enjoyed in Germany and Switzerland this summer.

**Clubs**

**WEBSTER CLUB**

The Webster Club work this quarter is very pleasant and profitable. With the earnest determination on the part of the members, and the excellent advice of our critic, we are sure to find that for which we are looking. Success along any line to-day means a definite knowledge of important facts, and as
broad a knowledge in general as can possibly be had. The former we get in the actual work of debating, and the latter in the broader reading we are led to do.

Results so far are very satisfactory.

**Fraternities**

**HARMONIOUS MYSTICS**

Miss Donna Riblet entertained the Harmonious Mystics at her rooms one evening recently. The following new members were pledged: Misses Perry, Smith, and McKerchen.

**ZETA PHI**

The regular meeting was held Saturday evening, October 25, with Miss Gow. Miss Frank, from Wayne, was honor guest of the evening. Regular business having been dispatched, the social pleasures followed. Miss Ballou, as toastmaster, called for various responses, and the evening was closed with singing sorority songs.

**KAPPA PSI**

Miss Edna Fitch has a large piano class at Howell.

Miss Ethel Ballard is teaching at Oxford, and Miss Effie Wheeler at Chicago.

The Kappa Psi and honorary members spent a most enjoyable evening at the Country Club-House, Friday, October 17.

Miss Eva Place has taken Miss Fletcher's place on the Conservatory Quartet. She has also resumed her position as soprano at the Unitarian church, Ann Arbor.

**TAU KAPPA THETA**

Christian Rogner, a Normal student of last year has entered the Law Department of the U. of M.

Bruce Satterla has been taken into full membership, and several new members will soon be added.

Thirteen of the old members are in school this year either as students or instructors, and the indications point toward a prosperous and profitable year for the fraternity.

Alexander Gillespie is at the U. S. Military Academy at West Point, New York.

New officers have been elected for the ensuing year, as follows:—Master, Roy Shigley; vice-master, Fred G. Ellis; keeper of records, Frank W. Ackerman; keeper of finance, Milton H. Huston.

Old members who graduated from the Normal College are located as follows: James B. Melody, principal of Marine City high school; John Reincke, assistant principal in Tecumseh high school; Joseph Gill, superintendent of Carson City schools; Philip Dennis, principal of a ward school at Sault Ste. Marie; Carl C. McClelland, principal of Eaton Rapids high school; Fred G. Ellis, instructor in Conservatory of Music, Ypsilanti.

**Rules Governing Preliminary Debates**

1. Eight contestants shall be allowed to contest in the final preliminary debate.
2. These contestants shall be chosen as follows: The Crescent, Olympic and Atheneum Literary societies and the Webster and Lincoln debating clubs shall each choose one representative either by a contest or election and three contestants shall be chosen by a contest in the school-at-large.
3. The societies and clubs must have their representatives chosen on or before the 13th day of December, 1902.
4. All vacancies after said date shall be filled from the contestants in the school-at-large debate.
5. The contest in the school-at-large shall be held during the first week of the winter quarter 1903.
6. In all preliminary contests before the final one, each speaker shall choose the side of the question which he desires and he shall be permitted to speak ten minutes with no rebuttal.
7. In the final preliminary debate, the speakers shall be assigned by lot and the conditions to be enforced in the inter-collegiate debate shall be in force in this debate except that each speaker shall be allowed but eight minutes for the speech and four minutes for rebuttal.
8. In the contest in the school-at-large the speakers gaining first, second and third places shall be credited with three, two and one points respectively on the cup.

**ORATORICAL BOARD**

Backward, turn backward, O time in your flight;
Feed me on gruel again just for to-night.
I am so weary of sole leather for steak,
Petrified doughnuts and vulcanized cake;
Oysters that have slept in a watery bath,
Butter as strong as Goliath, of Gath.
Weary of paying for what I don't eat,
Chewing up rubber and calling it meat—
Backward, turn backward, for weary I am.
Let me drink milk that has never been skimmed,
Let me eat butter whose hair has been trimmed,
Let me once more have old-fashioned pie,
And then I'll be ready to turn up and die.—Ex.
ADVERTISEMENTS

SPALSBURY'S DRUG STORE
FOR THE BEST OF EVERYTHING IN
DRUGS, PERFUMES, and
TOILET ARTICLES
The Leading Prescription Store of the City
Duane Spalsbury 112 Congress St.

Foot Ease. See that this Trade Mark is branded on every shoe. Welted Sole. Extension Edge. Low Heel. Broad Shapely Toe.

Our New Shoe Department Has many attractive bargains in up-to-date Ladies' and Gents' Foot wear. Our line of Queen Quality Shoes for ladies will please you; we also have a good assortment of Gym. Footwear. We are headquarters for Lamps, China and Bazaar Goods.

C. D. O'Connor & Co. 5c and 10c store

E. R. BEAL DRUGGIST
New and Second Hand
224 Congress Street
Normal Books
Opera House Block

Help One Another
Mr. A. Harnack, one of your fellow students, is agent for the White Laundry. Patronize him and help one of your number along. He collects and delivers.

The White Laundry, B. L. Hayden, Prop.

You See!
If you wish to make a Wedding or Birthday Gift to your friend, we can supply your want, as our stock is now complete for our Holiday Trade.

Everything is Fresh and New
Ask to see our
Ladies' New Pocket Books
M S N C Pins
M S N C Spoons
We have just added this line to our regular stock

Frank Showerman
Jeweler 9 Huron St

SPALDING'S Foot Ball Supplies
Are universally used because anything bearing the Spalding trade-mark is recognized as the best made. Spalding's Official Intercollegiate Foot Ball is used by every leading team throughout the country and must be used in all championship games.

Spalding's New Attachment for Foot Ball Tackling Machine was invented by Mr. John McMasters, trainer of the Harvard team, and used by them last season. It is the best appliance of its kind.

Spalding's Official Foot Ball Guide. Price 10 cents
Catalogue of Fall and Winter Sports sent free
A. G. SPALDING & BROS.
New York Chicago Denver Baltimore Buffalo

"The Boys' Store" is a Dry Goods Store at 102 Congress and 11 Huron Sts., Ypsilanti. People call it the Boys' Store and they will tell you that it is a reliable place to buy DRY GOODS.

We should like to have all the students prove the fact for themselves.

DAVIS & KISHLAR.
Occidental Hotel...

Meal Tickets, 21 meals $6.00
Day board $5.00 per week
BANQUETS and SUPPERS a Specialty

WOMAN'S EXCHANGE
Occidental Block
Home Baking, Catering and Orders for Suppers and Spreads a Specialty. Art. Fancy Goods and Toilet Preparations

Mrs. Carrie Britt, Manager

A. W. Elliott

...Dealer in...

WOOD, COAL, COKE and CHARCOAL

217 Congress St. Phone 277-2 R.

Normal Pillows U. of M. Pillows

Misses M. & E. Simpson

HEADQUARTERS FOR MILLINERY AND FANCY GOODS

200 CONGRESS

J. CLARK...

Choice Baked Goods
Candies Fruits

117 Congress St.

LIVERY & TRANSFER CO.

Westfall, Son & White, Prop's

OPEN ALL NIGHT PHONE 32

15 and 17 South Washington St.

YPsilanti, Mich.

STUDENTS...

Buy Your Flowers Where You Can Have Them Fresh

I have a good supply at all times

Charles F. Krzysske
State Phone 26
205 S. Washington St.

Chas. King & Co.

GROCERS

Dealers in Portland and Louisville Cement, Calcined Plaster, and Plastering Hair

101 Congress St.

Chas. E King John G. Lamb
Flowers....
Choice
Cut
Flowers
Norton's Greenhouse
Lowell Street

C. F. ENDERS' ART STORE
See my stock of Frames, Matting and Mounting Boards, Racks, Penny Pictures for School work, Charcoal Paper and Charcoal, Water Color Paper and Water Colors; all kinds of Artists' materials, Stationery, Tablets and fine Box Paper. Our 5c Envelopes are extra good.

We would like to sell you a Lucky Curve Fountain Pen. It writes 12,000 words with one filling.
If you want pen peace, use a Parker Pen. Warranted perfect or no sale. When you are buying presents, see what you can get at our store.

230 Congress St.

YPSILANTI, MICH.

The
SCHARF
TAG,
LABEL
and
BOX CO.

STUDENTS'
HEADQUARTERS
FOR
PRINTING
Beranek & Arnet
Fine Custom Tailors
will be pleased to show you the
Largest Line of Domestic and Imported Woolen Goods in the City.
**Over U. S. Express Office**
The Old Reliable Rates $2.00

Savery Club
415 Perrin Street
Strictly First-Class Board One Block East of Norma:

Ypsilanti Savings Bank
Corner Congress and Huron Sts

Ypsilanti, Michigan

**STUDENTS . . . .**
Don't forget the familiar old store, The Bazarette. We carry in stock or will order whatever you wish.

The Bazarette

**STUDENTS**
No matter what your wants are in Cloaks or Skirts we can please you . . . . .

Beall, Comstock & Co.
35-37 Huron Street, next to Post Office

**FIRST NATIONAL BANK**
**YPSILANTI, MICHIGAN**
Capital $75,000.00
Surplus and Undivided Profits $85,000

J. C. DeMosh G. B. DeMosh

**De Mosh & Son**
Mack, Livery and Feed Stable . .

No. 3 Congress St. Phone 84 Ypsilanti

**E. D. MAYBEE**
Normal Drayman
Ready on Short Notice
Phone 328-2R 416 Brower St
FRANK ARMS' Home Bakery

Now in position to furnish you with the best of every thing in my line.

316 North Huron Street
Phone 128

H. FAIRCHILD
Proprietor of
City Meat Market

Dealer in
Salt, Fresh and Smoked Meats,
Poultry, Game and Fish

Special Attention Given to Students' Trade.

No. 14 Huron St.

COME IN, FELLOWS!!

We are located opposite the Hawkins House, at the Old Stand. You are always welcome. Our place has long been the Headquarters for Students.

The finest Three-Chair Shop in the City.
Shampooing and Hair Dressing a Specialty.

Keusch & Shephard

Students' Headquarters

FOR

\begin{align*}
\text{Fruits} & \quad \text{Confectionery} \\
\text{Choice Candies} & \quad \text{Choice Box Candies} \\
\text{Oysters in Season} & \quad \text{GO TO}
\end{align*}

John Brichetto
15 Huron St., Ypsilanti
JOSEPH GRIEVE

Restaurant and Lunch Room

Open all night
The finest little dining room in town.
Parties served on short notice.
Opposite D., Y., A. A. & J. Waiting Room
First Class Chef in charge
Fred Hixson, Proprietor

ALBAN & AUGUSTUS
207 Congress Street
Specialty of HOME SLAUGHTERED MEATS

JOHN VAN FOSSEN
DENTIST,
Office over Densmore's Clothing Store
Corner Congress and Washington
Telephone at House

NORMAl STUDENTS

We shall endeavor to merit your patronage as in the past.

DO YOU WANT TO RENT A PIANO?

Are you about to purchase a Mandolin or Guitar? We have 500 of them on selection. Monthly payments at no advance in price.

Ann Arbor Music Co.

40 E. Cross St. Cor. Adams and Congress

Students Go To

BOYCE, The Tailor
Cor. Washington and Congress Sts.
Up Stairs

WALLACE & CLARKE'S

For all Kinds of FURNITURE

Phone 40 Ypsilanti

200-211 E. Washington St.
FIVE COURSES ARE OFFERED

1. A Preparatory (second grade certificate) course—one year.
2. A Five Year Certificate Course—three years.
3. A Life Certificate Course—four years.
4. A Life Certificate Course (for H. S. Graduates)—two years.
5. A Degree Course (for H. S. Graduates)—four years.

EXPENSES ARE MODERATE

The registration fee is $3.00 per term; $9.00 per year. Board may be had for $1.50 to $3.00 per week. Room rent for 50c to $1.00 each.

Three hundred graduates and undergraduates go into the schools of the state annually, as teachers, from the kindergarten through the high school.

For the Year Book or further information send to
Or to the Clerk of the Normal College.
Students
I can please you.

Medal awarded at State and National Conventions, '98, for posing, lighting and grouping. I sell Amateurs' Supplies, Kodaks, Plates, Paper, Cards and all Chemicals. Finishing for the trade.

WATERMAN
Photographer

Fountain Pens

C. W. Rogers & Co.
BOOKS DRUGS
118 Congress St., Ypsilanti

Normal Book Store

Fountain Pens and Finest Stationery in the city

Call and Examine