1903

Normal College News, April, 1903

Eastern Michigan University

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Easter Time

"His tranquil lilies silently unfold

Their dewy cups, and field and mountain-side
Thrill with their bursting buds of white and gold
At Easter-tide."
THROUGHOUT Italy the services during Holy Week, beginning with Palm Sunday and ending with Easter Day are much the same, differing only in pomp and ceremony, from the humblest village with its poor priest and peasant people to the imposing services in the city of Rome, with Bishops, Cardinals and the Pope. The palms are blessed in every church on Palm Sunday, and the streets are crowded with the faithful as they go to their homes, each one carrying a tiny branch of the blessed palm.

On Wednesday of Holy Week is the service of the Tenebræ. The churches are dark save for the candles on the altar, and one by one they are extinguished as the solemn words of the Miserere are chanted. This is a most impressive service, with its beautiful minor music and the crowds kneeling in the dim light.

On Maundy Thursday the Host is taken from the high altar and placed on a side altar. Flowers are arranged around the altar to represent a tomb and among them are placed the spear, the nails, the crown of thorns, and paste-board figures of the Roman soldiers. Everything is done to make the picture more vivid for this simple people.

In Florence, as in others of the larger Italian cities, occurs the ceremony of the washing of the feet. The mass is celebrated with much pomp, after which twelve old men come tottering in, dressed in white. The Archbishops followed by bishops and priests, carrying a silver bowl and linen towels, proceed before the old men, who have been struggling to remove their stockings. The ceremony itself is brief, and is intended to be only symbolic of the Lord's service.

The sight of the crowds of Italians in this old cathedral where Savonarola thundered his denunciations, with their earnest excited faces and childlike faith is most touching. "The Church" with its magnificence of ceremony, art and architecture is the people's own—it seems infinitely remote at times, but these simple folk understand it and love it.

Good Friday is the sadly solemn day of the week. The crowds are very quiet, and the services are without music and most simple.

On Saturday morning a service is held in Florence, which has no counterpart in Italy or elsewhere. The peasants and the children love it. The cathedral is crowded to the doors with the contadini. We fancy we see Tessa and Tito—for they are surely the same people one met on the streets of Florence in the days of Romola.

There is a brief service, during which in the square in front of the Duomo, stands a large carved oaken cabinet, on wheels, drawn by four white oxen. Over their horns and about their bodies are wreaths of flowers. It all suggests a triumphal chariot from a Greek frieze. Inside of the cabinet is supposed to be a piece of the Holy Sepulchre which a member of the Pazzi family, a noble knight, brought from Jerusalem centuries ago.

The service is called "The Flight of the Dove." Over the high altar is suspended a white dove, and from it, leads a wire down through the Duomo, to the wagon outside of the door. The service proceeds, thousands of eyes are anxiously watching the dove. The priests still chant the penitential psalms, when suddenly a gun booms. The bells in Giotto's Campanile peal forth, and countless bells answer. It is noon, and the Fast is over!
At this moment the dove whizzes down the wire until it reaches the wagon, where by some mysterious (to the trusting contadini) mechanism, fireworks are sent off about the wagon.

As the dove’s flight is straight and true, or uncertain, the crops depend for the coming summer, so it is no wonder that these brown-eyed children of the Campagna have an anxious interest in this pretty ceremony.

From the Duomo, the cabinet is drawn by the four white oxen through the streets of Florence until the ancient home of the Pazzi family is reached, where more fireworks are sent off.

On Easter morning the little maid who came to our door to waken us, called “Buona Pasqua Signora!” It is the glad refrain of the day, and friend and stranger meet you with this greeting. Eggs are served in innumerable ways at breakfast. At our pension we found at our plates a pretty bunch of anemones and jonquils. Various dishes suggested the day, especially in decoration, and the crowning glory was the dessert for dinner, an elaborate and lofty structure of some kind, surmounted a large chocolate lamb!

The services in all the churches are beautiful and impressive as music and art can make them. Tiring, however, of the crowd in one of the great churches in Florence, we stepped into a side chapel, where we found a motley procession of serving men and maids, bearing trays and baskets of hard-boiled eggs, the shells having been removed. A tired-looking old priest absent-mindedly and perfunctorily dipped a little brush in holy water and sprinkled each lot, saying a few words of benediction, and the servants departed with their burdens of eggs now made blessed. I am very sure every citizen of Florence and all his family eat eggs on Easter, and nobody commits the sacrilege of eating one unblessed. This seemed a humble task for the old priest, and I am sure he felt it, as his brother priests were gorgeously vested and celebrating mass before a great congregation, and he was alone in an old cassock and a worn-out cotta, seeing only the servants of the city.

In Munich, the services are much the same as in Italian churches, for Bavaria never came under the spell of Luther and the Reformation.

A ceremony which I did not see in Italy is observed on Easter even in Munich. It is called the “Auferstehung” or Resurrection, and is very realistic. The Host having been buried at an altar as remote as possible from the High Altar on Holy Thursday, is restored in the afternoon of Saturday. There is an elaborate musical service in the chancel. The procession, gorgeously vested, of archbishop, bishops, priests and acolytes leave this chancel, proceeding to the side altar. The Archbishop takes the Host and in solemn procession returns it to the High Altar, the vast congregation kneeling. When once more on the altar, the bells peal forth and the choir sings the Te Deum.

Easter Day in Munich is very interesting. Even the old city itself is in gala dress; the artistic and historic pennants float in front of the Residenz. The Prinz Regent and all the nobles attend Mass, in Court dress, going to their churches in the gorgeous state carriages, with postillions and outriders. It is a very pretty sight.

Officers in their gay uniforms, students with their duel-scarred faces, scholarly-looking professors, priests in cassocks, pretty German girls with their mammas, and foreigners, fill the square after the morning services and listen to the Court band, playing before the old place. The sun shines and spring is in the air.

L.
"Literature is a criticism on life," said Arnold. Perhaps, then, it will be interesting for us, soon to enter upon our vacation as teachers, to make a brief study of a few types of the schoolmaster as he is portrayed by one of our well known authors. We are indebted to Dickens for some very interesting sketches of members of this profession. It is said that when his books containing these characterizations were published he received letters from many an irate schoolmaster censuring him for being too personal in his allusions.

In "Nicholas Nickleby," we are introduced to Mr. Squeers of Dotheboys Hall where boys were "boarded, clothed, booked, washed, and furnished with pocket money"—at least so read the advertisement. The school room was bare and dirty; the windows, originally of glass, judging by the fragments of that material still to be seen here and there, were stopped up with old copy books and paper. Overhead were the bare rafters and cross beams. The furniture consisted of two or three benches and two, long, rickety desks very much cut, notched, and inked. In this room were gathered a number of boys of various ages and sizes, whose pale joyless faces seemed to reflect the desolation of their surroundings. Mr. Squeers appeared to be lacking in that personal magnetism which is now considered as a necessary qualification in a teacher. He had a low protruding forehead, only one eye and that of a greenish gray color, a very much wrinkled face, and a villanous expression of countenance especially noticeable when he smiled.

The boys' meals were served in the school room. Breakfast usually consisted of a brown composition, called porridge, "which looked like diluted pin cushions without covers." This was served in small wooden bowls, and was eaten by means of "a minute wedge of brown bread" which was afterward devoured by the hungry boys. The meal over, Mr. Squeers said solemnly, "For what we have received, may the Lord make us truly thankful"—and then went away to his own breakfast. The noon and evening meals were not much of an improvement on this one.

A brief account of the first class, which included the larger boys and was designated by Mr. Squeers as the first class in spelling and philosophy, will give some idea of his methods of teaching and the course of study pursued. He was a firm believer in the laboratory method of instruction. When one of the boys spelled correctly the word window, he was sent to clean the parlor windows. Another was asked to define the word horse. He answered that a horse is a beast. "Since you are perfect in that, go and look after my horse and rub him down well or I'll rub you down," replied this very practical pedagogue. It is evident that by the time these "experiments in practical philosophy" were completed, the lesson was indelibly impressed upon the minds of the pupils—and incidentally the schoolmaster was saved the expense of keeping a servant.

Although so progressive as to methods of teaching, Mr. Squeers was more conservative in the matter of discipline. He still clung to the old precept, "Spare the rod and spoil the child." His pupils certainly were not spoiled. If punishment had been inflicted only when deserved by reason of some misdemeanor, it would not have been so hard to bear; but the fact was that whenever Mr. Squeers was in ill humor for any reason whatever he always vented his anger on any boy who might be within easy reach. On one such occasion, being vexed over some matter of business, he looked at a little boy, who had just arrived at the school and was sitting on a trunk near by, to see if he was doing anything for which he might be beaten; "as he happened not to be doing anything at all, he merely boxed his
ears and told him not to do it again." Soon after the little fellow sneezed. "What's that?" growled the schoolmaster, turning around. "Nothing," replied the little boy, "Nothing?" exclaimed Mr. Squeers. "Please, sir, I sneezed," replied the little boy. "Then what did you say 'nothing' for?" demanded Mr. Squeers. The little fellow began to cry, wherefore Mr. Squeers knocked him off the trunk with a blow on one side of the face and knocked him on again with a blow on the other."

In "Dombey and Son," we make the acquaintance of Dr. Blimber. He is described as a portly gentleman dressed always in a suit of black; having a bald head highly polished, a deep voice, small eyes that were always half shut, and a mouth that was always half expanded into a grin so that whenever he made even the most common observation "it was like a sentiment from the Sphinx."

The doctor's house was large and fine, but not exceedingly homelike within. "The tables and chairs were put away in rows like figures in a sum; fires were so rarely lighted in the rooms of ceremony, that they felt like wells, and a visitor represented the bucket; the dining room seemed the last place in the world where any eating or drinking was likely to occur; there was no sound through all the house but the ticking of a great clock in the hall, which made itself audible in the very garrets."

Comparing Dr. Blimber with Mr. Squeers, we find that they differed greatly both in method and curriculum; yet the results of Dr. Blimber's teaching were even more disastrous. "The doctor only undertook the charge of ten young gentlemen; but he had, always ready, a supply of learning for a hundred on the lowest estimate; and it was at once the business and delight of his life to gorge the unhappy ten with it. In fact, Dr. Blimber's establishment was a great hot house in which there was a forcing apparatus incessantly at work. All the boys blew before their time. Mental green peas were produced at Christmas, and intellectual asparagus all the year round. Mathematical gooseberries (very sour ones too) were common at untimely seasons, and from mere sprouts of bushes, under Dr. Blimber's cultivation. Every description of Greek and Latin vegetable was got off the driest twigs of boys, under the frostdiest circumstances. Nature was of no consequence at all. No matter what a young gentleman was intended to bear, Dr. Blimber made him bear to pattern, somehow or other."

It was said that this system of forcing had some very unhappy results as in the case of young Toots who "when he began to have whiskers left off having brains;" and that of little Paul Dombey who, breaking down under the strain, retired to his little bed one night never to rise again. "The young gentlemen knew no rest from the pursuit of stony-hearted verbs, savage noun substantives, inflexible syntactic passages, and ghosts of exercises that appeared to them in their dreams."

Nothing so undignified as a thrashing was ever administered in this school. The favorite method of inflicting punishment upon any one who was so unfortunate as to infringe upon any of the rules of propriety, was to require the repetition of a chapter from the Greek Testament.

Perhaps the school that little David Copperfield first attended was presided over by the most stern and cruel of all the schoolmasters whom Dickens has made immortal. Even Mr. Squeers seems almost angelic when compared with Mr. Creacle. There has probably never been a man who enjoyed his profession more than he did. It furnished him such a good opportunity to satisfy the cravings of his brutish nature. He seemed to take the greatest delight in cutting at the boys with his cane, and scoring and marking them unmercifully. Usually, half the boys in the school room were writhing and crying before the day's work began and before the day's work was over there were very few who had not been the victim of his cruelty. He seemed to enjoy greatly the distinction of being a "Tar-tar" as he himself expressed it, and never lost an opportunity of impressing this fact
upon the minds of all who were so unfortunate as to come under his control. At the beginning of a new term he usually encouraged the trembling boys with some such exhortations as "Now boys, this is a new half. Take care what you are about in this half. Come fresh up to your lessons, I advise you, for I come fresh up to the punishment. I won't flinch. It will be of no use rubbing yourselves; You won't rub the marks out that I shall give you. Now get to work every boy."

Mr. Creacle was a very ignorant man. He had been a small hcp dealer and had taken to the schooling business after being bankrupt in hops and after having made away with all his wife's money. He employed two assistants who took charge of the class work, of which he was incapable, thus leaving him free to devote himself to the pleasure of flogging the boys whenever opportunity offered.

A very decided contrast to Mr. Creacle was Dr. Strong as he is sketched for us in "David Copperfield." Dr. Strong was so kind-hearted that he was constantly besieged by all the beggars of the neighborhood, and would have taken his coat off his back to give to one who might arouse his sympathy by a tale of distress. His house was always overrun with a host of poor relations ready to eat him out of house and home.

The Doctor was of a meditative disposition, and always looked at the ground as he walked. Some of the boys thought this was attributable to the fact that he was always looking for Greek roots with a view to a new dictionary which he had planned to undertake, and some fragments of which he always carried in his pockets and in the lining of his hat. The work on this dictionary did not progress very rapidly. One of the boys who had a special aptitude for mathematics made a calculation that at the Doctor's present rate it might be completed in about one thousand six hundred years counting from the Doctor's last, or sixty second birthday.

Dr. Strong's school was an excellent one, and the doctor himself the idol of his boys. The school was managed on a sound principle. In every case of discipline an appeal was made to the honor and good faith of the boys, and consequently they felt that they had a part in the management of the school and were responsible for sustaining its good character. Hence the boys were very much attached to the school, studied with a good will, and were a credit to the school and the Doctor. It would have been a very mean boy indeed, who could have taken advantage of the Doctor's kindness and abused the confidence he placed in his pupils.

When we remember that these descriptions, though somewhat exaggerated, were founded on fact, that they were widely read, and were a means of awakening people to a realization of the evils which existed in educational methods, we must assign to Dickens no mean place among promoters of educational reform.

"Dickens taught that loving sympathy is the highest qualification of a true teacher."

—Hughes.
G LANCING back over the history of our country, the mind is struck forcibly with one fact, so self-evident as to need no discussion, that of the unprecedented territorial expansion that has taken place. From the original thirteen colonies as a nucleus, the United States has radiated in all possible directions.

This growth, taking place as it did, in less than a century, was one of the most remarkable the world has ever seen. But we notice one fact in connection with it, that it consisted merely in taking on lands which, with the unimportant exception of Alaska, bordered on our own. At the end of this acquisitive period, the nation was as compact and unified in territory as in government.

Presto! A change takes place. July 7, 1898, we annexed Hawaii, and early in the following year the Philippine group, Guam and Porto Rico, were made territory of the United States. Then, for the first time, was the sovereignty of this republic made to extend across the seas. The fortunes of war asserted that we, no more than other nations, could live by and for ourselves alone. By the simple act of annexation we stepped forth into the arena of national life—a world power.

Was this act premature, unwise? Should we not better have adhered to the advice of Washington, to keep aloof from European affairs and alliances? Have we reached the zenith of our glory? Is there not as splendid a career open to us as a world power, as we had in the past as an exclusive nation? These questions cannot but occur to each of us, and their solution hinges upon the query whether or not we possess resources and capabilities sufficient to maintain our present position as the head of the great agencies of civilization.

We are in the van of the nations. Our great captains of industry lead the world. Morgan, Vanderbilt, Jessup, and Stillman, as financiers; Rockefeller, Schwab, and Harriman, as organizers; Edison, Bell, and Tesla, in electricity; Roosevelt and Hay, as statesmen—the list might be extended up into the hundreds. There is not a single field of labor into which America and Americans have not entered and excelled. Farming by scientific methods has doubled the productiveness of our land. Our manufactured articles are world-famed. Our national resources are inexhaustible; coal, steel, and copper; a vast soil teeming with vegetation; all the requisites of material prosperity are abundant. The secrets of electricity, which will undoubtedly become the great industrial powers of the coming era, are fast being discovered in America, and by Americans. Our industrial power is tremendous. In most of the commodities of life, we can undersell and overbid any other nation on the globe.

Thus we see that we now have an influence over the world that no other country ever possessed. Whether we can maintain this influence depends largely upon our character as a people. If we were an unaggressive race, of weak individuality, it would come to naught. But the typical American is strong, upright, fearless of mind, energetic, initiative, quick in decision, determined in execution, a very leader of men. A true American is an embodiment of success. Success is innate in him, and radiates from him. His firm step and fearless carriage proclaim it. He is magnetic, powerful, a human dynamo. Failure is not tolerated here; true success is within the reach of all.

"Straight from our mighty bow this truth is driven; They fail, and they alone, who have not striven."

These are some of the characteristics of American society. Add to them shrewdness, hard common sense, and an indomitable self-confidence and persistence, and you get a combination that is unsurpassable, a combination that has made America what it is to-day. We have a wonderful industrial equipment to
work with, and we are wonderfully able to put that equipment to its best use.

Can there be a doubt in the mind of any one that the step of the American republic from a western hemisphere to a world power was only a step from narrow, to practically unlimited opportunities for good. We have but just entered upon a magnificent career, which shall be to the past as the glare of the midday sun is to the flicker of a tallow candle, a career that shall embrace in its scope the transformation and Americanization of the world.

I mean by the Americanization of the world, the conversion of the world to the acceptation of the American ideas of personal freedom; political and religious liberty; the right of every man to combat and overcome; and make for himself his own place in the world, regardless of his ancestry. I mean an expansion of influence, not of territory, a world Americanized by ideas, not by ironclads. It is coming, as surely as to-morrow's sun. Foreign rulers know it well. What means those half-defiant, half-fearful snarlings from the thrones of the Old World, the growling of the angry Russian bear, holding in his clutches fifty million serfs; the union of England and Germany to crush us commercially by reciprocal tariff agreements. It means that they realize our power and are foolishly afraid of it, forgetting that we work for the good of others, not for self-aggrandizement. They do not realize that in the future, as in the past, our mighty influence will be used for the exaltation of mankind; for the spreading of our ideals, rather than for our own exaltation and the increasing of our territories.

God made the earth. He fashioned its outlines. He placed within it the elements of perfection, and left man to complete the work. To this state of perfection it must come, and through the agency of America. In the face of opposition and oppression the work has gone on thus far; and though the whole world unites against us, the final consummation, the ethical, spiritual and social Americanization of the world will come as sure as fate.

"The greatest heritage this generation can leave to the next is good government."
YE who love nature and legend come with me, and list while I tell you the story of beautiful Benona. Benona is a place of rare beauty and still near to primitive nature. It took its name, so the legend says, from an Indian maiden who once graced the retreat.

The scene is in our own Michigan, on the picturesque shores of the western lake. Here, on one of the high bluffs that line the shore we will take our stand. On this low pinnacle we are withdrawn from the artificial rush of life and come to feel a little nearer God, nothing between us now except the blue heavens; and so we may better understand the tide of emotions that has swayed the hearts of His children from the earliest days until this present time. Thus, too, we may be better prepared to sympathize with the sad sweet story of human affection which lingers about the place and gives it an air of romance.

At our feet to the westward lie the restless murmuring waters with their unceasing throb and muffled roar, which steal over the mind with a certain fascination, suggesting the likeness of it all to the human heart. The light dances on the merry, rippling waves and reflects brightness and beauty everywhere, yet there is ever present its melancholy restlessness and an undertone of sadness. A feeling of awe comes over us as we look at that sublime expanse of blue that "forever and forever" has lapped the sandy shores, and has seen so vast a body of life and hope pass by in stately procession during these countless years.

To the northward and southward rise before us mimic mountains, which to the ardent admirer of nature have all the sublimity and grandeur of their more pretentious brothers. These are carpeted with mosses and flowers and whispering pines and hemlock adorn their stately sides. When the wind sways their giant branches and the sunshine and shadow alternately flit across the scene it becomes one of great beauty. Deep green valleys lie between these heights, into one of which a footpath leads and winds about through a vista of trees until lost in the distance. Singing birds enliven the vale with sweetest music, and plenteous flowers lend their fragrance to the air. Around and above on all sides are the walls of waving green, while over it is the bit of blue sky that forms a roof to this veritable paradise. Nothing coarse or profane here, and we involuntarily exclaim, "'If only all of God's world were as free from sin and strife!"

Just inland lies a small lake skirted with timber, which in its sheltered retreat presents a calm, placid surface in strange contrast to the Great Lake outside. A small pearly stream threads its circuitous way among the bluffs from the small lake to the great waters outside.

Almost at the foot of the bluffs and northward from the little lake is a small cemetery, "For the dead are here," and here may they sleep peacefully with the benediction of nature around them.

Farther inland are the evidences of the spoilation of this once vast forest garden and of the substitution of the later day civilization for the primitive life. Here are acres of tilled land, prosperous farm buildings, the little white school house and the country church.

A few days spent in so rare a retreat causes one to forget the great outside world and "the cares that infest the day," and to breathe in the spirit of the place so as to be in full sympathy with the story which lingers around the spot.

Here long years ago lived a warrior tribe who imbibed from the very soil and air the rare bravery and heroism, and yet deep and true affection that characterize the sons of the forest. The proud chieftain of the tribe was possessed of one daughter, the peerless dark-eyed Benona, whose simple manner and graciousness of heart, combined with her great
beauty, made her at once the pride and idol of the tribe.

Yet she was somewhat unlike her dark sisters, being more fanciful than they; and while they joined in the chase or glided elf-like over the waters of the lake, she roamed through the beautiful valleys, plucking the wild flowers, or listened to the music of the birds and the murmured messages that the Great Spirit whispered through the rustling trees or over the sad waves,—messages that told her of a strange life that should come to her in the future, when a pale-face should win her for his bride.

Meanwhile, as she slowly blossomed into womanhood, many were the warrior braves who came to the chieftain's door to win if might be the smile of Benona and the consent of her father to woo his fair treasure. And always would the tender father look into Benona's eyes to see if her heart was favorable to the suitor and when he found that not yet had her liege lord come, he would send the suitor away, saying, "It is well. None but a great warrior can win my Benona, and he is not yet come. Let her rather remain with me contented in her childhood's home."

Thus, many seasons passed until it seemed that Benona lingered too long a maiden, and must surely soon choose a mate. Then came a warrior prince from the northward. Great feats of war had he wrought; he was tall, straight, and handsome, a king among his brethren, yet withal so tender and ardent that it seemed that surely now must Benona's heart prompt her to rise and follow her renowned lover. But not so. Just one season ago there had come into their midst a noble-hearted white trader, who once having seen the beautiful Indian maid, was won by her rare innocence and depth of nature, and he resolved to renounce all else, if by any means he might gain so peerless a bride. So day after day he lingered ostensibly to barter in furs, but in reality to teach this guileless maiden to love him. In vain did she seek to hide herself from sight, in vain did she implore the Great Spirit to show her how hopeless it would be to incur the displeasure of her tribe by caring for this alien. Yet the voices of all about her only seemed to mock her by revealing to her, her undying affection for the intruder. With the keen eyes of a lover, the white man soon read his success in her deep, dark eyes, and down by the moon-lit shore, gained from her the solemn pledge that should make her his forever.

Both realized clearly that her people would never consent to their marriage, and that their only hope was that the lover should go away and prepare a home for his bride and then come again and steal her away. Ere he left he said, "Trust me, Benona, I will come again before six moons have waned. Be true and fear not, knowing I will come." So, soon the white man passed from among them and was forgotten by all save one.

Meanwhile in the weeks that followed, again and again came the warrior prince, only to be dismissed by Benona. At last, however, her father wearied of her mood and demanded that she wed the brave, knowing full well that no more honored suitor would ever come to claim her. Positive disobedience is useless to the Indian maid, and hence she bethought herself how she might satisfy her father. Ere three more moons should pass, her own lover would come to claim her and the danger would be over, so she might safely promise that, if at the end of three months, the brave still so wished it, she would wed.

Then followed days of busy preparation, for there must be fitting bridal for the chieftain's daughter, and even the maiden herself took an eager interest in the proceedings, knowing that each day only brought her lover nearer. But when almost the last days had come and still he came not, a terrible fear came over her. She was bound by solemn promise to wed the warrior at the expiration of the set time if he still so wished it, and if by chance anything happened to prevent her lover coming to claim her, she must become the bride of another. One, two, three more days passed, and at last came the bridal day.

A sudden storm blackened the sky and
lashed the waters into a fury, as if in protest against the sacrifice that must be made. Evening closed in, and soon her fate would be sealed. But in the few moments of respite, she thought to steal away alone to the seashore, where her happy troth of the springtime had been given. With fast-flying steps, she sought the storm-swept shore. There, a little out from the shore was a faint, uncertain light, probably that of some unfortunate mariner with a fate as pitiless as her own. Hark! Was it hollow mockery, or was it real? It seemed as if some one were faintly calling, "Benona! Benona! I have come for thee." Closer came the flickering light, and now more loudly came the thrilling cry. No mistake now, and she gladly answered back. In a few moments the frail bark had come to shore, and the faithful lover had gathered to his heart his dark-eyed maid, and again put out to sea.

Meantime, in the chieftain's home, all was dismay. The time had come for the wedding, and where was the bride? She could not be found. Hither and thither went the guests in search of her, while the remorseful father, urged on by the fear that Benona might have sought the mad waves as an escape from her hateful marriage, sped to the treacherous shore. Over the waves again rang the anguished cry of "Benona!" but this time only the angry waves replied. Farther and farther out from shore went the faint beacon light until it was lost to view of all except the "Calmer of the Seas," and no news ever came back to tell the fate of the two devoted lovers. To this day, so the story goes, "when a storm is on the deep," the father's voice may still be heard calling the name of his beloved Benona, in tender, pleading accents.

"Our echoes roll from soul to soul
And grow forever and forever."
Violet

In this white world of wonder
    All wrapt in silence deep,
Shut in her palace under
    The snow she lies asleep;
And she shall only waken
    When lyrics sweet and clear
Out of the trees are shaken,
    And April’s here.

Glimpses of grass and gleams of
    The golden sunlight bring
Visions of joy and dreams of
    The miracle of Spring:
She sees the shining faces
    Of buds and leaves appear,
Lighting the shadowed spaces
    With April’s here!

Then, O the nameless rapture
    Of that warm touch at last,
When April comes to capture
    And hold her fragrance fast!
The dream of winter broken,
    Behold her, blue and dear,
Shy Violet, sure token
    That April’s here!

—Frank Dempster Sherman in Harper
Our most distinguished American geographer, W. M. Davis, in a recent paper on the "Progress of Geography in the Schools," puts much emphasis on the need of more mature work in geography in colleges, to lend vigor to the school instruction. That the whole study of the subject is confined to the grades is regarded as a hindrance to its best development.

At present a student is done with his geography when he enters the high school, except for a brief course in physical geography. Throughout the high school years his mind is fairly occupied with other things. Suppose, then, he goes to college or Normal school. At college he finds courses in geology and physical geography. The Normal offers courses that mainly tell him how geography should be taught, the fund of knowledge being the acquisition of his pre-high school years. Now the student becomes a teacher. If he graduates from college and goes to a high school to teach physical geography, he brings with him at least an increased fund of knowledge. If he has a knack for imparting knowledge, his class may find the work interesting and profitable. If trained in a Normal school, and going to the grades, he has no added fund of knowledge, he has only been taught to teach a thing he does not know!

"What would the Latin, the physics, the geometry of our schools be, if these subjects had no representation in our colleges?" Professor Davis feels, therefore, that the great work to be done to-day is to develop advanced geographic work where students may obtain instruction.

There does exist a body of modern geographic study, quite unsuspected in most quarters, and no man is more widely recognized in Europe and America as a pioneer in this research than the man who was recently introduced at Oxford as "Professor Peneplain Davis." How many teachers, even of physical geography in our high schools, read the papers of such great American contributors to the subject as Powell, Gilbert, Davis, Russell, Willis, Hayes, and Campbell? The more enterprising teachers are indeed doing so, and physical geography in the high school is therefore coming to a plane of helpfulness distinctly above the geography of the grades. The text-books now in use are a sufficient indication of this.

Such writings are almost unknown to grade teachers, and not entirely because they are inaccessible by publication in proceedings of government departments or learned societies. The financial ill-success of the "Physiography of the United States," a series of twelve papers in modern geography, by our leading scholars, admirably printed and illustrated, and cheaply sold, shows that the teachers are not utilizing the geographic progress of recent times.

There does exist keen interest in these studies on the part of a small body of students, and we may live to see chairs of geography in every American university, even in this generation. When Normal instructors can get university training in the subject, there will be an increase in power in every school such Normal training reaches.

In the meanwhile geography is in all our programs. Are we to wait, marking time, and hope for better days? Assuredly, that we must not do. Not merely will those who have enjoyed unusual opportunities and train-
ing strive to impart the scientific spirit to the students' notion of geography, but the teachers, the teachers who have not had access to exceptional training, but who know good teaching, are well aware that what is passing for geography is unsatisfactory.

The Michigan State Teachers' Association is trying at this moment to formulate a complete course of study in geography for discussion at the next annual meeting. This course implies a desire to do something better, and to do it not by-and-by, but now.

It will be clear at the outset, that if valueless elements are merely rearranged, no profit can come from the new course of study. The first practical question seems to me to be, What is the object of geography in the grades? What result do we desire to attain? What is the nature of the geographic facts and principles that should be imparted in the first eight years of school?

Incidentally we must inquire whether the attainment of these facts of knowledge is to come through mere memory drill, or whether there may be an association of allied facts, a comparison of things and relations that shall contribute to mental growth and culture.

The inquiry is a very wide one, and therein difficult. It might be thought that the common part in our recent text-books is surely what we hope to teach the pupils. On the other hand, I am of opinion that we can examine a text-book profitably only when we have some sort of criterion in mind as to what ought to be included in a public school course. Public school instruction in any subject can only succeed when it knows definitely the objects aimed at, and seeks the most efficient means for their attainment. What, then, is the knowledge, what the power that the geography class should put in the hands of the pupil who enters the high school?

High in importance stand, I think the thought of the earth as a ball, an acquaintance with the continents and oceans and certain physical features, so dominant as to intimately affect the destinies of wide areas of the earth and its population. In details here are opportunities for wide divergences of opinion, yet I suppose that after oceans and continents, the Rocky Mountains, the Andes, the Alps, and the Himalayas, should be known to every citizen, as also the Mississippi, the Nile, the Amazon, the Rhine and the Danube. It seems to me as disgraceful to be twenty years of age and think the Amazon is in Africa, as to misspell words of one syllable. There are other rivers and mountains innumerable, that I would require no one to learn. Now, this acquaintance with the general earth features will find its value as a basis for acquaintance with our own country and a certain group of other countries that make our own intelligible by comparison and contrast, just as we always get a valuable gain in the use of our own mother tongue when we learn any foreign language.

Among such countries I may name England, France, Germany, Russia, India, China, Japan, Brazil, Argentina, and Chile, without being exigent. Not that no others should be taught, but surely these should be required of all. To set out a list of such countries for all teachers and all schools would not be profitable. I think no such list can be prepared. I would rather say such countries as these are surely too important not to be learned; while others, like perhaps Baluchistan and the German colonies in Africa need not ever be inflicted on the children in America. Some countries are so paramount by their civilization, their history and their commercial relations, that we must become somewhat familiar with them. On the nature of our knowledge, our familiarity with the greater countries of the earth, I should like to lay some emphasis. While we may be content with far fewer details of geographic knowledge than in the past, the extent and completeness of our knowledge of the countries studied, should be greater than it has been. There is need of great change here. To know England should mean to have live, vivid ideas of what England is, what her landscapes, what her shores, what her people, her cities, her villages, and above all, how she...
lives and what she stands for. How in English history is to be found that idea of representative government which was the germ of our form of government, and has served Europe in the present century as the model on which she has shaped her moderate infusion of constitutionalism.

To know Germany should mean to have some image in the mind of German landscapes and German life and industry, and above all to have a notion of what German patience and thoroughness mean to modern science, and how Germany owes her modern place in the world as distinctly to the strength of union—one great state from many little ones—even as our American republic. To know the Germany of to-day, one needs must know something of Bismarck, something of the rise of Prussia.

So in studying France we must not allow the pupil to be ignorant of that French preeminence in matters of taste that impresses itself on French relations with all the world.

And with Russia, shall we fail to point out her great likeness to our material domain in many physical and climatic conditions, as in great staple products and thin population, while her overpowering advantage of nearness to the European and Asiatic markets is thrown away by a governmental system that is Russia's handicap and America's opportunity. What country bounds Russia on the southwest? It is important for the student to know how to find out from an atlas, whenever he needs to know. It is not necessarily a thing to burden all American minds with, while the sort of facts that I have pointed out, the conception of Russia as our naturally endowed rival, the realization that the blessing of individual freedom that we enjoy is directly worth, not merely happiness and contentment, but great commercial advantages that we enjoy, not through our own merit, but by inheritance from the founders of our marvelous free government—these are things that the young should come to know.

A few countries, made real in landscape, life and institutions, and those the countries of greatest importance—that is my ideal of the geographic attainment in point of facts for the eight years of the grades.

Many countries ought not to be studied, but ability to look up any country in an atlas, must be taught and much practiced. This is a form of teaching we do not use enough in either the geography or history class. German educational theory on this point is emphatic that maps should not appear in the text-book of geography, since it tends to make the atlas seem superfluous. The German geography text does without maps. So do European geographies generally. The American idea of a small atlas included in the geography, has governed the very shape and size of our books for many years, but is now weakening before a general recognition that the map in the book should at least be very simple. Let us learn to send the pupils to the atlas every day. Let us go there ourselves incessantly. Such a habit, and a coincident use of the encyclopædia will take care of the vast mass of geographic facts.

As a criterion for selecting countries to be taught and countries to be neglected, I think we should look to essential relations with our own land, either in commerce, history, or civilization.

Much use of pictures; many of them, and studied in great detail; diligent inquiry and study by the teacher about every point brought up in the class; talks by the citizens on the things that impressed them on visits any of them have made to distant countries, a geographic material that exists neglected in almost every town; a sufficient amount of map drawing, on nets of actual parallels and meridians; these and similar means should make it possible to give good conceptions of our own country and some foreign lands, within the time allotted to geography in the grades.

The method, I should say, was to elicit ideas, and not teach words. In this respect we shall make a vast improvement if we will go out into the laboratory provided in the world of out-of-doors. All the world is made
up of parts, and a vast number of these parts are exemplified in every neighborhood.

For the missing ones, a contrast suffices oftentimes as well as an analogy. This portion of my subject is difficult to express, for few of my readers are accustomed enough to the world of out-of-doors to know these geographic elements that make it up. Let us use a familiar illustration. Millions of people live on broad plains or deltas that the rivers have brought as sediments from the mountains and spread out at the borders of the sea. Thus the dwellers on the plains of Piedmont, in the basin of Hungary, or on the lowland of North Germany and Holland, live on lands thus built up by the Po, Danube and Rhine, with the materials they have obtained in the Alps in excavating the labyrinth of gorges and valleys that enhance the mountains' height and lend their effect thus to make them stand forth, loftier and more rugged and sublime to the aesthetic sense. Right here in Ypsilanti, are a thousand deltas built and building, from an inch to many acres square. Is it not well to take the children to them, to see them grow, to play upon them, to note their change with every rain, and look for others if we would have them understand those distant lands? Standing on a broad delta and looking back to the gully its materials have come from, can we not, perhaps, arouse a mental image of distant lands that will be a solid foundation upon which to build? Can we not evoke some semblance in the mind of a Ganges plain, leading back to Himalayan gorges? For how many thousand years have men noted the constellations changing with the seasons, the planet wanderings and varying attitude of sun and moon? Yet how many teachers actually have the class gather at noon, or sunset or sunrise (!) to note direction and length of shadow, even three or four times a year? Who takes an evening every month to point out the Dipper, Orion, and the Pole star, the phases of the moon and the actual wanderings of Jupiter, Venus, and Mars among the stars that do not wander? These are chances for positive delight for the children. Yet how many have grown up, unaware of these things as realities, knowing of their names only, and what books say of them, a deadly form of ignorance.

Out-of-door classes in every grade, much exploring of the fields by the teacher before she takes the class, some real knowledge of essentials for a few lands and a few peoples that matter much to us, with much reading, much seeking, much thinking, and the habit of incessantly referring to maps. These are some things that are important in geography in the grades. If programs say that field and sky work cannot be allowed for, in view of the uncertainty of the weather, it is possible that the programs are a bit stiff, and need limbering. If the essential importance of the work is recognized, the program will accommodate it.

MARK S. W. JEFFERSON

ENGLISH IN SIXTH GRADE

About twenty minutes daily are given to the study of literature in this grade, but most of the work along this line is done in connection with reading history, geography, and language. One of the main objects in teaching language in the grade is to create in the child a love for good English, and to this end many choice selections are read, and then reproduced or committed by the children. Thus through conscious or unconscious imitation the child becomes familiar with good English and acquires the habit of using it instead of constantly falling back upon his own scrappy expressions and inelegant forms.

All the reading work is based on a study of good literature, the main thought in the teacher's mind being to leave the child with a taste for good reading and a desire to read and own good books.

The history work includes many of the classic myths of Greece and Rome, the geography is embellished by the reading of selections of prose or poetry, written in connection with the scene then being studied, many an ethical truth contained in a nature study lesson is driven home by the simple repetition
of a little poem, song or memory gem—while all spare time which the child gains by steady application to business he may devote to reading from the grade library.

The following is a list of the literature taught:

I.—Studied as reading for literary value.

Hawthorne:
- Biographical stories,
- Daffy down dilly,
- Rill from the Town Pump,
- David Swan,
- Childish Miracle.

Dickens:
- Christmas Carol,
- Nicholas Nickleby (sel.),
- Caleb and Bertha.

Longfellow:
- Hiawatha (selections committed),
- The White Czar,
- The Old Clock on the Stairs,
- The Roman Legend.

Tennyson:
- The passing of King Arthur (parts committed),
- The Lady of Shalott,
- Sir Galahad.

Washington Irving:
- Legend of Sleepy Hollow,
- Rip Van Winkle (Sel.),
- Discovery of America.

Hunt:
- Abou Ben Adhem (committed),
- Jaffar (committed),

Browning:
- The Pied Piper of Hamelin,
- How they Brought the News from Ghent to Aix.

Whittier:
- The Norsemen,
- The Corn Song (committed),
- Songs of Labor (parts committed),
- In School Days.

II.—Read or told to children as a basis for language work:

Arnold's—Sohrab and Rustum.
Longfellow's—Robert of Sicily.
Black—The Four McNichols.

Eliot—Silas Marner (sel.).
Hale—A Man Without a Country— (patriotism).
Thompson—Story of Lobo.
Thompson—Biography of a Grizzly.
Scudder—George Washington.
Scott—The Archery Contest.

III.—Literature studied in connection with history:

- Classic Myths of Greece and Rome.
- Guerber's Story of the Romans.
- Jaffar—Hunt.
- Tales of King Arthur—Farrington.
- Macaulay's Virginius.
- Kingsley's—Old Charon's School.

IV.—Literature studied in connection with geography:

- Story of Wm. Wallace.
- Lytton's Last Days of Pompeii.
- Kingsley's Coral Reef.
- Charge of the Light Brigade—Tennyson.
- Legend of Bregenz.
- Jungle Book—(Seal Song, committed).
- Hymn to Mt. Blanc—Coleridge.
- Reindeer Traveling—Bayard Taylor.
- Rural Scenes in England—Hawthorne.
- Egypt and the Nile—Curtis.

V.—Literature studied in connection with nature and the seasons:

- Bryant's Death of the flowers.
- Wordsworth's—Kitten and the Falling Leaves.
- Whittier—Corn Song (committed).
- Whittier—Harvest Hymn.
- Jackson's October's Bright Blue Weather (committed).
- Lowell's—First Snow Fall (committed).
- Longfellow's—Rainy Day (committed).
- Bryant's—To a Water Powl.
- Whittier—Snow Bound (sel.).
- Buchan's Winter Twilight (committed).
- Bryant's Planting of the Apple Tree.
- Lowell's to a Dandelion (parts committed).
- Tennyson's Brook.
- Lowell's Song to a Violet.
- Tennyson's Cradle Song (committed).
Tennyson's Sweet and Low (committed).
Cutler's Song of steam.
Shelley's—The Cloud.
The First Robin,
Evening on the River. (From Evangeline.)
It is Not Always May—Longfellow.
Rain in Summer—Longfellow.

VI. Books from the grade library read and reported upon.
Gods and Heroes—Francellion.
Modern Vikings—Bayesen.
Ten Boys—Andrews.
Sweet William—Baunet.

Prince and Pauper—Mark Twain.
Dog of Flanders.
Widow O'Callegan's Boys.—Zollinger.

In connection with the morning tales, many good stories are read, literary gems and Bible selections committed and the following patriotic poems and songs learned:
Drake's American Flag.
Key's Star Spangled Banner.
Jones' What Constitutes a State?
Emerson's Concord Hymn.
McCann's America.
Julia Ward Howe's Battle Hymn of the Republic.

The Library

RECENT ACCESSIONS

Smith, A. M. Printing, writing, materials and evolution, proof-reading and punctuation.
Whitman, A. Print collector's guide.
Fowler, H. M. History, ancient Greek literature.
Klirmer, R. Ausfuhrliche grammatik lateinischen sprache.
Holmes, T. R. Conquest of Gaul.
Lovell, Isabel. Stories in stone, from the Roman Forum.
Villari, Pasquale. The barbarian invasions of Italy.
Howe, H. Historical collections of Ohio.
Atherton, E. Adventures of Marco Polo.
King, Capt. Cadet days (West Point).
Copeland & Rideout. Freshman English and theme correcting.
Harrison, James A. New glimpses of Poe.
Dobson, Austin. Oliver Goldsmith.
Schwab, Gustav. Deutsche Volks und Helden sagen.

Schwab, Gustav. Die deutscher Volksbücher.
L'enleigment mathématique revue internationale. 3 Vol.
Bolton, H. C. History of the thermometer.
Lommel, Eugen. Practical physics.
Lummer, Otto. Photographic optics.
French, N. R. Animal activities.
Murtfeldt & Weed. Stories of insect life.
Beal, W. J. Seed dispersal.
Weed, C. M. Seed travels.
American Book Company, Chicago:
Halleck, Rubenl'ost. History of English literature.
McCollough, Anne Willis. Little stories for little people.
Johnston, Emma L. Short composition.
Macmillan Company, New York:
McMurry, Charles. Teachers' manual of geography.
Hart, Albert Bushnell ed. (Source readers of American history, 3 v.)
  v. 2. How our grandparents lived.
  v. 3. Camps and firesides of the Revolution.
Silver, Burdett & Co., New York:
Dallin, Colonna Murray. Sketches of great painters.
Resolutions

Just now at the beginning of a new term we need to "reburnish our ideals," to "reset our resolves." There is always great inspiration in beginning anew. The new term is a new opportunity, and the question in our minds is "How shall we best live up to the level of that opportunity?" Surely there is inspiration enough for all in the following resolutions suggested by President Jones in his first chapel talk this term:

"I shall try more than ever before to realize that this is no time for trifling. I shall try to make life real and earnest and full of meaning. I shall try to get into personal sympathy with each of my teachers so that while I learn the facts he teaches I shall receive the influence of his character touching my character, and, like a live coal of fire, kindling in me the same nobleness and high enthusiasm which he feels. I shall try to realize more than ever before what a great opportunity it is for me to be allowed to stand and recite under the keen but kindly criticism of class-mates and teachers—the opportunity to express myself—to tell what I know of my lesson, to become actively thoughtful, fruitfully active, securing for myself ability to say and do as I can nowhere else on the earth. I shall strive more than ever before to prepare my assigned lessons so that I shall have views worth expressing, views which, when expressed, shall show myself at my best and worthiest; and then instead of cringing and shutting myself in from the humanizing influence of communion with others, I shall be willing to place my thought in the crucible of the recitation, that all error in it may be burned out with the fierce heat developed through friction of mind with mind. I shall be frank and fearless in saying what I think, quick to renounce error when seen and to embrace new truth when found. I shall give myself up to the influences that lead to the higher life. I shall try to increase the number of hours per day in which I live in the upper front story of being and reduce the number of hours per day in which I live in the dark, dank basement of life. During this one term, more than ever before in all my life, I will strive to exemplify the noblest side of human nature and show how nearly divine human life may become under the inspiration of the highest motives. I shall try more than ever before to realize that the greatest thing that this or any other institution can do for me is to fill me with great and noble aspirations and then teach me how to realize these aspirations in daily life. Then and then only shall I be a fit guide for the children I shall teach."

"I shall try to put myself into closer human sympathy with all with whom I come into contact. I shall try to make more friends by showing myself friendly. I shall be more careful to treat my friends better than I have ever done before. I shall try to appreciate more than ever before the heroism in the lives of those about me, and prize the daily opportunities of associating with those who in the years to come will honor their profession and this institution. I shall try to see the very essence of character in my associates, despite the sometimes unlovely cloaks under which they hide their better selves. I shall try better than ever before to appreciate that daily 'we Sinai's climb and know it not.'\"
In Memoriam

MISS RUTH HOPPIN

"Miss Ruth Hoppin died at Three Rivers, Mich., April 1, 1903, at the age of seventy years."

This brief announcement, which appeared in the daily papers a few days ago, meant very little to the present students of the Normal College, or to the faculty of the institution, with two or three exceptions. But to the teachers and students of the school, between the years 1867 and 1881, the announcement brought to mind many tender recollections, and caused a feeling of heartfelt sorrow.

Between the dates named, a period of fourteen years, Miss Hoppin was preceptress of the Normal, and filled the position with great credit to herself, and with great profit to the school. In accepting her resignation, in order that she might accept a professorship in Smith College, at Northampton, Mass., the Board of Education passed the following resolution:

"Resolved, That we, the members of the Board of Education accept her resignation with unfeigned regret; that we are deeply sensible of the loss the Normal School is sustaining in their releasing Miss Hoppin from so responsible a position—a position to which she brought accurate scholarship, rare tact and unusual executive ability; and in which, during this long service, she has merited the fullest confidence and esteem of the Board; and that we extend to Miss Hoppin our sincerest wishes for her continued prosperity and happiness in her new field of labor."

This expression of the Board was well deserved. Miss Hoppin had labored earnestly and faithfully, and sometimes under very unfavorable conditions.

Miss Hoppin was born in Chautauqua county, N. Y., graduated from Oberlin College, taught with marked success in the high schools of Three Rivers and Ann Arbor, before coming to the Normal. In a letter to the writer of this, written a few years ago, she said: "I commenced my first term of teaching when only fifteen years of age, and am still engaged in my much-loved work, so that my teaching covers a period of fifty years, but not of continuous teaching, since some years of the fifty have been devoted to study, to rest, and to travel."

She was loving, sympathetic, and generous almost to a fault, while she had the means to give; helping those who needed help, lifting up those who needed to be lifted up, and giving strength and courage to the weak and discouraged whenever it was in her power to do so.

During her last years she suffered much from impaired eyesight, and from the general exhaustion of her physical powers. She rests from her long labors, and the tributes of many grateful hearts of her students and of longtime friends will be gladly paid to her memory.
'02—Carson retains Superintendent Joseph Gill. Nothing fishy but the name, and everybody breathes easier now.—Moderator.

'02—C. B. Whitmoyer has resigned the principalship at New Troy, to take up school work at Chicago University.

'02—Mr. Clarence Vliet’s work at Leslie has been fully appreciated by the board of education. They have re-elected him for another year with a salary of $900.

At the Oakland County Teachers’ Association held March 28, at Pontiac, the Michigan State Normal was represented by the following:—Misses McGillivray, ’01 and ’02; Mr. Eugene Kittell, ’01; Mr. Eldred, ’02; Mr. Weber, ’02; Miss Mame Giddings, ’02; Miss Gertrude Heitch, ’02; Miss Gage, ’01; Miss Adams, ’02.

'02—The Misses Harriet Smith, Olive Hinkle, and Frances Bliss, are thoroughly enjoying their work at Albion, and are contemplating with satisfaction their invitation to remain another year.

'02—Miss Anna Parent, after nearly two weeks illness is again able to be about her duties as principal of the Lexington high school. We are glad to hear that the people of Lexington are highly pleased with Miss Parent’s work.

'02—Miss Gertrude Himebaugh who is teaching at St. Johns, Mich., spent her spring vacation with her parents at Burr Oak.

'02—Miss Martha Walton, who is teaching in the graces at Benton Harbor, will conduct a kindergarten in that city for six weeks during the summer.

'02—Mr. Carl McClelland visited Mr. Steimle at Albion in March, and enjoyed among other things, a visit to a Shakespeare club which was held some miles in the country. A hay rack ride in a down pour of rain had no perceptible effect on Mr. McClelland’s habitual good nature.

'02—Mr. J. Q. Roode has given such thorough satisfaction as superintendent at Bad Axe, that he has been offered a $900 salary to remain next year.

Paul A. Cowgill, formerly of Lapeer, Mich., and for more than a score of years prominently associated with the educational work of Michigan in various capacities, has been offered the presidency of the State Normal school at Boise City, Idaho. Mr. Cowgill is now superintendent of schools at Michigan City, Ind.—Moderator. Mr. Cowgill is a former Normalite and a Phi Delta Pi man.

The marriage is announced of Miss Emma Elliott, ’02, to Roy Arnold.
J. F. Selleck has been elected to the position of Acting President, and Dean of the College of Liberal Arts of the National Memorial University at Mason City, Iowa. Mr. Selleck was a member of the class of '97, and for the past two years has been superintendent of schools at Durand, Mich.

Wm. N. Lister was recently named for mayor by the Ypsilanti republicans. Mr. Lister is a graduate of the Ypsilanti high school and Normal college, and has served as county school commissioner.

The Sunday Herald of Grand Rapids gives an intensely interesting account of the work of the night schools in that city by Charles Cogshall, principal of the Turner school in that city and a former well-known Normalite. The schools have a large attendance, chiefly of foreigners of adult years, who have had no chance to go to school in early life or who wish to learn to read and write in English. The oldest pupil is fifty years old. Most of them work during the day, but their eagerness to learn helps them to accomplish a great deal in a short time. This school also has a circulating library and a large list of periodicals donated by citizens, which pupils are allowed to take home at night and which are having much influence upon the families who read them.—Ypsilantian.

'02—Superintendent Howard Slocum of Vernon, will be the only candidate for school commissioner in Shiawassee county.

Among the Normalites in Duluth are Miss Eva Emendorfer, Irving school; Miss Kate Schoenhals, Emerson school; also Miss Eva G. Anschutz.

**A Normal Song**

F. R. Hathaway

The White and the Green,
The finest e'er seen,
Floats in the air today.
Loyal will be
Forever to thee.
Ypsi, the Normal, hurrah!

Chorus:

Hurrah, hurrah, 'tis the spirit and song
Filling us all with desire—
We'll hold by the right
Whatever the fight
Bearing the banner the higher.

Let us be strong,
Marching along
Out to the deep wide bay.
We'll be loyal and true
With climbing to do
For Ypsi, the Normal, hurrah!

Chorus

Hail to the state!
We'll welcome her fate.
God speed her laurels unseen.
Strong in our might
We'll foster them right,
Bearing the white and the green.

Chorus.
THE BASEBALL ENTHUSIAST.

Once more the frail arbutus smiles
And wakes the soul to song,
The springtime blossoming beguiles
The heart, but not for long.
For though the sun-kissed blooms be sweet,
Their joys 'ere long must pall,
My happiness is not complete
'Till some one smites the ball.
The gentle birds who soar on high,
With songs so sweet and clear,
Are not so welcome to mine eye
As that well-batted sphere.
In sylvan haunts I would not dwell,
I'd rather, once for all,
Sit on a bench and whoop and yell,
When some one smites the ball.

—Washington Star.

INTER-CLASS MEET

The inter-class meet, held in the gymnasium, March 14, proved to be another Junior-Senior meet, only one entering from the other classes. At 6:30, notwithstanding the fact that the first event was not to be called for until 7:30, the gymnasium steps were crowded with those seeking admission. At 7 o'clock every seat in the gallery was taken, and benches were placed around the gymnasium.

Events:
- 20-yard dash—Belland, 1st; Gilmore, 2nd; Shigley, 3rd.
- High jump—Squires, 1st; Shigley, 2nd.
- Potato race—Carpenter, 1st; Heyward, (Junior) 2nd.
- High kick—Smith, R. C, 1st; Cowan, 2nd; Salsbury, 3rd.
- Individual rope climbing—Parkins, 1st; Winters, 2nd; Wilson, 3rd.
- Shot-put—Gaul (Junior), 1st; Gilmore, 2nd; Cowan (Junior), 3rd.

Wrestling—
- Heavy weight—Gilmore, 1st; Belland, 2nd.
- Middle weight—Belland, 1st; F. Bates (Soph.) 2nd.
- Welter weight—Osborn (Junior), 1st; Tremper, 2nd; Purkiss (Junior), 3rd.
- Light weight—Osborn (Juniors), 1st; Carpenter, 2nd; Purkiss (Junior), 3rd.
- Cock fight—Seniors.
- Team rope climbing—Seniors.
- Relay potato race—Seniors.
- Relay race—Seniors.

The two most interesting events were the donkey race and basketball game.

In the "donkey race" two Juniors ran against two Seniors, each carrying his classmate on his back the length of the floor. On reaching the end of the course they changed places, the other fellow becoming the donkey. Each team made two round trips. The Juniors won 1st, 2nd and 3rd.

Probably the fastest basketball game of the season was the Junior-Senior game. With very little team work, but with plenty of individual work and plenty of fouling, they
fought their way furiously through the 25-minute game.

Score—Seniors, 13; Juniors, 9.

Final score—Seniors, 93; Juniors, 64.

SENIOR-HIGH SCHOOL MEET

After the basketball game with Hillsdale, a track meet was held between the Seniors and the High School. The Seniors won easily, winning first in every event excepting the 20-yard dash.

Events:

20-yard dash—Buland (H. S.), 1st; Gilmore, 2nd; Belland, 3rd.

Running high jump—Squires, 1st; Shigley, 2nd; Whitmore (H. S.), 3rd. Height, 4 ft. 11 in.

Potato race—Carpenter, 1st; Whitmore (H. S.), 2nd; Belland, 3rd.

High kick—Smith, R. C. 1st; Squires, 2nd; Everett (H. S.), 3rd. Height, 8 ft.

Shot-put—Gilmore, 1st; Harrison, 2nd; Davis, 3rd. Distance, 35 ft. 1 in.

Relay potato race—Seniors.

ATHLETIC MEETING

The annual election of athletic managers was held Tuesday, March 24. The following was the result:

Baseball manager—G. Bates.
Football manager—Katz.
Basketball manager—Chas. Jordan.
Track manager—C. Morgan.

The basketball team elected Wilber Morris captain for next year.

Friday, March 6, the Normal Basketball team went to Lansing, where they were to play against the Governor's Guards in the evening and the M. A. C. team at the College the next afternoon. The game started at about 8 o'clock and it was quite evident from almost the start that the Guards were leading. This was continued until the end of the first half when the score-keeper reported 18 to 6 against the Normals. During the second half our boys went into the play with a fierce determination to change conditions if such a thing were possible. The score showed the effect, for the second half was 9 to 6 in favor of Ypsilanti. The Guards won the game only through the excellent playing of their captain, McCormick, who played on a team in Pittsburgh, Pa., for several years. Although playing guard he made a large majority of the points secured by their team. All conditions favored Lansing, including familiarity with the baskets and the condition of the floor.

The game at the M. A. C. was what might have been expected, knowing that our team had lost to them on the home grounds and that they had defeated the Star Y. M. C. A. of Detroit 43 to 7. The M. A. C. line-up was, forwards, Haftencamp, Tuttle; center, Balbach; guards, Tower, Schaefer. For the first six or eight minutes neither side scored, but soon the M. A. C.'s began dropping the ball into the basket regularly about once a minute. At the close the score stood 49 to 5. Last year the M. A. C. team which is practically the same this year, defeated Alma 102 to 3. About two weeks ago the Star Y. M. C. A. team of Grand Rapids was taken into camp to about the same tune as that to which the Detroit's marched. The opposing team is undoubtedly the strongest in the state. Its best players are Balbach and Haftencamp who received considerable training with the Grand Rapids Y. M. C. A. team before going to college.

Hillsdale met defeat at the hands of the Normal Basketball team, March 21, in the Normal gymnasium. In the early part of the season Hillsdale was vanquished on their own grounds, but by a close score. Its line-up was, forwards, Mackintosh, Baker; center, Boone; guards, Wood and Laisly: the Normal forwards, Novak, Morris; center, R. C. Smith; guards, Salsbury and Huston. During the first half the Normals played the game of the season running up a score of 26 to 2. At the close it stood 31 to 5. Not a field goal was thrown by Hillsdale and at no stage in the game was the result in doubt.
"Still let my song a nobler note assume,
And sing th' infusive force of Spring on man;
When heaven and earth, as if contending, vie
To raise his being, and serene his soul,
Can he forbear to join the general smile
Of nature? Can fierce passions vex his breast?"

The Debate with M. A. C.

What did we do? What did we do?
O we did beat the M. A. C.,
That's what we did do?

It was a memorable occasion. For a week enthusiasm had been growing. Loyalists, skeptics, indifferenters, were alike aroused by the songs and yells that rang out in the corridors between classes, and the evening of Friday, March 13, found "the old hall" filled with enthusiastic Normalites.

The question for debate was:—
"Resolved, That government ownership and operation of railroads is desirable in the United States." On the affirmative side

"There was Carr, with his pointers,
There was Kellogg, with his facts;
And Munson, with his wisdom,
In which he never lacks."

Opposed to this triumvirate were the three formidable farmers, strong and confident. On the one hand were the energetic and scholarly arguments of the affirmative; on the other, the impetuous refutations of the negative.

The interest, unabated from the first, grew to intense excitement during the rebuttal. The farmers had mistaken the composure of the pedagogues for a lack of retaliatory spirit; so they opened up their final volley with crushing blows on "'harping," "theorizing," etc. Alas for the farmers! A fire had been smouldering in the breasts of the affirmative, and it now broke out in Kellogg, spread rapidly with Carr, and grew into a conflagration with the mighty Munson, consuming in an instant the little flames that had kindled it.

The result was evident, yet Normalites modestly awaited to hear from President Angell, the presiding officer, the words—"The decision of the judges is two for the Normal—." Then they burst into a storm of applause. Who says the Normal College is lacking in college spirit? Loud were the cheers for the Normal team, but equally as loud arose three Rah's for the M. A. C., and the fellow opponents shook hands afterward in a friendly reception at the gymnasium.

The work of the Normal team was very fine, and for this, their second victory over the M. A. C., great credit is due Professor Lathers.

The Spring Musical Festival

The spring musical festival of March 24-25, was indeed a treat to all true music lovers. The first concert in the series of three, the song recital by Madam Shanna Cumming, soprano, was largely attended and thoroughly enjoyed. Madam Cumming completely won her audience with her magnificent voice, her beautiful interpretation, and her delightfully natural and pleasing personality. In the aria, "With Verdure Clad," from "The Creation," so beautifully accompanied on the organ by Professor Pease, she gave us the best there was in her. She doubly displayed her musical ability in the "Grand Waltz," by Pizzi, in which she accompanied herself upon the piano in a masterly style; and in Chadwick's "Rose Leans Over the Pool," her arch, delicate rendering, won great applause. Her program was well chosen, and her splendid interpretation of each different style showed the great versatility of the singer. It did not seem that the same voice that so sweetly and quietly sang the lullaby "Johneen," was singing the dram-
atic, soul-stirring Chaminade song, "By the Sea."

Again, Wednesday afternoon, the hall was crowded beyond its capacity for the choir concert, "The Messiah." Never has Professor Pease had more cause for pride in any of his classes than in this one; to use his own words, spoken at the end of the oratorio,—"you are too good to have anything said to you." The work of the choir showed finish, and a great carefulness of details; their attacks were splendid, and as one voice, and the same may be said of their enunciation, while the effects gained through contrast, were fine. The Hallelujah chorus was magnificent and inspiring, and was made the more so by every one in the audience standing during it. The favorite soloist of the afternoon was Madam Cumming, who was in even better voice than the evening before. The sweetness and tenderness of the solo, "Come unto Him all ye that Labor" touched all hearts, and the triumphant climax—that immortal aria, "I Know that my Redeemer Liveth," was another evidence of her power over her audience. The tenor, Mr. Holmes Cowper, was also favorably received. His voice is of a smooth, pleasing quality, entirely at his command, with great carrying powers. He was to be envied the ease with which he sang the long passages requiring perfect breath control. Miss Bird's work was good. Although not possessing the dramatic power of Madam Cumming, she has the sweetness and sympathy that endears her to the listener's heart. Her singing won much applause in two of her solos—"He shall feed His Flock" and "He was Despised," which were rendered with much feeling. Mr. Oscar Ehrgott, baritone, sang in a manner worthy of mention, also, and the orchestra was an inspiration in itself. The whole oratorio was in fact a grand success, and the highest praise is due to the untiring efforts of Professor Pease, who made it so.

The Normal Lyceum will give a public entertainment, Friday evening, May 1.

Mrs. Zeller, of Saginaw, was the guest of her daughter, Miss Elizabeth Zeller, a few days last quarter.

Mr. Churchill, a former Phi Delta Pi man, from Detroit, and now representing Macmillan & Co., attended the choir concert, Wednesday, March 25.

Among other Normal graduates who recently visited the Normal, were Superintendent Ludwig, of Union City, and Superintendent Broeker, of Durand.

Prominent among the events of last quarter was the fourth annual gymnastic entertainment given by the children of the Training School. The children all did very well, and their gymnastic work is to be very highly commended. The Seventh, Eighth, and Ninth Grade boys, in their military marching, reflected no slight amount of credit upon their instructor, Mr. Squires.

TO SUBSCRIBERS

Dear subscribers:—The managers feel that they owe you an apology for having said so little about the payment of your subscription. Pardon the neglect. Should this article be marked it is merely a suggestion that bills are due at the printer's and available cash would hasten their cancellation. Almost anything from a jack-knife to a threshing machine would be acceptable, but dollars are preferable.
A number of Ann Arbor teachers visited the Normal April 10.

Professor Hoyt has recently gone to Germany to finish his studies at the University at Jena.

Professor Maybee of the conservatory of Mt. Pleasant Normal visited Ypsilanti during March.

The Schoolmasters' Club accepted the invitation extended by President Jones, to hold their next meeting in Ypsilanti.

J. L. Roode, superintendent at Bad Axe, visited the Normal April 11. He retains his present position another year at a handsome increase in salary.

The first week in April has been a notable one for the interests of physical education in the middle west. The American Physical Education Association held its thirteenth annual convention in Detroit, with an excursion to Ypsilanti and Ann Arbor on Wednesday. Excellent programs on the theory of physical education were given at both the general sessions and the section meetings, and three programs of practical work were given, one at the Light Infantry Armory in Detroit, by the schools and societies of the city, one at the State Normal, and one at the University of Michigan. Among the prominent educators present, were Dr. Raycroft of Chicago University, Dr. Krohn of Chicago, Dr. Sargent of Harvard, Dr. Arnold of New Haven, Drs. Haven and Leonard of Oberlin, Dr. Wood of Teachers' College, New York city, Dr. Gulick and Miss Bancroft of New York public schools, Baroness Posse and Miss Howars of Boston, Dr. Baker of Cleveland, Dr. Meylan of Boston, and Dr. McCurdy of Springfield, Mass.

The delegates expressed themselves well pleased with the convention and spoke in especially high terms of the work shown here.

The following program was given:—

Figure march with rings, 2d year pupils.

Indian club series—Plain swings with body work, 2d year pupils.

Military and star marching, 3d year pupils.

Irish lilt, 2d year pupils.

Swedish gymnastics, 2d year pupils.

Aesthetic gymnastics, 3d year pupils.

Hoop drill, 2d year pupils.

Mass dumb-bell drill, 1st year pupils.

At its close the girls in the dumb-bell drill presented Mrs. Burton with a large cluster of American Beauty roses.

President Jones and daughter spent part of the vacation at Cleveland.

Miss Martin of the Training School, spent her vacation at her home in Virginia.

Fred J. Scovel will not resume his college work this term, but will be in Detroit.

Mr. Bert Stitt, principal of Marlette High School, has been visiting his parents in Ypsilanti.

Mr. Howard Brown has accepted a position as organist of one of the Presbyterian churches in Detroit.

Mr. Paxton, a former Normal student, now teaching in Brighton, spent a few days of his spring vacation at the Normal.

Miss Edna Pugsley, a former student at the Normal, and at present teaching in Albion, visited her sister, Miss Kate Pugsley, over Sunday, March 22.

Miss Grace Clement, '01, now teaching in Bloomfield, N. J., spent the Easter vacation in Rochester, N. Y. Her sister, Miss Maud Clement of Ypsilanti, joined her at Rochester.

Mrs. Solomon (nee Oldfield), '01, one of the Normal graduates who went to the Philippines to teach—and soon changed her vocation—has returned to "the states" for a visit, and recently spent two days at the Normal.

Superintendent Frank Ellsworth, of Harbor Beach; Miss Myra True, '92, from Albion High School, and Professor Must, of the Natural Science Department of Hope College, were guests at the choir concert, Wednesday, March 25.
Miss Dunker spent March 20-22 in Detroit.

Miss Nellie Holmes has been obliged to return to her home on account of illness.

Mr. William Gow, of Cadillac, was the guest of his daughter, Jean G. Gow, March 10-11.

Mrs. Pound and daughter, of London, Ontario, were the guests of Mrs. Macay last quarter.

Miss Shriver and Miss Rice, of Ann Arbor, were among the guests at the choir concert, March 25.

Professor Gorton gave a very interesting talk on wireless telegraphy, Friday afternoon, March 20.

Mrs. Zeller, of Saginaw, was the guest of her daughter, Miss Elizabeth Zeller, a few days last month.

Miss Elisabeth Sparling, who has been teaching the past year in Coldwater, returned to the Normal this quarter.

Miss Rose Ball, assistant librarian at Albion College, visited the Normal in March, with a view to getting some new ideas in regard to college libraries.

The senior class will present to the college a painting of the late Professor Lodeman. As the work will be done by his daughter the class feel sure of a perfect likeness.

Miss Grace Clement, '01, now teaching in Bloomfield, N. J., spent her Easter vacation in Rochester, N. Y. Her sister, Miss Maud Clement, of Ypsilanti, joined her at Rochester.

Students, are you trading with our advertisers? Many of the business firms of Ypsilanti have taken advertising space in our paper. Should we not do our purchasing from them when possible.

Miss Lena Dean entertained her sister and Miss Maude Cole of Owosso, the last week of the winter quarter. Miss Cole was a Normal student in '01, and is now teaching in the Owosso schools.

Trade with our advertisers.

Ha! ha! Juniors, can't you win anything but the "Donkey race?"

Miss Lea Fiske was quite ill during the latter part of the winter quarter.

Miss Evelyn Rosso entertained her mother from Mt. Clemens, March 12-13.

A number of students were quarantined last month on account of the smallpox scare.

Mr. P. G. McWhinney, '00, principal of Hesperia schools, has been a visitor at the Normal.

The young men of the conservatory gave a very enjoyable concert, Wednesday evening, March 11.

Miss Blanche Monteith finished her course in the winter quarter, and took a position at Ludington.

Howard E. Slocum, '02, principal at Vernon, and Mrs. Slocum were among the Choir Festival visitors.

Mr. Paxton, a former Normal student now teaching at Brighton, spent a few day of his vacation at the Normal.

Miss Keltie was obliged to return to her home in Ludington before the close of the winter quarter, on account of illness.

Miss S. E. King of the class of '99, who is now teacher of botany in the Lansing High school, visited the college March 22-25.

S. C. A.

Y. W. C. A.

During the past quarter we have welcomed to a participation in our services the following association workers: Miss Mildred Mitchell, General Secretary Ypsilanti City Association; Miss Margaret Van Fleet, General Secretary Jackson Association; Miss Bertha Buschman, Extension Secretary, Detroit Association, and Mrs. Bertha Bellows Streeter, former General Secretary of our College Association.
The talk on Mission work in India, given by Miss Easton at one of our late Wednesday evening services was very instructive. Miss Easton's keen observation and study of Indian life as she saw it, enabled her to speak in a most intelligent manner regarding mission work in that country. As a result of this meeting, pledges toward the support of the work in India to the amount of $60 were made.

Professor Strong has kindly consented to take charge of a union mission study class for the coming quarter. The course will be a biographical one, the class meeting every other week during the quarter. With such an experienced leader the interest will be sustained and every session a profitable one.

The regular evening service has been changed to a meeting of forty-five minutes, beginning at 6:15 and closing at 7 o'clock. Let us as far as possible prevent other engagements from encroaching on this short service.

Our college life is a busy one. Some spend their time in seeking to gain a knowledge of the complexities of the sciences, others to better understand the languages ancient and modern; still other appointments claim their share of attention; but in the midst of these demands it will pay to remember this mid-week service.

At the annual meeting held March 14, occurred the election of officers for the ensuing year. The result is as follows: President, Eva June; vice-president, Iva Bliss; treasurer, Una Gage; secretary, Jessie Hare. The new officers will appreciate much your most hearty cooperation and earnest prayers in carrying on the work of our association, and in making the coming year the most prosperous in its history.

Y. M. C. A.

President Jones talked to young men on "Christian Manliness" at the last meeting of the winter quarter. We had a good attendance and a very profitable meeting.

The new officers assumed their duties this quarter. President McKay is thoroughly in earnest and we predict a very prosperous year for the association.

E. A. Mowry has been reappointed chairman of Bible Study committee. There is probably no other man in the association who is so well prepared for this work.

Lyceum

The evening of March 20 marked the close of a very successful quarter's work of the Lyceum. The three societies met in joint session in the Crescent rooms and each society contributed its share to the program. From the Crescent society was an oration by Mr. Rivett and a piano duet by Miss Stewart and Miss Lee. Miss Paulson ably represented the Olympic society with a recitation, as did Pearl Benedict with a vocal solo and Iva Bliss with an instrumental solo. The Athenaeums were represented by Miss Tracy and Mr. Graham with a recitation and essay respectively. The one minute extemporaneous speeches added much to the spice of the program. During recess the members of the different societies sought to become better acquainted.

The Union meeting was a fitting close to the term's work, after the friendly rivalry that had been aroused between the societies during the quarter by the debates and contests.

The attendance at the meetings of the Lyceum has been unusually large this winter and the members are enthusiastic over the work.

Fraternities

Pi Kappa Sigma

The Sorority spent the evening of March 7 very pleasantly with Misses Hopkins and Van Camp. After the dainty lunch, Miss Hopkins, as toastmistress called for responses from Miss Brown, Miss Pratt and Miss Holt.

On the evening of March 21, the Sorority had an informal meeting at the Woodman House, and bestowed on Miss May Hitchcock the Pi Kappa Sigma colors, turquoise and gold.
Miss Clara Southworth and Mr. Avery Jenks of Ovid, Mich., were married Wednesday afternoon, March 25, at the home of the bride's parents.

Miss Mable Skentlebury spent a part of her vacation with friends in Ypsilanti.

Miss Stella Baker will spend the remainder of the year studying in the Joseph Gies' Art School in Detroit.

Miss Lowden returned from Mt. Pleasant to spend the vacation with her family.

Miss Bird has been engaged as contralto in the Forest Ave. Presbyterian church in Detroit.

The regular initiation was held at the home of Sorority's Patroness, Mrs. Sherzer, on March 26, when Misses Alice Bordeman, Marie Gareissenn, Frances Van Hess, Bess O'Dwyer, Irene Mogford, and Anne Collenein, were welcomed as sisters in the Sigma Nu Phi.

At the banquet which followed the initiation, the president, Mabel Falconer, acted as toastmaster, and very informally called for the toasts:

"Our New Members,"—Lena Bostwick.
"Our Patroness," (poem)—Mabel Eagle.
"A Faculty Member's Idea of Initiation," —Miss Bordeman and Miss Gareissenn.
"Just a Common Girl's Idea of Initiation," —Bess O'Dwyer and Irene Mogford.
"Our Talents," —Amy Hoag.

The fraternity took supper with Professor Hoyt, at the church house, Saturday evening, March 21. Afterward the evening was spent at his home. The genial Professor proved himself to be a resourceful entertainer, and it was with many regrets that the fraternity bade him farewell, for he was shortly to leave for an extended stay in Europe. The brothers will miss him greatly during his absence because he is a worthy and excellent patron.

The guests of honor were Mrs. Van Tuyl (nee Jenness), Mrs. Knapp (nee Woodman) and Miss Ballou.

SIGMA NU PHI

On Thursday evening, March 5, Mrs. Mabel Falconer, Louise Patterson, and Margaret Blessing entertained the Sorority at their rooms on Ellis St. During the evening five new members were pledged.

Miss Bertha Goodison delightfully entertained in honor of the pledge-members, on March 17.

Mr. F. M. Churchill, of Detroit, was shaking hands with his friends here during the last week of March.

G. C. Smith got a hair-cut during vacation. The barber did as good a job as possible considering the amount of surface uncovered and the remuneration. Smith says that he purchased the shingle at a second-hand store in Tipton.
Ten Albion College students, not up in their work, and not in college for business, were notified not to return this term. That's right. Colleges should not be made loafing grounds.—Moderator.

The Sophomore medics of the University have adopted the honor system in examinations. The students are no longer under the professor's eye during examination, but each must sign a voucher for honesty, and pledge himself to report any cribbing he may see to a student committee.

Iowa State Normal School will have a new $75,000 gymnasium.

The Chisel, published by the students of the Woman's College, Richmond, Va., is one of the most enjoyable magazines that comes to our table. The literary tone of the paper is excellent; the department notes full and interesting, and the drawings give a very artistic appearance to the whole.

One teacher writes us for 'a copy of the poem by Hawthorne, entitled 'The Great Stone Fence.'”—Moderator.

The February Inlander contains an interesting exposition of the "Honor System at the University of Virginia," by Mr. Heber D. Curtis.

The Quest

Much that I have reached for has left me naught but tears,
Much that I have gathered has vanished with the years;
Much that other hearts have found, my heart could never know,
Much has lured my fancy on, to cheat me with its show.
It may be all my seeking will miss the thing that's best;
Perhaps life's secret lies at hand, so near I ne'er have guessed.
I know my eyes have caught afar a glimpse of some fair day
That time has failed to bring me, or, in bringing failed to stay.
But I hold it good to keep the hope, to revel in the strain,
I hold it good to risk the loss, to scorn to count the gain;
For in the longing and the stress, the failure and rebuff,
To feel the glory of the search is joy and life enough.

—Mary Lowell in the Inlander
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