Normal College News, April 30, 1904

Eastern Michigan University

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"The Niagara Falls Route,"

Time Table Effective Nov. 15, 1903.

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*Daily.

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HESTER P. STOWE

THOUGH it is well-known that the training school has one of the best kindergarten teachers, Miss Hester P. Stowe, at the head of that department, yet it may be interesting to learn how she "happened" to take up this line of work, where she has studied, and what her experience has been.

While in Germany, during a long stay abroad, she was advised to enter the Pestalozzi Froebel House in Berlin to perfect herself in the German language. In a short time she became so impressed with the spirit of the kindergarten work that she entered into it, heart and soul. She studied here for a year and then received her certificate after a rigid examination. During an entire forenoon, as a part of the examination, she conducted a class of children in the presence of the Board. When it is remembered that the Board and children were German, there is reason for congratulation because of the opinion expressed that Miss Stowe's class was the best conducted of the three examined that morning. Miss Stowe's training in the Pestalozzi Froebel House was under a grand-niece of Froebel himself, Frau Henrietta Schrader, who had her training direct from him and had helped him in establishing some of his first kindergartens.

After her return to America, Miss Stowe graduated from the Chicago Kindergarten College. Since that time she has taught, bringing to her work here, not only this thorough preparation, but experience as well. For four years she was first assistant of the late Mrs. Treat, in the Grand Rapids Training School, and was virtually at the head of that work during the long absences of Mrs. Treat. She came here from Chicago, where for a year she had conducted the Kindergarten and Children's club in the Northwestern University Settlement of Chicago.

With these facts in mind, the growth of this department under her management is not surprising. According to the records in the Normal office, there were eighteen in the kindergarten class of the first semester, seven years ago, and fourteen in the next class. Now the number is limited to forty, and sixty girls who wished to begin the kindergarten course last January are on the list, waiting until the formation of a new class gives them the opportunity. Next year Miss Stowe is to have a paid assistant which will enable this department to meet the demand for the work.
The title of my little contribution is misleading because of its scope. I really wish to ask one or two questions concerning the method of teaching the prescribed selections from the English classics and to stimulate an inquiry into the results actually accomplished.

We shall all agree that English is taught more conscientiously, more earnestly, more systematically, more effectively, than ever before. But the best teachers of English are most willing to admit that they are still experimenting.

Two questions have forced themselves upon me whenever I have considered the work of an individual teacher of English or the outcome of our English teaching in general. First, does the reading of the prescribed selections from a certain author stimulate the appetite for reading more of his work; and, second, what effort is conscientiously made by the teacher to influence the pupil’s style of English speech and composition by the loving study of the style of the masterpiece?

I am not in a position to speak intelligently about the first matter. Are any of us prepared to do this in such a way as to justify a hearing? If not, ought we not to consider the question seriously? If the pupil’s study of the best English masterpieces creates no passion for more reading of the same kind, if he finds relief from the tedium of an unwelcome daily task by reading cheap and worthless literature, we ought to know the fact. If he develops the dangerous habit of omnivorous and haphazard reading, that fact ought to be known and to have weight in the adoption of practical methods in the class-room.

Let me consider briefly the second question. What efforts are we making to influence vitally the style of our pupil’s speech and composition by a thorough, conscientious, and sympathetic study of the teaching until we can show that our pupils are learning to despise and shun the latest ephemeral novel, to cease gorging upon the heterogeneous mixture presented by our newspapers and magazines, to reject that which is simply fashionable, and to hold fast to that which has been proved to be eternally good. If the reading of the prescribed classics does not lead to the habit of voluntary reading of the same kind of literature, then we or our methods are at fault. How many of us set such an example in this important matter that our pupils will be able to imitate us safely? We can not create a passion for the reading of Scott if we do not read within a year any other novel than the one set for the pupil’s study. What ought to be to him a source of joy will be only a task because it is clearly such to the teacher. If the teacher of English is only a prosaic, unimaginative Gradgrind, he will kindle poetic fire only in the hearts of children who relunct and revolt against him and discreetly admire the things that they know he dislikes.

But there are few teachers who deliberately condemn the author whose works they teach. Most of us see clearly that an affectation of contempt for a classic is self-condemnation. We ought all to see that the surest way in which to create an appetite for the best reading in our pupils is to cultivate such an appetite ourselves and to win them by the contagion of our own enthusiasm.

Let me consider briefly the second question. What efforts are we making to influence vitally the style of our pupil’s speech and composition by a thorough, conscientious, and sympathetic study of the
style of an author whose works we are reading? I do not refer to a critical hunt for misplaced commas, grammatical solecisms, incongruous metaphors, or any other violations of rules laid down in our grammars or rhetorics. People who echo the cheap criticisms of the literary style of Macaulay, or Ruskin, or De Quincey only air their own foolish vanity. Let us take it for granted that the pupil who approaches one of these masterpieces, whether of prose or of poetry, has a sound training in English grammar and that throughout his secondary school course he is receiving regular instruction in what has commonly been called rhetoric. But let us also assume the reliability of the judgment shown by the generations that have deemed a literary masterpiece worthy of immortality. The vocabulary of English speech grows constantly. Words and phrases acquire new meanings and lose old ones. But it is safe to say that any man who lovingly studies and deliberately imitates Shakespeare, Milton, Dryden, Addison, Byron, Macaulay, Carlyle, Lowell, or the King James's Version of the English Bible will develop an effective English style just as certainly as Franklin or Ruskin did by conscious or unconscious imitation. May we not say that the end of all the English work of our pupils, the finest flower of all our English training is the acquisition of an effective style? Of course it is true that in a sense the style is the man or woman. It is also true that if one has things to say and is properly trained he can say these things in such a way as to command a hearing. But we are not "trustees of civilization" if we teach our pupils that a crude and raw expression is consistent with noble and worthy thought. The best thought is impossible without worthy expression.

I fear that the colleges have led the schools somewhat astray in this important matter. The amount of reading prescribed for careful study is not small. The questions set for examination for admission to the colleges show that the examiners are concerned almost entirely with matters of interpretation. The questions deal with history, mythology, psychology, and dramatic criticism; but hardly a question is ever asked that concerns itself with the effectiveness of the author's style, and in marking the candidate's paper the weary examiner is compelled to use the blue pencil solely upon misspelled words, misspelled marks of punctuation, and grammatical errors.

The teacher in the secondary school judges of the college ideal by the character of the examination. This influence is felt only indirectly in this favored region where entrance by certificate has so largely banished the older method of college admission. But the indirect influence of the older system is still great even in schools that send graduates only to our state university or to other institutions that have been converted to the more excellent way. College entrance examination boards have a more vital influence upon the English teaching in our schools than any other agency. Yet in twenty sets of college entrance examination papers recently examined by me, including those of Harvard, Yale, Princeton, Williams, Amherst, Mount Holyoke, Bryn Mawr, Wellesley, Pennsylvania, Michigan, Chicago, Wisconsin, Illinois, Minnesota, Leland Stanford and the College Entrance Examination Board, which speaks for most of the collegiate institutions along the Atlantic seaboard, I have found hardly a question directed toward the discovery or the appreciation of a
single beauty of style. Of course it is true that thought precedes expression. I am not pleading for the ignoring of the author’s thought for the purpose of emphasizing the need of attention to the form of expression. No masterpiece is worthy of immortality that is not ennobled by the dignity and strength of its thought. But the really great authors have been able to vivify the trivial and the commonplace by the vigor and charm and simplicity of their own style. Can we read The Cotter’s Saturday Night, The Deserter Village, Evangeline, or The Vicar of Wakefield without learning this lesson? Of course we all know this. But how many of us make it a part of our daily life? How many professional teachers of English linger lovingly over the beauties of a classical author and try to communicate the contagion of their own joy to their pupils? How many pupils begin to show a dawning appreciation of style while in the secondary school? How many college students can confess to an appetite for a delicately phrased sentence or a well-rounded paragraph?

It is true with this matter, as it is with that spiritual process known as conversion, that the normal and healthy boy or girl can not locate the exact moment when this sense of joy in the use of words first became consciously recognized. Yet most of us can tell who first stimulated the quick development of the sense. The enthusiasm of some one who loved literature for its own sake, father, mother, teacher, or trusted friend, this is the provoking cause of this wonderful pleasure. And so I am not pleading for methods. Let me rather state my sincere conviction (here as in the other matter) that in the teaching of English the personality of the teacher counts for more than in any other work of our schools. Pupils will not develop a passion for the best reading if the teacher is pleased with commonplace and trivial stuff; pupils will not reverence and love the literary style of a master till they have seen the fires of reverential love blaze upon some altar reared by genuine enthusiasm.

LAWRENCE CAMERON HULL
Head Master of the Michigan Military Academy, Orchard Lake, Mich.

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MY BREAKFAST PARTY

RESTOR DIXON ’05

My first guest came at 6:30 this morning and rapped outside my window. It was bold and dashing Sergeant Blue Jay, dressed with great care in his beautiful blue uniform. He was not rapping for admission, but was simply making a great deal of noise, eating cold sliced ham which he found on the breakfast table ready for him. He took his pick of the delicacies spread there, such as

Soup—(bone)
Suet à la branche (tied to a branch)
Sliced ham
Bacon
Hash
Cracked wheat
Mincéd bread
Cake
Assorted nuts
Fruit in season (apple)

This guest and his brother Jay, who soon joined him, evidently were eating not only à la carte but also à la run, for they both flew away with large mouthfuls.
Soon I heard a more gentle knock, and a "quank," "quank," and I knew without looking that it was Master Nuthatch, the gymnast. He was, as usual, coming headfirst downstairs to his breakfast, enjoying nuts and soup on the way.

Just as he departed, my dear little chickadee came calling his name, and he rapped (eating bacou) chick-a-dee, chick-a-dee, as if still telling his name.

"A little clergyman is he,
With black and white cravat;
He bears a coveted degree,
And wears a soft silk hat.
His sect is Congregational,
The wild woods are his church,
The wind his 'choir invisible'
His pulpit is a birch."

Later, I heard a succession of loud raps and Mrs. Downy, the Woodpecker's spry wife, came to partake of the bacon. Soon there appeared a dark head and beak, some common looking feathers on three birds, and Mrs. Downy resignedly gave up her place to the rude foreigners. They tried to eat the bacou in Mrs. Downy's fashion, but somehow their knives and forks were so thick they didn't manage well and soon took their departure.

Again my little clergyman came. This time I was there to greet him. He looked up politely, turned his head to say good-morning in his pert and well-bred way, took a hickory nut, which he held between his toes (right on the table, too) while he extracted the meat with his patent nut-pick.

A louder rapping came, and I could see a dark head moving very fast and a red gleam following it. I recognized this visitor as Mr. Downy.

Yes, the clock was saying "class time," so I left my guests to wait upon themselves.
LETTER-WRITING, we are told, is fast becoming a lost art. In the busy rush of our modern world we no longer have leisure to cultivate it. But whatever the reason of the decadence, certain it is that we have no such masters of the art as Voltaire, Lady Mary Montagu, and Madame de Sevigne. Yet letters, in so far as they give to the world a picture of the life and time of the writer, have their own peculiar place in literature. Perhaps the letters which are most favorably known to the world, the best liked and most widely read, are those of Madame de Sevigne.

Marie de Rabutin Chantal, descended from a long line of illustrious ancestors, was born in February, 1626, in the old family castle of Bourbilly, in picturesque Brittany. Deprived of both parents before the age of seven, she was educated by her uncle, the Abbe de Coulange, whom she afterward affectionately called "le bien-Bon," in his priory at Livry. There she was brought up in a Jansenist atmosphere, and had for her tutors such men as Menage and Chapelain, from whom she gained an education much broader than that received by most women of her time. She learned Latin, Italian, and Spanish, and learned them so well that she read the literatures of those languages with ease and keen enjoyment.

At the age of sixteen she was presented at the brilliant court of Anne of Austria, where her keen wit, learning, and natural charms at once made her a great favorite. For two years she was adored and sought after by many admiring suitors, till she herself fell passionately in love with the young Marquis de Sevigne, a dashing soldier, who had nothing to recommend him save his good looks and his noble name. Her uncle, the Abbe, approved the match, and the young couple were married.

For a short time they moved in the clever circle that frequented the salon of Madame de Rambouillet, in Paris, Madame de Sevigne holding a prominent place even among such famous persons as Bourdaloue, Racine, Moliere, and Corneille. The happiness of the pair did not last long, however, for the marquis soon began to neglect his young wife, and lavishly spend her fortune upon others. Seven years after their marriage he was killed in a duel, leaving the Marchioness a widow at twenty-five, with two children, a son, Charles, and a daughter, Francoise Marie.

After her husband's death she withdrew from the court and retired to the ancestral castle of the de Sevignes Les Rochers, where she devoted herself to the education of her children—devoted herself so entirely that not even the persuasions of such suitors as Conti and Fouquet were able to draw her back into the gay world of Paris. As she herself said, "Large fishes always swallow up the smaller ones,"—the large fishes being her children.

After a few years of retirement, she returned to the capital and presented her daughter, "la plus jolie fille de France," at the most brilliant court ever known in Europe, that of Louis XIV. But Francoise Marie, lacking her mother's vivacity, and being of a rather proud, reserved nature, was not as popular as her mother, and was sought after only by those who
wished to gain the mother's favor. The daughter, herself, realizing her unattractive-ness, says, "Au premier moment on me croit adorable et quand on me voit davantage on me m'aime plus." This estimate of herself seems to have been correct, for we learn from certain of Madame de Sevigne's letters that her hand was not eagerly sought after. At length the Comte de Grignan wooed her and was accepted. Madame de Sevigne's own words, written to a relative, best describe the half-humorous view she took of the whole matter: "At last the prettiest girl in France is to marry—not the prettiest boy,—but one of the most worthy men of the realm; it is M. de Grignan. All his wives have died to make room for your cousin, and even his father and son—by an extraordinary piece of luck—have also died, leaving him richer than he has ever been before. So, his birth, his accomplishments, and his good qualities being all we could wish, we did not haggle over the matter, as is the custom. 

Every one seems contented, and that is a great deal.

Madame de Sevigne had great hopes that her son-in-law would obtain a government appointment at Paris, thus enabling her to keep her daughter near her; but to her disappointment he was made governor of Provence, where he took up his residence. Her daughter's absence was a great sorrow to Madame de Sevigne, but it resulted in a great gain to the literary world, for it is to this that we owe that long series of charming letters which have proved such delightful reading for so many years. Françoise Marie has been called "the best beloved child in history," and if one can judge from the expressions of affection which fill her mother's letters, she has been rightly so called. Through this vast correspondence, embracing more than a thousand letters, this affection is the continual theme, iterated and reiterated until it becomes tiresome to the reader. And the son? Oh, it is evident the mother did not care much for him, for he is seldom mentioned, and never enthusiastically.

But what makes Madame de Sevigne's letters particularly valuable to modern times is their great historical interest. They are perhaps the best source of information which we possess concerning the daily life of the great people who made up the court of Louis XIV. Historians are apt to lose sight of the little things, and tell only of battles, of victory, and defeat; but through such chronicles as those of Madame de Sevigne, writing familiarly to her daughter of daily happenings, we gain a view into the real life of the people—learn what they ate, what they wore, and how they traveled; learn of their joys, their sorrows, and their hopes.

Take for instance, the letter to her daughter, telling of the death of Vatel, the Prince of Conti's steward, on the occasion of the King's visit. Madame de Sevigne thus describes it: "Supper was served, but at one or two of the tables there was no roast meat, owing to Vatel's having to provide several dinners more than he expected. This affected his spirits, and he was heard to say, 'I have lost my reputation! I cannot bear this disgrace!' At four o'clock in the morning Vatel went around and found every one asleep. He met one of the under-purveyors, who had just come in with only two loads of fish. 'What,' said he, 'is this all?' 'Yes, sir,' said the man, not knowing that Vatel had dispatched other people to all the seaports around. Vatel waited for some time; the other
purveyors did not arrive; he grew distracted; he thought there was no more fish to be had. He said, 'I cannot outlive this disgrace.' He went to his apartment and setting the hilt of his sword against the door, after two ineffectual attempts be succeeded in forcing the sword through his heart. At that instant the carriers arrived with fish from every direction."

But Madame de Sevigne is something more than a mere chronicler of daily gossip—she is an historian of no little merit. Familiar as she was with all the great people of her day, she had every opportunity to observe the progress of public events, in which she took an unusually lively interest. In war times her sympathies were all with the army, and her letters are full of the news which came from the front. She describes the grief felt when word came of friends lost in battle, and she writes her daughter a detailed account of the death of the great general, Turenne, and the consternation which it caused in Paris. Extremely graphic is her account of the crossing of the Rhine in 1672. "The Chevalier de Nantouillet fell from his horse into the river; he sank immediately, then rose to the surface; again he sank and again his head appeared above the stream. At last, he luckily caught hold of a horse's tail; the horse brought him ashore; he mounted, he rushed into the thickest of the battle; he received two shots in his hat, and came off gay and victorious. An enchanted hero could not have appeared more unconcerned and at his ease."

Especially valuable is her account of the trial of Fouquet, since it is the best and most accurate description which we have of that famous event. Monsieur Fouquet was Louis XIV's superintendent of finances, and embezzled such large sums of the public revenues that he lived in a style more luxurious even than that of the King himself. His trial was an event in Paris, especially among the fine ladies—most of whom were in sympathy with him. Says Madame de Sevigne in a letter after Fouquet's sentence: "Some ladies asked me to go into a house facing the arsenal to see our poor friend return. I was masked, and saw him coming from a great distance. The Captain of the Guards, M. d'Artagnan, was with him; five musqueteers were thirty or forty paces behind him. He seemed as if in a dream. As for me, when I saw him, my knees trembled and my heart beat so violently that I was beside myself. As he approached us, M. d'Artagnan nudged him, calling his attention to the fact that we were there. He saluted us and gave us that cheerful smile which you know so well. I do not think that he knew me, but I assure you that I was strangely moved."

Perhaps there is no one letter that better shows her bright humor and her charming and graceful style than the one announcing "Mademoiselle's Marriage." "I am about to make you acquainted with a circumstance the most astonishing, the most surprising, the most marvelous, the most miraculous, the most triumphant, the most astounding, the most unheard of, the most singular, the most extraordinary, the most incredible, the most unforeseen, the most grand, the most pretty, the most rare, the most commonplace, the most notorious, the most secret up to the present moment, the most brilliant, the most envious—in short, a circumstance of which but one example is to be found in past ages, an example, however, which is not precisely
the same; a circumstance which we could not believe in Paris, so how could they believe it at Lyons? A circumstance which makes all the world cry out 'Wonderful!' A circumstance which fills Madame de Rohan and Madame de Hauterive with joy; a circumstance, in short, which will take place on Sunday, at which those who look on will fancy they are under a spell; a circumstance which will take place on Sunday, and which will not take place on Monday. I can't make up my mind to tell it; guess what it is. I give you three tries; do you give it up? Well! I must tell you then: M. de Lauzun marries on Sunday, at the Louvre, guess whom? I give you ten tries; I give you a hundred. Madame de Coulanges says: 'It is very hard to guess; it is Mademoiselle de la Valliere.' By no means, Madame. 'Then it is Mademoiselle de Retz.' Not at all, you are very countrified. 'Verily,' say you, 'we are very stupid; it must be Mademoiselle de Cregny.' You have not got it; and so to make an end of it I must tell you. He marries, with the King's permission, Mademoiselle... Mademoiselle de... Mademoiselle... Guess the name; he marries Mademoiselle; my word, upon my good word, my sacred word, Mademoiselle, the great Mademoiselle; Mademoiselle, daughter of Monsieur deceased; Mademoiselle, grand-daughter of Henry IV.; Mademoiselle d'Eu, Mademoiselle d'Orleans, Mademoiselle de Moutpensier, Mademoiselle d'Orleans, Mademoiselle cousin-german of the King, Mademoiselle, destined for a throne, Mademoiselle, the only match in France which could be worthy of that gentleman.'

In all her letters there is the same natural grace which characterized herself. Mademoiselle de Scudery, one of the leading novelists of the time, says of her: 'She has blue eyes, full of life and expression. She dances with marvelous grace. Her voice is sweet and melodious. I have never seen so much charm united with so much brightness of intellect, such innocence and virtue. She is graceful, without affectation; witty, without malice; gay, without folly; modest, without restraint; and virtuous, without severity.' All these qualities are shown in her letters and make them, with perhaps the exception of the overflow of affection for her daughter, delightful reading. Lamertine called her the "Petrarch of French Prose"; Napoleon said that to read her letters was like eating snowballs. As one reads them one cannot help but feel that 'To recall her after two hundred years is to recall the perfume of garden roses or the melody of delicious drawing room music.'

Other women have been famous letter writers, for instance the English woman, Lady Mary Montagu, and Bettina von Arnim, who, it is said, fills a larger place in literary history of the nineteenth century than any other German woman. Lady Montagu, thoroughly English, is extremely matter-of-fact, calling Madame de Sevigne's letters 'always little-tattle'; Bettina von Arnim is girlish, imaginative, and fanciful; Madame de Sevigne is a typical French woman, brilliant, versatile, cheery, "the flower of old French life."

All three of these great women were closely associated with the greatest literary people of their day. Madame de Sevigne, living as she did in the "Golden Age" of French literature, knew the greatest geniuses France has ever produced; Lady Montagu was an intimate friend and correspondent of Pope; Bettina von Arnim, a favorite of the King of Prussia, corresponded with Goethe and Beethoven. The best letters of Madame de Sevigne and Lady Montagu were written to their married daughters; those of Bettina as a child to Goethe, whom she worshipped as a great literary master. It is said by some that Bettina's letters were remodeled by her for publication, and a few critics even allege that they are mere romance, written in honor of Goethe's memory. Be that as it may, her book, "A Child's Correspondence with Goethe," has been called one of the most beautiful and pleasing books in German literature, and Mensebach said that it would with difficulty escape immortality.

Still as one reads the correspondence of these three women and compares the style, humor, and the intellect displayed in them, one cannot help but feel that Madame de Sevigne has rightly earned her title, "Queen of Letter Writers."
KATE DOUGLAS WIGGIN, from whose writings on children the following selections are made, was for some time one of the foremost kindergartners on the Pacific coast.

Qualifications of an Ideal Kindergartner.—"The music of St. Cecilia, the art of Raphael, the dramatic genius of Rachel, the administrative ability of Cromwell, the wisdom of Solomon, the meekness of Moses, and—the patience of Job." Twelve years of experience with children led her to add "the prudence of Franklin, the inventive power of Edison, and the talent for improvisation of the early Troubadours."

Recipe for Kindergarten Story-Teller.—"One measure of pure literary taste, two of gesture and illustration, three of dramatic fire, and four of ready speech and clear expression. If to these you add a pinch of tact and sympathy, the compound should be a toothsome one, and certain to agree with all who taste it."

Kind of a Story.—"It must be simple, bright, and full of action. The adventures of the playful kitten, of the birdling learning to fly, of the lost ball, of the faithful dog,—things which lie within their experience and belong to the sweet, familiar atmosphere of the household,—these they enjoy and understand. I might give certain suggestions as to time, such as 'Close while the interest is still fresh,' or, 'Do not make the tale so long as to weary the children;' but, after all, these are only cook-book directions. In this, as in many other departments of work with children, one must learn in that 'dear school' which 'experience keeps.'"

Demands Upon Kindergartners.—"We are striving to satisfy the artists, the sculptors, the musicians, the athletes, the literary workers, the ministers, the philanthropists, and the teachers, to say nothing of scientists, socialists, mental healers, and school-boards. We endeavor to form ourselves successively on Froebel, Horace Mann, Demosthenes, St. Cecilia, Raphael, the Apollo Belvedere, and Job, (Job, by the way, is the only one among these ideals on whom we can form ourselves without money and without price; the rest demand an expensive apprenticeship, and kindergartners are always as poor as Job's own domestic fowl.')"

Encouragement for Kindergartners.—"Do not mind the discouragements that belong to growth. Expect to feel 'growing pains,' and do not be surprised if you have them. Don't be offended if you are criticised. Don't be over-troubled if you have made technical mistakes. Don't be discouraged if you find that, in striving to keep abreast of the times, somebody accuses you of not being true to Froebel. Dr. Holmes says: 'Every new real thought on every real subject knocks the wind out of somebody or other.' It is much more important to be true to truth than it is to be true to Froebel.

Seek for the soul of Froebel's idea, and don't waste all your time in rattling the dry bones of technique, useful as they are. Do you know those 'patent outsiders' sent to country newspapers? They are made up in some metropolitan central office, a hundred just alike, and sent to the editors in small towns. A little local news is inserted in the middle, and there is your newspaper! Some groups of kindergartners remind one of these 'patent outsiders.' They seem to have been shot, ready-made, into existence. Kindergartners, children, and squared tables might have been sent out of the same factory at the same instant, and the trail, not of the serpent exactly, but of the manufacturer is over them all."
REFERENCE BOOKS

Two things are absolutely indispensable in any library, large or small, public or private—good books, and intelligence in their use. The smaller the library the more necessary is a discriminating knowledge of its resources. Broadly speaking, in a very small library all books may be considered reference books, for one could so master their contents as to make them answer many questions which, in a larger library, might more quickly be found elsewhere. For example, certain textbooks in science and history indicate the pronunciation of proper names, and might be referred to in case there were no dictionary; or a geographical reader might give information which could more quickly and conveniently be found in a general cyclopedia.

In a more restricted sense a reference book is one to be consulted for definite points of information, and is arranged for ease in looking up specific facts. Its arrangement may be either alphabetical, topical, or chronological—and it is provided with tables of contents, and with indexes, which lead one quickly to the information desired.

The intelligent use of such books depends very largely on two things: First, to quickly seize on the scope and arrangement of the work; second, the habitual use of the index. The old joke of reading through an encyclopedia frequently materializes, as in the case of a student, referred to the Statesman's Year Book to find the number of members in the House of Commons. The student returned next day to his teacher saying he had read three hours in the book and had not found what he wanted. However, the same illustration points another lesson besides the lack of knowledge in the use of an index, namely, that of personal help, for the teacher at once gave assistance that was thenceforth valuable in the use of all reference books.

A few moments of individual help in the use of books, and catalogues and dictionaries is of inestimable value, and the oft-repeated "send the student to the catalogue," should rather read "take the student to the catalogue," and explain the particular reference in hand, for in nothing does a concrete example more surely illustrate general principles than in reference work.

The corner stone of every library should be Webster's International dictionary. It is the standard American dictionary, being used far more generally than any other, and also being the official standard of the U. S. Supreme Court, of Congress, and of many U. S. and individual state, departments. Besides its general use for the derivation, definition, and pronunciation of words, it is invaluable for its appendix, containing a dictionary of noted fictitious persons and places; pronouncing gazetteer or geographical dictionary; dictionary of classical and foreign words and quotations, etc.; pronouncing biographical dictionary; and other supplementary helps.

The best cyclopedia for a small school library is Johnson's Universal Cyclopaedia, in 8 volumes, ($48.00). This edition was thoroughly revised under the direction of C. K. Adams as editor-in-chief, between 1893-95. A subsequent so-called edition extending the work to 12 volumes, under the name of Universal Cyclopaedia, is not a revision, the old plates being used, and an appendix being added to each volume,
giving some later data, which were more conveniently found in a good year book. The older edition can now be bought for about half its original cost, from its publishers (D. Appleton, New York), or from second-hand dealers for still less.

There are several year books which are indispensable. First, because most easily available, the World Almanac, the annual publication of the New York World. This contains all kinds of information both for the U. S. and foreign countries, as election returns, statistics, political information, etc. (Indexed, 40c. cloth.)

The Statesman's Year Book (published by Macmillan, $3.00), contains both statistical and descriptive information regarding all of the countries of the world, and has so much of permanent value that in very small libraries it would not be essential that it be bought each year, as forms of government, trade and industries, commerce, etc., do not materially change from year to year.

The International Year Book (published by Dodd, $4.00), is a compendium of the world's progress and history, with biographical studies, particularly of great men who have died during the year. This should be bought each year.

Three smaller books of first importance are Champlin's Young folks' cyclopedia of persons and places; Young folks' cyclopedia of common things; Young folks' cyclopedia of literature and art, (Holt, $2.50 each). Their names define their scope, and next to Webster's dictionary they would be the most useful and available reference books for young students.

Brewer's "The Reader's handbook of allusions, references, plots, and stories, supplies a mass of information in brief, lucid accounts of names and allusions which the reader is constantly meeting. (Lippincot, $3.50.)

Walsh's Curiosities of popular customs, rites, ceremonies, observations, and miscellaneous antiquities, is particularly helpful for special days, as Hallowe'en, St. Valentine, Christmas and others.

A good book of quotations and a collection of poetry concludes the list of most indispensable books of reference. Bartlett's Familiar quotations and Bryant's Library of poetry and song, are still among the best books of their kind.

A strong word of caution is urged against the purchase of the numerous "collections" and "libraries" of history, of literature, of science, of universal information, and what not, which are flooding the country through subscription agents. Never buy a subscription book on the sole recommendation of its agent. It will surely be matter for serious regret, and the money which has gone into a large and probably cheap set of books, cheap in every way, could be expended for good books that are of known value and utility.

The selection of books for reference and collateral work in history, civics, literature, and science, should be made with due care to proportion and to adaptability to the work of the school. In history, shorter works have taken the place of the old many-volume histories. In secondary schools Fiske is certainly better than Bancroft, and by the side of Fiske's American Revolution, put Mitchell's Hugh Wynn: Free quaker, both for the enjoyment of good literature, and for the character studies of Washington, Hamilton, and Benedict Arnold. In literature let the editions be standard, of the few poets, and one or two volumes of the best essayists, as Emerson, Carlyle, Arnold, and Lamb. In biography choose the most necessary volumes from such series as the American statesmen, and the English men of letters.

Know the weak places in the library; learn the best books to fill out the subject, "when found make note on," and when there is an available dollar—spend it.
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RAY ALLEN, '04
GRAY SMITH, '06

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Through the kindness of Professor Lawrence Cameron Hull, Head Master of the Michigan Military Academy, we are able to place before our readers a paper which called forth much favorable comment at the recent meeting of the Schoolmasters' Club, before whom it was read.

The high water mark has been reached! Today there are 1003 loyal enthusiastic students in the Normal College, this being the largest enrollment ever enjoyed. The influence and power of our school is felt in every corner of the state, and all over the Union it is called the greatest Normal College of the Middle West.

Can we not all help to raise the enrollment to 1500 for next year? We can and we will!!

Much interest is centered in the great educational gathering which is being held this week in Rochester, N. Y. It is the eleventh annual meeting of the International Kindergarten Union and the advance programs suggest papers of great power and helpfulness. Addresses will be delivered by President Schurman of Cornell University; Dr. Richard G. Boone, Yonkers, N. Y.; Miss Susan E. Blow Boston, Mass.; Miss Nina C. Vander-Walker, Milwaukee, Wis.; and many other prominent educators.

At the next meeting of the Interstate Oratorical Association May 4, the Iowa delegates will propose a new method of judging contests. It is proposed that the final decision be left to one set of judges who shall act at the time of the contest, thus doing away with separate judges on thought and composition, as under the present plan. The News believes the change should be made. Writing on this point Professor Curry of Harvard says:

"What is to be read in an easy chair, by the fireside, is one thing; what is to be the immediate revelation of the living soul, the living thought and passion of the living man face to face with his fellowmen, is a different thing."

A valuable suggestion that may serve to make the metric system acceptable to the people of the United States has recently come from Dr. Lane, the State Geologist of Michigan. It consists substantially in preserving our present unit names, the names being what the people are attached to, and changing the values of the units enough to bring them into relation with the metric system. The changes needed are surprisingly small, smaller than changes these units have already undergone in history. The foot would be 0.984 of the present foot, the (½ kilo), 1.102 the present pound; the quart (litre), 0.9081 the present quart. The adoption of such a system offers the best chance of overcoming prejudice. We should still use feet, pounds, and quarts, their values would be practically the same as now, yet they would absolutely fall into the metric system. The desirability of such a change needs no argument.
Alumni friends: Now is the season when many of you make changes for the coming year. We will be glad to hear of your prosperity. Drop us a line.

The Misses Bliss are located in Coldwater.

Miss Emma Lickly is teaching in Litchfield.

Miss Bemice Waring, '01, teaches at her home in Kalamazoo.

Mrs. Olive Clement Bowser, '98, has a pleasant home at 608 Allegan St., Lansing. Miss Emily Reed writes that she is enjoying a pleasant year's work at Algonac.

Miss Mand Becker, '01, has charge of the kindergarten work in the Shelby schools.

Miss Lizzie Monk, '01, writes that she is enjoying her work as principal of the Antrim County Normal.

Mrs. Louis Reinhardt (nee Alice Aikins), a student at the Normal in '99 and '00, lives in Owensboro, Ky.

Miss May Chambers, '02, is critic in the fifth grade of the Fort Wayne Training School, Ind.

Miss Florence Quail, '03, teaches the seventh and eighth grades at her home in Croswell.

Miss Edith Garrison, a former student of the Normal, teaches in the Grand Rapids public schools.

Miss Cora Reeve, '98, Mrs. Blakeley, '03, has given up her teaching and is keeping house in Detroit.

Miss Emma May Goodrich, '01, will graduate from the U. of M. this coming June.

Miss Caroline Bacon who was a student here in '98, left her work at the University in January, to accept a position in the high school of Yankton, S. D., of which Arthur Farmer, '97, is principal.

Miss Elizabeth Koslowsky, '03, is principal of the Dexter high school.

Miss Marion Pratt, '03, is teaching drawing and penmanship at Wapakoneta, Ohio.

Miss Thomson who received a degree at the Normal during the summer of '01, is teaching in Akron, Ohio.

Mrs. Washington Chapman, (nee Josephine Fick), lives in Detroit. Mrs. Chapman was a conservatory graduate in 1900.

Mrs. Inez Shaw Briggs, '94, has a pleasant home in Schoolcraft, Mich. Her husband is a prominent druggist of that place.

Mr. and Mrs. E. H. Ryder of the classes '93 and '94, respectively, are this year students at the University of Michigan.

Mr. S. Mast, an alumnus of the M. N. C. and professor of biology at Hope College, is working for his master's degree at Harvard, this year.

Mr. F. M. Churchill '95, lives in Detroit, 22 Bethune avenue. He is known to many over the state as "the MacMillan man," for which company he travels.

Miss Amy Arnold, '01, and Mr. Ralph Mason were married at the home of the bride's parents in Ovid, Nov. 4. They are living in Belding, Mich.

Among the former Normal students now attending the U. of M. who visited the Normal recently, were Joe Kempster, Earl Peters, A. J. Stevens, Angie Sherwood and Minnie O. Hall.

Miss Georgia Covert, '98, reports that her new position in the Scripps school, Detroit, is made doubly pleasant because of the beautiful pictures and other works of art which Mr. Scripps has placed in the school.
Miss Mabel C. True, '00, teaches in Adrian, Mich.

Miss Alberta Martin, '97, is a kindergartner in Detroit.

Miss Edith Thomas, '01, teaches in the Coldwater high school.

Mr. Ora Travis, '94, is a student at the University of Michigan.

Miss Della Nunneley, '98, teaches at Mt. Clemens.

Miss Ira Thompson, '99, is a member of the Trenton corps of teachers.

Mr. R. R. U. Gould, '95, teaches in Kalamazoo. Miss Lillian Moore, '02, also teaches in that city.

The following M. S. N. C. alumni are located at Yankton, S. D.:—A. E. Farmer, Grace Johnson, Miss Howard, Miss Baine, and Miss Udy.

Mr. A. O. Goodale, '01, who has been in service in the Philippine Islands, is expected home this spring, his term being completed April 1st.

Superintendent Paul P. Mason, of the Reed City schools, has recently signed a three year's contract with the School Board of that place.

Mr. Frank Cobb, '92, for several years chief editorial writer on the Detroit Free Press, has recently been called to a similar position on the staff of the New York World. His wife is remembered by many as Miss Delia Bailey, also a graduate of the Normal.

Mr. H. A. Markham, superintendent of schools at Marine City, has been re-elected for the coming year, with a good increase in salary. Mr. J. B. Melody and Miss Nellie Hall, of the high school, have also been re-elected. They report a pleasant year in their work there.

Mr. A. C. Stitt, '99, is superintendent of Schools at Almont, Mich.

Miss Margaret Turner Graves is completing her third year in the Jackson public schools.

Mr. Dwight Kennedy, a former member of the Normal faculty, has been obliged to resign his position in the Horace Mann high school, New York city, because of poor health.

Miss Lucile Sillito is teaching at Akron, Ohio, and writes that she is enjoying her work and also that she always looks forward with pleasure to the day when the Normal News comes.

Mr. F. N. Pitkin, superintendent at Belding, reports things in a prosperous condition. They had recently paid the indebtedness on their organ.

Mr. Ed. Strong, who in '93 and '94 was a member of the College and of the Conservatory, is now leading tenor in a church choir in Kansas City, where Harold Spencer, also of the Conservatory, is leading baritone.

Miss Louise Kilbourne, '02, principal of the Training class at Kalkaska, writes that the Normal alumni there are enjoying a prosperous year. Miss Winnifred Ellis, '03, has charge of the first grade; Miss Florence Geer, '03, the second grade, Miss Marian Richardson, '04, has recently taken a position in the third grade. The training class numbers thirteen, all of whom expect to be graduated from the one-year course July 1st.

Miss Anschutz sends the following list of Normalites teaching in the Zenith City:—Eva Emendorfer, '00, Irving school; Ethel Brown, '03, Longfellow school; Sarah Wood, '01, Irving school;
Nellie Pakes, '01, Oneota school; Bertha Wolvin, Jefferson school; Helen Clarke, '02, Bryant school; Bertha Clarke, Lowell school; Eva Anschutz, '01, Washington school; Virginia Briggs, '98, Longfellow school; Kate Schoenhals, '01, Emerson school; Florence Quirk, Longfellow school; Emily Robinson, '03, Adams school; Minnie Perkins, '98, Penin school; Christina McKay, '02, Van Aukenschool.

Miss May Spalding, '00, specialist in drawing in Forest City, Iowa, is recovering from a severe attack of pneumonia.

The following people received their life certificate at the end of the winter quarter: Luella M. Boelio; Irene Callow, third grade, Lexington; Mattie Dekker, Jessie R. Doty, rural school, Ypsilanti; Carrie E. Fay, seventh grade, Grand Rapids; Susan F. Frith; Sarah Tribley; Minnette Finch, first grade, Marlette; Una R. Gage, first grade, Elgin, Ill.; Eleanor Greenaway, rural school, Lansing; Fannie Holdridge; Elizabeth Lamont; Julia Lampton, eighth and ninth grade, Fremont; Ella C. Maloney; Lucile Ross, Edward R. Washburn, principal, Grosse Isle; Pearl Weldon; Nympha Whalley, second grade, Marlette; Anna L. Wise; Adelbert Walsworth, high school assistant, Fremont; Catherine Cavanaugh, eighth grade, Albion; Hilda Downing, fifth grade, Marlette; Fannie Blaine, rural school, U. P.; Matilda Blaess; Mary Leeman; Mattie Kirk; Florence Spaulding.

Mrs. Kate Major Sperry, '88, is at home at Crawford, New Jersey, where she and her husband have a beautiful new villa, the Osceola. Mrs. Sperry recently spent a few days with her friend, Miss Shultes, of the Faculty.

THE TRIP TO LANSING

Friday was a great day. Two hundred and thirteen loyal Normal rooters were on board the special train at 10:30 o'clock as it pulled out of the depot. Everyone was happy and everyone laughed and joked and gave the Normal yells. At 2:15 Saturday morning, the train again pulled out of Ypsilanti, empty, leaving behind two hundred and thirteen Normal rooters who though tired, sleepy and defeated, were just as loyal and just as proud of their college as ever.

In every way the trip was a success. Lunch was eaten on board the train so that no time was lost after reaching Lansing. Everyone was pleased that President Jones was waiting to greet the crowd as they stepped from the train.

Immediately the sight-seeing began. The program as it had been planned by the committee was to visit the State Capitol building, the School for the Blind, the Industrial school, then see the last part of the U. of M. and M. A. C. baseball game; then to have supper out at the college, attend the debate and the reception afterwards. Quite a large number managed to get through the whole program, others only a part of it, while others visited friends.

The debate was well fought out on both sides and was a close contest, in which it was no disgrace to lose. M. A. C. gained the decision, but as it was the first time she has succeeded in doing so, many thought that perhaps it would add to the interest if the victories were not all on one side.

One of the pleasant features of the trip was the courteous hospitality shown by the Agricultural College. Everything was done for the pleasure and comfort of the visiting delegation and all returned with kindliest feelings toward our sister college.
Miss Mona Shields spent Saturday and Sunday in Delray.
Mr. Roy Herald spent Sunday at his home in South Lyons.
Miss Hazel Clark spent Sunday at her home in Clinton.
Miss F. E. Cooper, '95, called on Miss Walton Monday.
Miss Alice Wheeler spent Sunday at her home in Petersburg.
Misses Allie Prentiss and Bessie Steere, spent Sunday in Pontiac.
Mr. and Mrs. Watkins are back in school for this term.
Ask Miss Keru who wrote "Marjorie Daw," his given name especially.
Miss Leila Crydermann is attending grand opera in Detroit today.
Mr. Francis Goodrich saw "Othello" in Detroit Thursday evening.
Miss Josephine Lorenz is seriously ill of nervous prostration.
St. Joseph County is shy on teachers; three schools are closed on this account.
Miss Donna Sours spent Saturday and Sunday with her cousin Miss Anna Pettitt.
Miss Leila Arnold attended the wedding of her brother in Louisville, Kentucky, Thursday.
Miss Besse E. Brown visited her cousin at Orchard Lake last Friday, and attended a military ball.
The students deeply appreciated the presence of President Jones at the debate in Lansing last Friday.
Over two hundred accompanied the debating team to Lansing, and while there all had a delightful time.
Miss Walton will address the Public Library club in Detroit, Tuesday, on the subject, "The Dignity of Fiction."

Miss Mable Miller remained in Lansing over Sunday.
Miss Lorinda Smith will give her senior recital May 3. It is the first of these recitals and will be truly enjoyable.
Herbert G. Lull, editor-in-chief in '98, called at the College Friday. He is now a senior in the literary department at Ann Arbor.
Mr. P. E. McKay goes to Indianapolis, May 4, to represent our college in the interstate oratorical contest there. May success attend him.
Mr. Milliken has been confined to his rooms for several days on account of illness. The students regretted that he was unable to accompany them to Lansing.

Professor Stone will give ten talks on the teaching of arithmetic before the Teacher's Association of Decatur County, Ind., from Aug. 29 to Sept. 3. He does similar work in Illinois the preceding week.

Wise Junior—"I guess I know a few things."
Proud Sophomore (not to be outdone)—"Well, I guess I know as few things as anybody."—Ex.

"The February number of The Normal College News, of the Michigan State Normal College, is strong, beautifully printed, and full of interest. The prominence given to oratory, debating, and literary work is refreshing in these days when photographs of few students find their place in school and college publications unless they can wear athletic costumes and display the school numerals."—The Adjutant.
Miss Lowrie of Ann Arbor, was the guest of Miss Edna Thompkins, last Wednesday.

PI KAPPA SIGMA

Miss Della McCurdy went to Monroeville, Ohio, last Friday to act as bridesmaid at the wedding of Miss Sylvia Connell of that place, to Sherman D. Callendar of Detroit.

Miss Louise Woodford of Ann Arbor, was the guest of Miss Kathryn Winter, over Sunday.

Miss Eulalia Dickinson went to her home in Pontiac, Friday, to attend a high school sorority party of which she is a member.

S. C. A.

Y. M. C. A.

The series of addresses on Christianity from the standpoints of different professions are helpful, interesting and well attended.

Next Sunday afternoon Captain Allen will speak from the standpoint of a lawyer. It is hoped a large number of young men will be in attendance at that time.

Y. W. C. A.

A new class in mission study has been organized with Professor Hoyt as leader. The text to be used is, "Social Evils in the Non-Christian World." This promises to be a most interesting course. A number have already enrolled. No one can afford to miss this opportunity. The time has been arranged to suit the largest possible number. The class will meet every other Thursday at 4 p.m. The first meeting will be held this week.

Miss Mary Goddard will speak on "The Importance of Bible Study," Sunday, May 1st, at 2:30.
BASEBALL

Won First Game, but Lost Second on Errors

The Normal baseball team won the first game of the season by defeating Michigan Military Academy, at Orchard Lake last Saturday, April 23. The score 12 to 10 indicates that errors were plentiful on both sides, which however is usual in the early games. The team are loud in their praises of the royal treatment given them by the soldier boys.

The postponed game with Detroit College of Medicine was played on the home campus Tuesday afternoon. The result was a clear walk-away for the doctors who ran in 16 scores to the Normals 2. Costly errors were responsible for the loss, though poor batting had its share in keeping our score down.

The following is the line-up in the Orchard Lake game:

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
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<tbody>
<tr>
<td>Pitcher</td>
<td>Morgan</td>
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<tr>
<td>Catcher</td>
<td>W. B. Smith</td>
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<td>First Base</td>
<td>O'Brien</td>
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<tr>
<td>Second Base</td>
<td>ReShore</td>
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<tr>
<td>Third Base</td>
<td>Hyames</td>
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<tr>
<td>Short Stop</td>
<td>Guy Smith</td>
</tr>
<tr>
<td>L. Field</td>
<td>Hayward</td>
</tr>
<tr>
<td>C. Field</td>
<td>Uptegrove</td>
</tr>
<tr>
<td>R. Field</td>
<td>Hicks</td>
</tr>
</tbody>
</table>

ReShore and Hyames pitched the Detroit game.

This afternoon the second team play Saline High School, at Saline. Howard Prime has been elected captain and things are booming. A large crowd goes with them this afternoon.

Child at the training school looking delightedly at the Lansing badge: "Aren't you going to teach us any more?" Student, surprised: "Certainly." "Then what does 'I go' mean?" and his countenance fell.

WRITE AN ESSAY

Pupils of the Schools of Michigan are Asked to Get in the Contest

The responses by the pupils to the appeal of the Grand Army of the Republic in 1903, for essays on "Memorial Day" was excellent and of lasting benefit. Desiring to continue good work of civics and patriotism in our schools, the Department of Michigan Grand Army of the Republic, again offers prizes to the pupils of the schools of the State (colleges not included) for best essays on any one of the following historic and patriotic subjects:

The Lessons of the Civil War, the War of the Revolution, Alexander Hamilton and the Constitution, Appomattox, its effects on the Nation, Abraham Lincoln, the Union Army of 1864 and the Grand Army of 1904, Why we should Support the Flag.

The following prizes will be awarded: 5 gold medals, 5 silver medals, 5 bronze medals." In connection with these prizes Professor Delos Fall, Superintendent of Public Instruction, will issue a diploma of honorable mention to the authors of thirty of the best essays.

Essays offered in competition are not to exceed 1000 words in length. They will be sent to Colonel Theodore E. Potter, Lansing, Mich. Each will be signed by a fictitious name. Then in an accompanying sealed envelope be placed a card giving the fictitious name and the true name, his age, grade in school, name of school and the name of the city, town and county in which it is located.

Essays to be submitted not later than May 15, 1904.

The Department reserves the right to use such of the essays for publication or in memorial exercises as may seem best.
SENIOR MUSICAL RECITALS

The following dates have been set for the Senior musical recitals to take place in Normal Hall:—

Miss Lorinda Smith, piano, May 3.
Miss Maud Hoag, piano, May 10.
Miss Hazel Harding, piano, May 17.
Miss Haidee Mundweiler, vocal, May 24.
Miss Clare Winton, piano, May 31.
Miss Mabel Da Foe, piano, June 2.
Miss Edna Childs, vocal, June 7.
Miss Clara Brabb, vocal, June 14.

HERE AND THERE

A suitor who loved a fair debutante,
Once sent her a nice junk of limburger;
"My goodness," said she,
"How thoughtful of him!
At first I was sure it was violets."—Ex.

"He who does a base thing in zeal for his friend burns the golden thread that binds their hearts together."

Caller—"Where is your father?"
Urchin—"He's shinglin'."
Caller—"The barn?"
Urchin—"No, Tommy."—Ex.

"I can not give," he sadly said,
"Even a yacht to you."
"Well," she said, "I'm sorry, but a little smack will do."—Ex.

Sometimes a river's bed seems hard,
Yet on its way it sings,
For, though it may be formed of rock,
Yet it has lots of springs.—Ex.

"Yes," said the haughty young woman who was a Colonial Dame as well as a Daughter of the Revolution, "my great-grand-sire fell at Bunker Hill."
"Ice, or banana skin?" inquired the polite young man from Milwaukee.—Ex.

"May we suggest to the business manager of The Normal College News, Ypsilanti, Mich., that the quality of the publication deserves a finer quality of paper? An institution like the Normal College ought to issue a more attractive newspaper."—The Adjutant.

Student Teacher—Children, what idea do you get of Ichabod Crane from his kindness to children?
Bright little girl—He was a motherly man.


Three Teachers Wanted

Three Normal teachers are wanted in a town of 400 population. A new three-roomed schoolhouse will pay $45 to man and $30 to each of two ladies. Any applications may be sent to

R. H. NICHOLS
Onondaga, Mich.

Please return this coupon before May 10.

Ypsilanti, Mich. 1904

I hereby order one Leather Bound Aurora, of the 1904 edition, to be delivered on or about June 10, 1904, for which I agree to pay S. E. Crabford, or order, ($1.15) one dollar and twenty-five cents, when delivered.

Please return this coupon before May 10.
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A NEW SERIES OF ARITHMETICS

SOUTHWORTH-STONE Arithmetics.


Among the books recently published, is this excellent three-book series of arithmetics which is arousing great interest among prominent educators of the country.

Heretofore arithmetics may have been divided into two classes: the "topic plan and rule" texts which neglected entirely the science of arithmetic and tried merely to teach the art of computing, and in this they often failed for mere rules are easily confused or forgotten; and the so-called "spiral plan" which attempted to keep all the processes before the mind at once thereby causing confusion and arithmetical indigestion.

That an evolution has begun in the science and art of teaching arithmetic is clearly shown in the new Southworth-Stone books which are neither the old topic plan books nor the spiral fad, but rather a "topic review plan." A subject is introduced as soon as it may be made to come into the everyday life of the child and is carried forward as far as the development of the child will allow. But in each new grade, for the series is really divided into six grades, the former subjects are taken up and reviewed by topics, old principles are rediscovered and the subject carried further forward. There are no set rules, but each subject is logically developed by a series of simple questions and easy oral problems.

The problem in many of our texts are rendered almost useless by involving principles which have not been developed properly or by involving notions that are not true to the life and experiences of the child. The problems in the Southworth-Stone series are carefully arranged. Every problem is related to other problems in such a way that a principle is learned by the pupil in solving them, and each problem is within their comprehension.

President W. N. Ferris says, "this is the first set of arithmetics published in this country that marks any important advance in arithmetic. Heretofore the arithmetic makers have catered to long established usages, usages without any practical sense. These new arithmetics have eliminated the graveyard element, and only the practical and important phases of the subject are presented. There is no other set of arithmetics having a sufficient number of merits to be put in the same class. The subject matter and methods involved in this series will revolutionize present arithmetic teaching and secure results that will save one-half the time that is now wasted and give far better results."

Other prominent educators throughout the country are expressing hearty approval of these books. The Journal of Education says, "if you want your children to work intelligently with numbers without taking an unreasonable amount of time, it is worth your while to companion with Southworth and Stone until you understand what they have done and how well they have done it."

Professor Stone is receiving high commendations for his part in the work. This reflects much credit upon the Normal College as well as upon Professor Stone, and we are glad to note that the books were one of three series put upon the list for exclusive use in Virginia, and that so far they have been the only ones adopted by the several sections. The city of Richmond being the first to adopt this admirable series.
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