Normal College News, October 22, 1904

Eastern Michigan University
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Saturday, October 22nd, 1904
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L. H. JONES, President.
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Send us the addresses of all whom you know.

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This magazine is a fair sample of our work, we print it.

Press Printing Company
Ypsilanti, Mich.

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Announcement

**FIFTY-FIRST SEASON**

Students' Lecture Ass'n of the

University of Michigan

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<th>Date</th>
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<td>October 19</td>
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The Barner Oil and Gas Co., of Ypsilanti, are developing the field.

Write to-day for information.
Prof. Julia King will address the Y. W. C. A. Sunday at 2:30 p.m.
There has already been a call for a principal to fill an $800 position next year.

**LOST**—A medium sized gold watch, between the Peninsular Paper Mills and the Normal College. Finder please return to Normal News office.

At the senior meeting held Tuesday, Alson Hyames was elected president and a constitution was adopted.

The song recital given by Lavin in Normal Hall Wednesday evening was largely attended and was a very creditable entertainment which all thoroughly enjoyed.

Prof. Roberts received an invitation this week to deliver a paper on “Manual Training in the Lower Grades and in Rural Schools” at the Northern Michigan Teachers’ Association, at Cadillac.

The class in Astronomy has been, during the past week, observing Jupiter, the brilliant planet in the east, and endeavoring to get a theory of the observed motion of the satellites. Saturn was on the meridian in the early evening, has also been repeatedly observed.

The Students’ Lecture Association of the U. of M. has put on the strongest course of lectures that has ever been arranged for Ann Arbor. Many of our readers will be interested in this course which contains the names of such men as: Henry Watterson, Gov. LaFollette, Edward Bok, Henry Van Dyke, Sousa with his world famous band, and others of equal note. Tickets have been placed on sale here and a special reserve of seats made for those who desire to attend from Ypsilanti.

Mrs. Clara B. Arthur, of Detroit, addressed the student teachers and members of the faculty, Monday afternoon. Mrs. Arthur is prominent in the Women’s Clubs of Detroit and has been the leading spirit to get summer play grounds in the city. During the past summer there have been from five to six play grounds in the city and from two to five teachers in each place, showing that the movement has assumed large proportions. Mrs. Arthur has studied this question very thoroughly and visited works of the kind in many of the cities.

The Normal football team was defeated by the Albion College eleven at Albion, last Saturday afternoon by a score of 67 to 0.

Both teams played a clean, fast game and but one fumble was credited to each team. Albion suffered severely because of the off-side plays and using of hands on offense. The superiority in weight however, gave the home team such a decided advantage that Albion was forced to kick but once, when a successful place-kick from the forty-five yard line was tried. The Normals were unable to make their gain once and were forced to punt each time the ball came into their possession.

The Albion line was composed of men averaging over 200 pounds and the offensive and defensive work of this portion of the team, accounts in a great measure for the large score. Fifty-one points were made in the first half.

The heaviest man on the Normal team was Lewis, weighing 168. Opposed to him was the Albion center weighing 230. The teams man for man showed an average difference of more than thirty pounds, making it impossible for the Normal line to hold until play could be executed, the team averaging only 148 pounds. Colby at left tackle and Hoare at right guard for the Normals were compelled to leave the game during the first half on account of injuries, their places being filled by Rutherford and Gereau.

A special car of fifty students and Pres. L. H. Jones, Prof. D’Ooge, Prof. Harvey and Prof. Bowen, accompanied the team.

The brilliant defense of the Normals, especially in the last half, may be partially attributed to the students by their encouragement of the weakened eleven. A full account will be given next week. The Normals play the Michigan School for the Deaf, at Flint to-day.
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Our complete catalogue will be mailed to science teachers upon request.
A Few of the Good Things which will appear in the
Normal College News in 1904-5

The Development of School Legislation
By PRESIDENT L. H. JONES.

The Seven Champions of Christendom
By PROFESSOR JULIA ANN KING.
Excellent material for history stories, and suggestive supplementary work.

Michigan History Sketches
By PROFESSOR R. C. FORD and others
A series of delightful articles on the history of the Great Lake region and the early mission days. Just what Michigan teachers have been looking for.

What Classics Shall be Read
By PROFESSOR F. A. BARBOUR and MISS ABIGAIL PEARCE
An exhaustive and critical report on suitable literature for every class from the primary through the High School. This is especially designed to meet the need of those teachers who are in doubt as to just what their pupils should read.

Legend of Arthur and his Knights
By DR. ALMA BLOUNT
Dr. Blount is devoting the present year to Arthurian research work in Europe.

Arithmetic in the Grades
By PROFESSOR J. C. STONE
Joint author of the new Southwork-Stone Arithmetics.

The World’s Great Educators
A Series by PROFESSOR C. O. HOYT

Sketches on the History of Geometry and Arithmetic
By PROFESSOR E. A. LYMAN

Nature Study Helps
A Series of articles describing the work in the grades of the Training Department to aid those who are not specialists in this kind of work.

Exploration work in Geography and Geology, On Physical Education, Professional Ethics, School Supervision, Model Lessons, Suggestive Programs for School exercises.

The above is but a partial list of the articles which are being prepared for publication in the News this year. A more complete list and prospectus of the work to be covered will be issued in the near future.
ON THE GRIDIRON

THE SQUAD

The football squad which turned out for practice this fall under coach Lawrence numbers about thirty men. The regular eleven is very light, but both its offense and defense are marked by bright, snappy playing.

The fast, effective team work was especially marked in the game with Detroit Business University. The game with Albion College though seemingly disastrous defeat has not dampened the spirit of the squad. The large score against them was not so much an indication of lack of courage or good football playing, as it was of the overwhelming weight of the opponents. The pluck with which the men returned to the field after that first half of merciless slaughter was truly admirable. The grim determination written on the bruised and bloodstained faces when the referee's whistle blew for the continuation of the game was characteristic of real heroism.

The Normal football squad is composed of students who are at college for college work and who play football for the good there is in it. In conduct on the field and in everyday life, each man is a gentleman and a credit to himself and his institution.

COACH DON LAWRENCE

Don Lawrence is the first football coach under the new plan of graduate coaching for Normal College teams. He is a graduate of the Normal and understands the conditions existing in an institution of this kind, this enabling him to do more efficient work with the men than could be done by a coach unacquainted with the college.

SHERMAN WILSON

Sherman Wilson, captain of this year's football team graduated from the Union City High School before entering the Normal College. He is now on his senior-life year and is acting as assistant in chemistry in the science department. His athletic career began in the high school, where he played on the line four years. He won his place on the college team last year as half back and proved a sure and consistent ground-gainer. His thorough knowledge of the game combined with steady head work in emergencies especially fit him for the position of captain.

E. L. O'BRIEN

Edward L. O'Brien, manager of the Normal College football team, comes from Berrien Center, Michigan. He spent two years in the high school at Berrien Center, and two years at Dowagiac, graduating from the latter. After teaching district school one year, and another year's service as railroad mail clerk he entered the Normal and is now on his senior-life work. His interest in athletics is keen. Last year he proved one of the best basketball players the Normal ever had and also did fine work on first in baseball last spring.
Those who have followed the growth of the Normal College News during the past years will note a marked change in the character of this number.

This is the largest magazine issue of the News that has ever gone from the press. It reaches from fifteen hundred to two thousand teachers throughout the state. Formerly the magazine found its readers among the Normal students and a comparatively small number of zealous alumni. These were satisfied if their college paper provided them with matters of purely local interest to the college. But since the paper has increased its circulation many of its readers are not Normal students, nor even Normal alumni, but are interested in the Normal College as the institution whose sole aim is to foster and advance the teaching profession.

Recognizing this, we shall aim to make the magazine helpful and interesting to all teachers. This is the first number issued in accord with our new policy. Though it is not all that we would desire, we hope to raise the standard in the future. We have great faith in the possibilities of the paper, but we feel that we need the cooperation of our readers.

If you like what we are doing, speak to your friends about it, let them know what the News is doing. As the circulation increases our possibilities of helping you increase. Then, too, we want your criticism. Send us suggestions as to the improvement of the paper. We will try to follow all practicable advice.

The Detroit Free Press recently told of a Michigan superintendent who after he had taught two years in the same place and had contracted for a third term, left his board in the lurch several weeks after school had begun: "Sun-day evening he left a note at his boarding place saying that he had been offered a better position, and had taken the night train out of the city. Yesterday he telegraphed the school committee asking for his position back again, but the request will not be granted."

We happen to know that last spring this same gentleman contracted, at least morally, with several boards for his services during the present year, but finally decided to remain where he was. During the time he was on the hunt for a position he kept a number of persons anxiously waiting to see what he would do, having promised each of them to use his influence in making them his successor. The ill-gotten popularity lasted long enough to make the task of securing positions the harder for those who had confided in him.

There are unprincipled characters in every vocation and that of the teacher is no exception. The above is an extreme instance but it illustrates what happens all too frequently when the rush for positions takes place. Later in the year the News will publish an article on professional ethics for the teacher. Though there is no written code of ethics to govern the teachers' professional conduct there are fundamental principles of right and wrong, the violation of which should forever close the door of the schoolroom to all who violate them.

Our nature study article this month suggests that the children do some work in preparing the soil and collecting the seeds for next spring. This is good. It gives a continuity of interest in this work. How much greater the zeal of the child in planting and watching the growth of seeds which he has gathered the preceding autumn, and how much greater is the educational progress gained in this way than by asking each of the children to beg a few seeds from his parents in the spring.
Although there is no royal road to learning, there are many short-cuts to information, and it has been suggested that the Newbs devote a little space weekly to the mention of new books received by the library, to the double end of convenience for those using the College library from day to day, and for those who have used it in former years, and are now helping to build up libraries in other schools with which they arc present associated.

A little group of books on art contains several that are of immediate and specific value. The two first arc by Lewis F. Day—Alphabets old and new, and Lettering in ornament. The first contains over one hundred and fifty complete alphabets, with an introductory essay on Art in the alphabet. The alphabets are selected with the purpose of showing the development of letterforms. Lettering in ornament, is exactly what its title states, and both text and plates illustrate the use of the alphabet in artistic decorations.

Historic ornament, a treatise on decorative art and architectural ornament, James Ward, 2 vol., is a comprehensive handbook for students. The second volume treats of prehistoric art, and of architectural forms, the second of decoration as illustrated in polychrome metal work, furniture, book decoration, etc.

Small books have a two fold appeal, when they add to convenience, as gratefully acknowledged by Dr. Johnson, the charm of beauty. Both may be fairly claimed for many of the new series that are coming almost daily from the press. Such a one is The French Impressionists, by Camille Pissarro, in the Popular Library of Art. The chapter on the Theory of the Impressionists, colors, color, harmony and style, is a clear setting forth of a subject of which more is asked than can always be easily answered, and the fifty illustrations are most acceptable.

Still another is Bartolozzi and his pupils in England, by Selwin Blount, who is likewise editor of the Langham series of Art Monographs, of which this is the first number. He endeavors to make from the criticism of the making of many books with the double plea of the necessity for more art books through the stimulated interest well phrased by William Morris, "Art breaks art," and also that there are many by writers not yet half explored. The work of Bartolozzi and the group of engravers is certainly one of these by-paths, and the little book is delightful in every soul of text and illustration.

The study and criticism of Italian art, by Berthard Berenson, consists of a half dozen chapters, in which the author avowedly, though his presence aims at a more critical method than is the habit of most writers on art, claiming for art the same non-documentary process that is now pursued "in studying the world's land and the world's fault," and urges that even the history of art be more abstractly studied "freed from entangling irrelevancies of personal anecdote and partri. growths in petty documentation." His method and all the writing have a charm and simplicity in strong contrast to some of the ponderous sentences in the preface. Correggio, Bellini, Giorgione, and Venetian painting chiefly before Titian, are among the subjects treated, and among the illustrations are many pictures which are rarely reproduced.

J. Hamilton Jackson, contributes to the Handbooks for the designer and craftsman, a volume on Mural painting, where one finds much of the information that is so generally taken for granted, as the processes of fresco painting, Tempera, etc.

Three small books, curiously Japanese in every detail, are listed as "New Bud Studies." The pictures are the only intelligible part, as the text is in Japanese, fortunately we feel that we can still read the best part of the books.

Accessions.

Bercuson, Berthard. Study and Criticism of Italian art. London, Bell.
Jackson, F. H. Mural Painting. N. Y., Scribner's.
New Japanese studies in birds.
Bach, J. S. Forty-eight preludes and fugues. N. Y., Movello.
"Give thanks unto the Lord of Hosts, by whom we all are fed.
Who granted us our daily prayer, 'Give us our daily bread!'
By us and by our children let this day be kept for aye,
In memory of His bounty, as the land's Thanksgiving day."

Each brought his share of Indian meal the pious Feast to make,
With the fat deer from the forest and the wild fowl from the brake.
And chanted hymn and prayer were raised—though eyes with tears were dim—
"The Lord he hath remembered us, let us remember Him!"

Then Bradford stood up at their head and lifted up his voice:
"The corn is gathered from the field, I call you to rejoice;
Thank God for all His mercies, from the greatest to the least;
Together have we fasted, friends, together let us feast.
The Lord who led forth Israel was with us in the waste;
Sometime in light, sometime in cloud, before us He hath paced;
Now give Him thanks, and pray to Him who holds us in His hand
To prosper us and make of this a strong and mighty land!"

Heap high the board with plenteous cheer and gather to the feast,
And toast that sturdy Pilgrim band whose courage never ceased.
Give praise to that All-Gracious One by whom their steps were led,
And thanks unto the harvest's Lord who sends our "daily bread."

A Thanksgiving Rhyme.
We've hoed, and watered, and dug;
We've hoed, and watered, and dug;
We've pulled up weeds till our backs ached
And we've killed every beetle and bug.

And now dear grandma, to pay us
For all our trouble and care,
Has cooked us a great big dinner,
And all our friends will be there.

Our cabbage has turned into salad,
Our pumpkin been made into pies;
And the size of our Thanksgiving turkey
Would make you open your eyes—

For grandpa has given a turkey
To make the dinner complete—
Oh, hurrah, for Thanksgiving at grandpa's
And all the good things to eat!

—K. E. Granger

A November Menu for the Blackboard.
(St. Nicholas)

Bare Boughs. Falling Leaves.

Rain à la Cats and Dogs.
Indian Summer, served warm with
Sweet Memories.

Brooding Mists, wrapped in Silence.

Family Parties, preserved in Unity.
Groaning Boards. Sauce de Bon Appetite.
Gratitude, garnished with Mirth.

North Wind, glaces.

Fireside Frolics. Hoods and Mufflers.

Bonfires.
Follow again the winding ill,
On to the plains where you went
When, climbing up the summer hills,
In their green laps you sat content
And softly leaned your head to rest
On Nature's calm and peaceful breast.
Walk through the ser and fading wood,
So slightly touched by your feet.
When all you knew of life was good,
And all you dreamed of love was sweet,
And over fondly looking back
O'er youthful joys enchanted track.
Taste the ripe fruits from the orchard boughs,
Think of the mosses well once more,
Breathe fragrance from the crowded mows
With fresh, sweet clover running over,
And count the treasures at your feet,
Of silver rye and golden wheat.
Go sit beside the heath again,
Whose circle once was glad and gay;
And if, from out the stories chain,
Some shining links have dropped away,
Then guard with tender heart and hand
The remnant of thy household band.
Draw near the board with plenty spread,
And if, in the accustomed place,
You see the father's reverend head,
Or mother's patient, loving face,
Whose life may have of ill,
Thank God that these are left you still.

And though where home has been you stand
In alien loneliness;
Though you may cling no brother's hand,
And claim no sister's tender kiss;
Though with no friend nor lover nigh,
The past is all your company.
Thank God for friends your life has known,
For every dear, departed day;
The blessed past is safe alone—
God gives, but does not take away;
He only safely keeps above
For us the treasures that we love.

By Phoebe Cary.

Not as the conqueror comes,
They, the true hearted, came,
Not with the roll of the stirring drums
And the trumpet that sings of fame;
Not as the flying eagle,
In silence and in fear—
They sought the depths of the desert's gloom
With their hymns of lofty cheer.
Amid the storm they sang,
And the stars heard and the sea
And the sounding isles of the dim woods rang
To the anthem of the free.
The ocean eagle soared
From his nest by the white wave's foam,
And the rushing pines of the forest roared—
This was their welcome home!
There were men with hoary hair
Amidst that pilgrim bark—
Why had they come to the land of grazed
Away from their childhood's land?
There was a mother's fearless eye,
Lit by her dear loved's truth;
There was manhood's brow norously high,
And the fiery heart of youth.
What sought they thus afar?
Bright jewels of the mine?
The wealth of seas, the spoil of war—
They sought a father's home shrinel
Ay, call it holy ground,
The soil where first they trod!
They have left unclaimed what there they found—
Freedom to worship God!
By Mrs. Felicita Hemans.

The First Thanksgiving.
Alice Williams Brackett.

In Puritan New England a year had passed away,
Since first beside the Plymouth coast the English Mayflower lay.
When Bradford, the good Governor, sent yowles
The turkey and the wild fowl, to increase the scanty fare;
"Our husbandry hath prospered; there is corn enough for food,
Though 'tis meant to be parched in blossoms and the grain indifferent good.
Who blessed the loaves and fishes for the feast
And filled with oil the widow's cruse. He hath remembered us!"
Thanksgiving in the Schoolroom

The ethical side of Thanksgiving may be emphasized by leading the pupils' thoughts from the plentiful harvest to the great Giver to whom "the earth and the fullness thereof" belongs.

The work of nature and man during the summer and autumn may be recalled, the harvest, and the preparation for winter by man, animals and nature may be more deeply impressed.

Even the smaller pupils can do their share of garnering and gathering in for the winter, and may be led to realize how material prosperity depends upon nature. Cherishing, protecting and storing may all be hallowed with the Thanksgiving spirit, for through it all and above it all they will see how all good comes from our Heavenly Father, and that they should be joyfully thankful to Him.

The dominant thought for every teacher to impress upon the pupils at this feast-time of the year, is the care of others' comfort, to give, not to receive. Generous, intelligent giving proves our gratitude for our manifold blessings.

When they are fortunate in having more than others around them, they can help to spread the Thanksgiving by feeling responsible that everyone has something to be especially thankful for on that day.

Help them to feel that Thanksgiving is a reality, and their gratitude will be joyous and spontaneous. Then they will understand the religious meaning of Thanksgiving through their own self-activities and will have a higher consciousness of the loving Father.

The historic meaning of Thanksgiving has a greater significance to the children of the intermediate and grammar grades, and they will readily appreciate "The Landing of the Pilgrims" by Mrs. Hemans, "The First Thanksgiving" by Alice Williams Brotherton, "The First Settlement of New England" by Daniel Webster, "Thanksgiving," by Phoebe Cary, and selections from "The Courtship of Miles Standish" by Henry W. Longfellow.

Thanksgiving as the Autumnal Festival may be emphasized by the following selections:

"November"—Helen Hunt Jackson.
"Autumn Festival"—John G. Whittier.
"Corn Song"—John G. Whittier.
"The Pumpkin"—John G. Whittier.

The child life of the Pilgrims may be emphasized with children of the primary grades by the following stories and selections:

"Puritans' Home in Holland"—Moore's Pilgrims and Puritans.
"Little Ruth Endicott"—Arranged by Mara L. Pratt from the poem, "Bede for a Name," by Margaret Sangster in "Little Knights and Ladies."
"Colonial Children's Sabbath"—Mara L. Pratt.
"A Thanksgiving Story"—Boston Collection of Kindergarten Stories.

The children may dramatize the story of the Pilgrims, the teacher encouraging them to suggest the characters, words and action:

"Embarkation of Pilgrims in the Mayflower."
"Waving good-bye to England's shore."
"Little mother holding doll to represent the first baby, Oceanus."
"Landing on Plymouth Rock."
"Little men chopping down imaginary trees."
"Building log houses."
"Small fathers, armed with guns (pointers) hunting in the forest for game."
"Planting grain."
"Harvesting."
"Feast day."
"Messenger calls the Indians."
"Indians participate in a grand, make-believe feast."

(Adapted from suggestions in "Primary School")

To help the children to have the true spirit of Thanksgiving, a thanksgiving from the heart, the last week in November may be devoted to the culmination of the central thought for the month:

Man's care for fruit and grain, and use of each to man.

Gathering—harvesting.
"Everything has worked together with God."

The feast time of the year.

Thankfulness for God's protecting care and goodness.

"Thou crownest the year with thy goodness".

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Thanksgiving.

O men, grown sick with toil and care,
Leave for a while the crowded mart;
O women, sinking with despair,
Weary of limb and faint of heart,
Forget your years to-day and come
As children back to childhood's home.
older helping pupils passed from one to another, announcing the name of the article for them.

When the teacher next came for recitation, the lids were taken from the box and filled in the middle of the table, each child finding his lid from the list. Being successful he was allowed to write his box label on the green blackboard, with yellow chalk, while the unsuccessful ones must sit at the table and copy on paper from the box.

A sweetened remark of "Ah we kab!" from the blackboard caused us to look just in time to see a chubby little fellow return the gum from his mouth to his box, the temptation to chew it while writing its name being more than Eskimo nature could stand.

Like Squares' teaching the boy to spell horse, then saying "go curry cue," this cheating and writing only brings more forcibly to our minds the great good of the modern system of teaching little children to do things as well as to learn of them.

There was no desire on the part of the child to steal the gum, pieces of bread, etc. In fact the teacher told me that §72 had been kept on her desk all winter, not even a cent being misplaced, although often handled and counted by strange natives from distant villages, who were very often rather unwelcome visitors in the school.

To open the boxes and bags in an Eskimo home to satisfy your curiosity, is no breach of etiquette, and the same habit impels them to examine everything movable and stationary in the school room.

Great patience and tact is necessary on the part of the teacher to satisfy and subdue the curiosity of the fellow calling for the first time. On that day it happened that Seruskeek, a husky Diomede, had wanted to play the organ after the teacher had finished the song accompaniment. One of the pupils explained to him that only before and after school could people play. He said he would sit still and wait to see where its noise came from. A picture book kept him quiet until a third grade geography recitation caused a map to be unrolled from its case on the wall. Curiosity got the better of Seruskeek. He must see how that was done, but the teacher brought out her salvation—a pencil—telling him to ask the pupil next to him to tell him what she had written on the paper. The boy answered in Eskimo to Seruskeek: "the pencil speak, "Seruskeek walk on ice from Diomede." He was told to write this and show it to his favorite whaling ship captain. All the worry over disaster maps was forgiven, for Seruskeek sweated and grunted for three hours, trying for the first time to make his letters walk straight on a line, as he afterwards expressed it. Even after three days he wearily said they walked like drunk men.

There were classes in spelling and reading, but the copies of vertical writing were almost like print, beautifully written.

A play grocery in one end of the room furnished material for most of the number work.

Nets hung about the walls, where pupils having finished before time could busy themselves making them.

A set of rhymes of the mother goose, scolded gently when recited in Eskimo, but the children came nearer being like our own in this exercise.

A class of ten boys and six girls were busy in one room darning, patching and sewing rents in clothing which they had washed on the preceding Friday, that being school wash day, soap being furnished by the school. More than a hundred garments are sometimes washed in one day.

An advanced class were writing compositions in written Eskimo language. This will preserve to us many of their myths and songs, which would otherwise be lost. Our driver called us just then, so with regret we left, after a most novel visit.

This article was printed in the May number of the Nome High School of which D. H. Traphagen, the Nome Aurora, published by the students of '97, is principal. Mrs. Bernardi was at one time at Cape Prince of Wales in the capacity of government teacher.—Editor.
A Day in an Eskimo School

By Mrs. S. R. Bernardi

During the month of April it became necessary for us to make a short stay in an Eskimo village, where an abundance of seal meat could be had for dog feed.

Kingegan, (a high place) is the name given the village at Cape Prince of Wales, Alaska, that shelters one white family and a small remnant of a once physically glorious race—the Eskimo.

Assisted by the American Missionary Association of the Congregational Church, the U. S. government has for ten years supported a school on this point of land—the most westerly school in the Americas.

This tribe has always been more fierce toward the white man than any other known tribe of Eskimos. The first teacher sent was killed with a whaling gun, by one of the school-boys who had stolen some supplies from the school and thought to shield himself from justice as meted out to his people from the Revenue Cutters.

Little more than simple heart culture, as taught by the resident missionary, was attempted in the school work, until nature unlocked her boundless treasures to white man; then these simple-hearted, ignorant people began their annual pilgrimages to Nome, neglecting often to provide for winter in their reluctance to leave the city of gramophones, old clothes, and wagon wheels, these being the attractions relished most by the school children.

Heart culture joined to the education of the mind and the practical industrialism has helped them to make great strides in three years, towards a victory over ignorance, superstition and physical decay.

One hundred forty-seven pupils, from 5 to 50 years old, singing, drawing, sew, carve, knit, wash, iron, recite, study and play in this unique school of Uncle Sam's.

Little discipline is necessary in their government. On entering the schoolroom I noticed over the organ a copy of Carlyle's noble thought, "Not what I know, but what I do, is my kingdom," this thought prevailing the whole day's work. Before 9 o'clock, as each pupil entered the outside entry he changed his coat for a clean, white drill, left on the hook on his departure the day before, leaving his soiled one in its place. Uncle Sam's generosity in furnishing means for salvation is apparent in many ways in this school. Gallons of hot water and plenty of soap produce shiny faces and clean hands, so different from their filth and carelessness while off on their annual vacation in the summer.

Modern school seats and good cloth blackboards, pure white walls, and an organ, go far towards teaching cleanliness and order.

After morning songs and story told through the interpreter to the children, the classes, ten in number, began working. They were working as noiselessly as the Chinese boy works noisily.

As soon as a child passes through second grade work, he is eligible as a monitor, positions much coveted. Monitors pass supplies, collect work, entertain visitors, and assist classes in studying.

Many visitors come to set their clocks. The small alarm clock being found in almost every home, and in some instances three or four in one house.

A school day is six hours long. The young ones are in evidence all day, but when the wind is favorable, class eight will probably be absent, perhaps all returning after the seal nets have been examined.

Twenty-two pupils, in the beginners' class, sit on three benches in a hollow square, the teacher at the open end sitting with a bag in her lap. Out of this she takes each article in turn to be identified by the class. Simple articles of course, as nails, chalk, needle, scissors, pens, paper, beans, handkerchief, book, etc.

A recitation runs like this:

Teacher: "Abertnook, find me a broom."

Lack of understanding on his part caused Woodlet's hand to wave violently.

Teacher: "Woodlet may bring me the broom, Thank you, Woodlet. Now Natongo k may sweep the floor." A vigorous sweeping followed. Such commands as "open the box," "roll the box," were executed by different members of the class, reviewing the sentences given previously, a child sometimes giving a sentence to the class to be reproduced in action. This constant movement was thoroughly enjoyed by the children, they seeming to be as interested and lively at the end of the recitation as at the beginning.

After this recitation they passed to a long table, where being seated, the one showing the cleanest hands, was allowed to pass paper and pencils, with which the class were to copy the name of whatever they found in the box given them. Little pasteboard pillar boxes were labeled as the contents indicated, tea, sugar, buttons, thread, money, chewing gum, beans, candy, hard tack, etc.; one of the
and there is scarcely a plant but develops with its fruit its own individual organs and means of scattering its kind. Why are there so many bright berries in the fall? Is it the unattractive fruits only that are furnished with wings and hooks? It is the season for the study of the interdependence of plants and animals not only upon their own allied species but upon each other particularly in respect to the reproduction and dispersion of their kind.

In connection with all this the child also learns to take forethought by preparing the garden soil, its leaf mould for early spring use, by gathering and preserving fruits, bulbs and roots. He learns to recognize and to know by name the common plants and animals. He learns to distinguish between the poisonous, obnoxious and useful plants of all living forms with which he comes in contact. He learns how to distinguish trees by their bark, wood texture, shape, manner of branching and autumn coloring. He may make experiments to see if plants and animals may be so incured as to endure severer weather than others of their kind. What tendencies do they show under the process? What is the effect when accustomed to more than the habitual amount of heat? What change takes place when they learn to do with more or with less than the usual amount of water? Can they find two plants or two animals exactly alike? What plants and what animals in the vicinity are increasing in numbers and what ones are decreasing? What kinds of plants have the greatest number of seeds, those that have the finest time to find places to grow or those accustomed to an easier time? Does this same hold true among the animals? What animals are of use to agriculture and in what way? How many can you select that are positively harmful?

The preparation for the study of the physical sciences finds an abundance of material at this season. The autumn heavens were quite as in vogue as the earth. The sun may be viewed with little discomfort and the stars dance before our eyes in an attempt to attract our attention. The location of the polar star is easily found about fifteen degrees distant and in the direction of the great dipper. Can you devise a way of measuring its number of degrees above the horizon? Its distance from the zenith? Locate the north point in the horizon. With the right arm stretched toward the polar star and with the left arm at right angles to the right describe a circle. This is the path of the celestial equator. It cuts the horizon at the east and west points. How far north or south of these points does the sun rise and set? Does the distance vary from day to day? Devise a means of measurement in degrees. How would you determine the south point? How many degrees above the north point does the sun stand at noon? Does this vary from day to day? What is the highest it ever reaches? What is the nearest it comes to the horizon at this point?

Measure the area covered by a definite number of vertical rays of the sun in December and compare it with the area covered by the same number in September, in June. How will this effect the amount of heat and light received? Take the time of sun rise and sun set. Does it change from day to day? Why does the moon keep the same relative distance from the sun? Cause of moon's phases. Learn the names and locations of various star clusters: e.g. Ursa Major and Minor, Cassiopea, Cepheus, Pegasus, Andromeda, Cygnus, Lyra, the Milky Way. Learn to name and locate the larger stars as Polaris and Vega, and planets visible.

How do the stars seem to move in the heavens? Do they all move? Photograph the northern heavens by an hour or two hours' exposure. What do you discover? Do the sun and moon keep their relative position with regard to the stars? Do the stars maintain their relative positions in respect to each other? Where do those bodies get their light? What holds them in place?

An upright tinned fruit can with the upper rim removed can be used for catching and measuring the amount of rainfall. How many inches fall each month? Which month has most? Which least? How many inches of rainfall during the year? Estimate amount of water required to keep the garden or a certain measured plot of ground in good vegetative condition. Make the rainometer and barometer curves for the time, observe the change in wind direction to which each responds. Study the forms of water as rain, snow, sleet, mist, fog, cloud, etc. Study movements of water upon the surface, the effects of rain and weathering on the surface of the soil, shapes made by weathering, by the action of running water, by flowing mud by signant water effects of weathering on trees and rocks. Learn the kinds of stones according to manner of formation and kind of cement used in making them. Note the effect of different stones upon soil and vegetation. Make a physical analogy, size of soil to determine relative proportion of clay, gravel, sand and vegetable mould.

These suggested studies may all be pursued in field work and almost any one of them would furnish a quarter's work. The aim is to dignify and enrich the subject of which they form the merciful finish. Make the problems to be worked out complex enough to maintain interest and suggestive enough to make them feel that the study is only begun.
Under the title, Nature Study, we have been inclined to include a conglomerate mass of odds and ends, sprinkled over with a sugaring of ethics and poetry which have served to make it palatable if not nourishing. Against such a mixture children as well as teachers are now beginning to revolt, and to turn to something more substantial.

In order to declare what the nature of such work should be, we must determine its function in the educational scheme. What part does it play in the psychic development of the child? What is its duty and what its relation to the other subjects of the curriculum? Since the former question is the more basal and determining one its answer should come first.

It is the nature of mind to advance to general notions through the interpretation of percepts. These percepts are furnished to it through the functioning of the senses. Nature furnishes the material for the activity of the senses. Nature study then in its broadest sense is the bringing into consciousness of those percepts necessary for further mental development, but since the process cannot not stop here, it includes also the interpreting of the percepts in the wake of broader principles to be studied later. It is then the basis of all systematized knowledge, the foundation of all studies. It gives reality to literature, history and mathematics; it is the sine qua non of all natural sciences. Nature is the store house from which the world’s workers draw their material for every physical and mental fabric. The troublesome question is how to select the best material with the least waste of time and energy.

The aim of this article is to suggest some typical centres for the collecting and organizing of material appropriate to the season and accessible to all.

In preparation for the biological sciences the autumn field work should discover:

(1) How plants and animals store up food for future use. To this end we should study the buds, stolons, tubers, tap-roots of the field plants; the bulbs as of the lily, onion, etc.; the corn, as of the Indian turnip, as well as the fleshy roots of our common garden vegetables, as turnip, radish, etc. Study also the storing of food in various parts of stem, as in celery, cabbage, cauliflower, etc. Observe how such animals as squirrels, bees, ants, earthworms and birds store away food. Squirrels are busy in all the woods now carrying and hiding their food. What birds are busy doing the same thing? What are the ants doing in their nests at our feet? There are few groups of children who could not make an ant’s nest which would show their habits and homes. This can be done by the use of a large board and a pane of glass arranged with the dirt between them for the nest. Now is the time to see the earthworm in his busiest season. How energetically he works beneath the fallen leaves in our door yards; not silently though, for in his attempt to carry the leaves beneath the soil, he makes a noise quite distinct from that of the rustling leaves. At what time of the day is he busiest? Read Darwin’s Formation of Vegetable Mould through the actions of worms, and make a test of your own to see if his statements about the amount of soil upturned yearly are true. These percepts are furnished to it through the functioning of the senses. Nature furnishes the material for the activity of the senses. Nature study then in its broadest sense is the bringing into consciousness of those percepts necessary for further mental development, but since the process cannot stop here, it includes also the interpreting of the percepts in the wake of broader principles to be studied later. It is then the basis of all systematized knowledge, the foundation of all studies. It gives reality to literature, history and mathematics; it is the sine qua non of all natural sciences. Nature is the store house from which the world’s workers draw their material for every physical and mental fabric. The troublesome question is how to select the best material with the least waste of time and energy.

The study of the bees and insects furnishes an interesting centre for the study of pollination and cross fertilization. Why do they visit flowers? Has the coloring or marking of the particular flower anything to do toward attracting or guiding the insects? What are the various ways that plants and animals have found for economizing food? This furnishes suggestions as to the dropping of foliage, the dead stems of biennials and many stems of perennials, excuses also for the existence of annuals, the reasons why animals hibernate, or remain in a semi-torpid state during the winter.

(2) The question of protection against climate and other enemies finds an interesting answer in the hermetically sealed buds, the thorns of plants and spines, claws, stings, and tusks of animals; the autumn evaporation of saps and closing of the bark lenticels., the increase in length of the hair or fur of many animals, the time and depth of burrowing, the apt mimicry of thousands of insects and even change in dress of many of the larger animals and the timely migration of birds.

(3) This is the most interesting season for the study of reproduction in all living forms. Is there a plant or an animal that does not spend its best energy and most cunning instinct in reproducing its kind and disseminating the same into suitable soil and climate? It is the time of fruitage
ican, won over all comers in single play, while the English champions, the brothers Doherty, who came to this country to compete with the double game. The Americans excelled in brilliant play, while the foreigners were more steady. In 1903 the Dohertys won everything, placing the British again in first place. During the present year there have been no international tennis matches, neither the English nor American champions having gone across the water to compete.

The history of the progress of lawn tennis during the thirty years that the game has been played teaches many lessons that should be learned by all who wish to play tennis with success, whether they play purely for pleasure and recreation or whether they are ambitious for honors in championship tournaments. First and the most fundamental of all, it seems to me, is the lesson that no one who wishes to play tennis well can profitably stop with proficiency in one particular style of play or those styles that are easy for him, but that there are several things that he must learn to do effectively and then learn how to use each in his proper place.

One of the first things for the beginner to learn to do is to master the back court style of play; that is, to take balls on the bound and drive them close to the top of the net and well into the back of the court, so that they will strike on or near the back line. It is a matter of history that this kind of play is most effective when the player uses the drop curve named after its inventors, Lawford and Renshaw. It is evident that each special stroke, no matter how skillful before they are at all useful in a game, can best be learned in ordinary practice, and best of all in an enclosed space or against a wall. Besides these the player must learn to volley from near the net, and also to use the only safe defense against net play, the "lob". In addition he must acquire a swift and sure service. This is most successful with a high overhand stroke with a considerable amount of twist. He must learn to return balls equally well when they come at his feet as when at his right. Finally, he must learn in all these styles of play, to place the balls in any part of the opponents' court at will.

It is evident further that high-grade skill in so many different directions can best be learned under competent instruction, and in best is not to be fully mastered in a day. Ward of Boston and Clothier of Philadelphia, the two players ranking first in the national tournament this summer, have each played seven successive years in the national meets before winning the places they now hold. In addition to several years of practice before they attempted to play in such company, the new player should therefore work courageously and perseveringly, always working intelligently to improve his style of play, but not expecting to master the game in a season. The impatience of the typical American and his insistence upon reaching the goal at a single bound is no doubt responsible for the lack of steadiness of American players as compared with the British, and consequent loss of games through 'straighten' playing, notwithstanding a more brilliant game in many respects.

It would be a mistake to close this chapter with our mention of one lesson to be learned by a survey of the history of the game, namely, the fact that tennis, from its beginning back in the days of chivalry down to the present, has been characterized by good will and courtesy among its devotees. No game in which Anglo-Saxon people have competed so vigorously has such a traditional politeness consideration for partners and opponents as tennis. Many a man who will in a baseball game note an accidental injury of an opponent with a chuckle of satisfaction, will in a tennis match politely express his regret at a much smaller accident and ask his unfortunate adversary to play the point again. This is a tradition of the game that is too worth preserving, and one which no wise detracts from the keenness of the rivalry nor the determination to win. It throws into the same a spirit of fairness and sportsmanship that is growing in football and should be cultivated as well in base ball and field sports.
of reach of the opponents. All later experience has only emphasized the importance of this point. Players also learned to place balls alternately on one side of a single opponent and on the other, so as to keep him running. A still later development consists in placing the ball alternately near the net and far back.

About 1880 a style of play known as “back court play,” came into prominence in England. In this the player takes the ball at the top of its bound and drives it swiftly close to the top of the net, using just enough force to make it fall near the back line. The back court style was first mastered by a player named Lawford, who invented a stroke which has made his name famous in the history of tennis and gave him easy victory over all competitors for three or four years. The Lawford stroke is used only upon a ball coming a little to one side of the player and about knee high. The arm and racket extend downward in a straight line from the shoulder, and the ball is struck directly forward by a full arm swing so as just to miss the top of the net and with enough force to send it far beyond the court. Then, while the racket is still in contact with the ball, the arm and racket are drawn suddenly upward. This gives the ball a rapid spin forward on a horizontal axis, resulting in its making a sudden drop curve, so that it strikes well within bounds. This stroke is not easy to acquire, but when mastered it is one of the most effective and showy strokes known to the game.

The back court style of play carried everything before it for several years, and then the brothers Renshaw introduced some innovations which made them winners over the players of the Lawford type. The Renshaws were the first to stand near the net and “volley” the returns, “volley” meaning to strike the ball before it has reached the ground. By using this style of play opportuneely and keeping strong mastery of the back court game also, these players readily vanquished all comers of the old school. The Renshaws also modified the famous Lawford stroke, giving the equally famous and far more useful “Renshaw stroke”. This consists in lifting the racket during the time of contact with the ball in any stroke whatever, giving a drop curve in all cases. From their position near the net the Renshaws developed the terrific driving of easy high balls which has been known ever since as the “swash”. The Renshaws remained the undisputed champions of tennis for nearly a decade, when they retired without being beaten.

During this time men playing the double game placed themselves in two different ways. Those following the back court style of play exclusively always stood side by side on the back line or near it, and each was held responsible for all balls coming into his side of the court. With the advent of volleying and net play it became customary for one partner to play at the net while the other remained back, each trying to cover the whole width of the court. The latter way of taking positions in the double game has since become almost universal, although another plan was found soon after to be superior.

It was inevitable that something should soon be invented with which to oppose the volley from close to the net, which was at first so invincible. The back court men found the best play for this purpose in the “lob”. The “lob” is a simple toss of the ball over the head of the net player. To be most effective it must be only a little higher than he can reach, so that it will fall and bound before he has time to run back for it. By this kind of tactics the work of the net player was made more difficult, and as a means of meeting this particular play it became the custom among English players at about 1885 to volley from just behind the service line—a point at least six feet farther back than the habitual position of the Renshaw brothers. The change of position did not prove successful, for by a skillful use of the Lawford stroke a back court man could drop the balls so near the ground at that distance from the net that the opponent could neither volley them successfully nor take them on the bound. As a result the exclusively back court style became again the prevailing one in England, and it was said that the net game had seen its day. It remained for a group of American experts to show them otherwise.

During the first twenty years of the development of lawn tennis American players went to England at regular intervals to try a hand in the English tournaments, but none of them fared better than third or fourth class. The next few years after 1895 showed a decided change in favor of the Americans. The English players still adhered closely to the back court style and were superior in accuracy of stroke, while the Americans did more volleying from near the net and excelled in strategy. When the Englishmen did come in to volley they stood on or behind the service line. Besides the strong net play the Americans used two particular strokes with telling effect: first, a very swift and hard twisting service, and second, a very high “lob” which was also “cut” so as to make it bound irregularly. In doubles the Americans came up to the net for volleying side by side, thus more easily covering the width of the court than their opponents, who played one man at the net and the other on the back line. Through several seasons the American player won. In 1902, Larned, an Amer-
Lawn Tennis

By Professor W. P. Bowen, Michigan State Normal College

Lawn tennis is again coming into favor, and the second wave of popularity reaches far to exceed the first, which struck the middle west about twenty years ago. The general public interest in tennis games is now far greater than it was then, while our colleges, schools and public playgrounds are now spreading the knowledge of such sports and recreations more rapidly and effectively than ever, owing perhaps to the improvement in equipment. Tennis deserves to be popular, for there is probably no game which is so fascinating and which at the same time so well meets the needs of physical exercise for people of both sexes and all ages.

In these days of indoor work and minute specialization we are all coming to appreciate the importance of brisk exercise in the open air, and for this purpose tennis certainly has no superior. The pure air and bright sunshine add to a little outside pleasure of the game, while the quiet and unobtrusive nature grants the court bighs in which the great muscle groups of the body, stimulating the lungs to take in great draughts of air and sending the blood, as one player said, "tingling clear to your finger tips."

An important source of enjoyment in tennis is the conscious improvement in skill. First there is skill in handling the racket and controlling the movement of the ball, and second, skill in placing the ball so as to be ready to take the most easily the ball sent by the opponents. This may be spoken of as the artistic element in tennis, for the opportunities for improvement are so many and the possibilities so great that the word "art" is not misused in speaking of the marvelous development of skillful players. One can learn how to make good plays by watching experienced players, and the improvement is most rapid when the player is "taught" by a competent person. Of course the final test of the excellence of one's playing is his ability to win games, but it often happens that a player must choose between winning as many games as possible every day by blind and haphazard winning, or sacrifice himself in order to acquire a superior style at which he will not succeed as well at first.

The better one can play, the more enjoyment he can get out of it; and since no one can become the last type of player without profitting by the experience of former players, a brief account of the development of the game cannot fail to be of use to anyone who wishes to become a good player.

The original game of tennis was played in Italy and France in the Middle Ages, and was introduced into England in the 12th century. This game soon developed along two distinct lines: first a game for the nobility, played indoors, and a game of the common people, played outdoors. The game was called in French "le jeu de paume," or "the palm game," from the use of the open hand in striking the ball. Soon the hand was strengthened by a leather thong laced between the fingers, till a glove was used, afterwards laced across, with a thong and then stiffened with pieces of wood. Thus the racket was developed. The game of common people was kept up for two or three centuries and then disappeared, except in a few stretches of France, where it is still to be seen. The indoor game was developed into a very elaborate affair, with separate buildings of special plan and exceedingly complex rules of play. Several Kings of England and France were expert players of this game three centuries ago. Court tennis, as it is called, is still played in a few places in Europe by a few people of means and leisure.

The modern game of lawn tennis dates from 1874 when Major Wingate, a British officer living in Wales, attempted a modified form of the old indoor game on his lawn. The attempt was so successful that the plan was taken up by the All-England Croquet Club and some courts laid out on their cricket grounds, at Wimbledon. The next year, 1875, Dr. Dwight brought an American from England to America and began using it on his lawn at Newport, Rhode Island. From that time the game spread rapidly, and is now played extensively not only in Great Britain and America but on the continent of Europe and elsewhere. As evidence of the wide use of the game it has been recently stated that some Towns and Cities claim to have the finest courts in the world, and in Japan the game has reached so high a stage that a young man from that country bas during last month won high honors in an intercollegiate tournament in Philadelphia.

Few of those who took up lawn tennis in the 70's had been trained in the old game of court tennis, and the first season or two gave them little experience that is of much value to us; but it was not long before some general lessons were learned and certain well marked styles of play soon became popular. One of the first points learned was the value of "placing," that is, properly sending the ball to some particular part of the court out
COACH DON LAWRENCE
clusively with what he can see, hear, taste, smell or touch.

It is possible to continue this almost purely objective and presentative method of instruction too long; in some elementary schools this is done and the pupils suffer the unfortunate consequences when they are compelled to face the requirements of more advanced grades, in which they must deal with material of instruction which can not be presented to the senses, but can only be mentally imaged or represented. The pupil is required to grasp not things but psychical representations of things. The order of procedure now is: (1), the presentation of words or other signs or symbols of things, addressed usually to the eye or ear; (2), the production of mental representations of objects, acts, or ideas of which the words are signs. The facility with which this will be done is determined by the character of the associations formed in the first stages of progress; (3), the expression or description by the pupil, through words, or acts of some sort, of the representations, images, or ideas which have been suggested to him by the words or other signs addressed to his senses or to his understanding. This series of processes was commenced, in an imperfect fashion, in the nursery as soon as objects and their verbal signs had been pretty well learned and associated, so that either suggested the other. The work has been going on ever since, to some extent, but almost, if not quite, unconsciously on the part of the child. Hitherto it has been of only subordinate importance; now it is of equal or greater importance than the objective and observing work; a little further on in the pupil's progress it will be of supreme importance.

These representative processes become important and prominent when the child begins to use books, or to read from the blackboard, or from printed cards. Obviously a book should not be put into the hands of a child until he has acquired a considerable vocabulary of written and printed words, has thoroughly associated these with whatever they represent, and also with their spoken correlatives. When he reads aloud from a book he merely translates the printed sign into the vocal sign, and the correctness of his mental representations can only be inferred from his tones, accents, emphasis, and pauses. When he reproduces or repeats in his own language what he has heard or read silently, the correctness of his images and ideas can be determined much more satisfactorily. Indeed expression in one's own language is the only sure test of the content of the mind. In the case of young children however, considerable allowance must be made for their limited vocabulary, and also for the fact, not already kept in mind, that the content of words is much less to a child than to the teacher.

It should be remembered that modes of expression are not confined to words, tones, accents, and emphasis. In many cases expression must be by physical movements. Drawing is a mode of expression which should have early and continued cultivation, at first from objects present, but later from memory as a test of the development of the representative power. Allowance must be made for the lack of mechanical skill in children, as this can be secured only by much practice. So far we have only considered the period of childhood.
formalism, provision should be made for the performance of actions which embody ideas of courtesy, kindness, charity, truthfulness and others of desirable character. If conduct occurs, as it will occasionally in school, which renders concrete human qualities of an opposite and undesirable nature, these should be so analyzed as to make their evil and antisocial character distinctly visible. The concrete in conduct, when studied in a natural and familiar way, without too obvious personal application, tends to develop the best in child nature, and to the formation of habits of right thinking and of good conduct. The teaching processes are the same in this case as in dealing with the concrete in material objects. The same associations of signs and things signified and of spoken and written signs are made. Essentially the same order of procedure will apply to all the instructions in the primary grades, although no studied efforts should be made to fashion every lesson after exactly the same pattern. Fundamental principles and general laws are unchanging; their application must vary with conditions and with the immediate purpose in view.

The concrete of the child embraces much more than the full lessons upon objects and upon conduct presented in the schoolroom. These are only examples of the learning and teaching going on day by day constantly during the period of childhood. The environment is his concrete. By the use of material drawn from this, the child and the teacher meet on familiar ground. There is no great gulf between the home and the school. The school continues the work of the home, but enlarges it and puts something more of system into it.

Much which pupils should learn of their environment and of material things cannot be brought into the school. If things will not come and cannot be brought to us, we must go to them when this is practicable.

Many lessons can be best taught and learned outdoors; none can be learned only there. Nature study, so called, must be largely an outdoor study. Wherever possible a "school garden" should be provided and the cultivation of flowers and vegetables should be learned. Such a garden will furnish opportunity for healthful exercise and the best of physical training. It can also be made to develop a taste for both the beautiful and the useful; it will be a constant source of genuine pleasure and will help to create habits of industry, order and neatness.

PICTURES AND DESCRIPTIONS.

When natural objects can not be brought into the school nor visited, a sketch of the object drawn by the teacher on the blackboard in the presence of the class is the best substitute. It is better that the drawing should be in the presence of the class rather than before the class is called. The reason for this is obvious.

If such drawing cannot be done by the teacher the next best thing is a good picture, hung before the class or smaller pictures which can be studied by pupils at their desks. Pictures, however, are of small value unless children are personally familiar with real things similar to those represented by the pictures. Descriptions read from books or given orally by the teacher, will be of value only when pupils, through previous knowledge, have some good basis for comparison. Children listen to such descriptions with real or apparent interest. If the teacher is an adept in giving life to the description. But the ideas which they gather are often amazingly curious. The liveliest representations by the teacher can never suffice or render unnecessary the child's observations; he himself must see and hear, must observe with his senses, the things the perception of which he is to share.

THE HIGHEST PURPOSE.

The highest purpose of this early concrete teaching is not simply to interest the child and to give him a little knowledge of a few things, even though so much is worth while, but to cultivate and train the observing powers, to create a habit of observation, and to develop a genuine love for nature. Not a few men and women go through life having eyes but seeing not, and having ears but hearing not. They may live in the midst of beauty without the capacity of enjoying it. Three points are to be considered in the observing habit, accuracy, order, and a fair degree of rationality. The first two must precede the third. The child is a natural observer, but he has to be taught some order in his observations, and also to distinguish the essential from the accidental and non-essential. It is, of course, understood that acquisition of language shall keep pace with the acquisition of knowledge, and that pupils shall have abundant opportunity for practice in describing, first orally and later in writing.

SECOND STAGE REPRESENTATIVES.

No sharp lines can be drawn between the successive steps of the child's development either physically or mentally, but the most characteristic features can be noted and separately considered to a considerable extent. During the first stage, the one just discussed. everything is concrete and objective. The material of instruction is presented directly to the senses; the mental notions formed are perceptions. The pupil deals almost ex.
Some Functions of a Teacher

From an Unpublished Chapter by Prof. Daniel Putnam, M.S. N.C.

In determining the work of the teacher and the form which this work shall take, we assume that the processes of teaching are conditioned by the processes of learning, and that, consequently, the work of the teacher in dealing with the pupil is conditioned by what the pupil does, or attempts to do spontaneously for himself before any teacher has anything to do with him.

Under appropriate conditions the child learns by the spontaneous impulse of his innate self-activity. No external compulsion is needed. The activity which results in the development of power and in the acquisition of knowledge is excited by the mere presence of educative material adapted to his stage of progress. Learning is as natural as eating. The mental appetite is as strong as the physical in the normal child.

Assuming this to be true, the chief function of the teacher, so far as teaching is concerned, is to create or arrange consciously and purposely conditions which will excite and give right direction to the learners’ self-activity. The conditions can be readily discovered by a careful study of the child’s nature, and by observing the conditions under which the native self-activity is aroused without the intervention of any external authority or agent.

Under the term conditions everything is included which properly belongs in the schoolroom and in the class, matter to be studied, material for illustrations, means of all sorts for the productive working on the part both of pupils and teachers, all necessary conveniences and appliances, indeed everything which can contribute to physical and mental health and vigor. Many of these conditions will be different in different grades of a school and in different schools.

The definition of teaching here given is, in substance, the same as that adopted by several other writers:

"Teaching is the presentation of conditions for educative effort; teaching consists in the presentation of the conditions for the exercise of judgment."—F. W. Parker.

"Teaching is the occasioning of those mental activities in the pupil that result in knowledge and in increased power to know."—E. E. White.

Not a little unnecessary energy has been wasted in discussion as to what teaching is, or is not. Much of the discussion has been little more than quibbling about words. For example we are gravely informed that “telling” is not teaching. This statement may be true or it may be false. Some things have to be told, if the teacher knows them and the learner does not. How can children learn the names of objects, or processes, or qualities unless they are told? Telling is sometimes absolutely necessary, and sometimes, when not absolutely necessary, it saves time and effort.

Telling is teaching when it is the most direct method of exciting the self-activity of the learner; it is not teacher teaching when it hinders or prevents this activity. Illustrations of this sort of trifling might easily be multiplied. It is not evidence of profound thinking or broad culture to magnify trifles, or to quibble about forms of expression when there is no danger of mistake as to meaning.

From these general statements as to the processes of teaching and the functions of the teacher we are prepared for more specific and detailed consideration of the conditions which the teacher is to create and the incitements which he should use in his work. These must differ, as already intimated, to a considerable extent, in order to adapt them to the various stages of development in which pupils are found. It will contribute to cleanliness and will render our study of more practical value if we take up the leading successive periods of school life in turn. Some repetition will probably result from this method, but the obvious advantages will make this endurable.

FIRST PERIOD—CHILDHOOD.

The most obvious characteristic of this period is that the learning and teaching make use of the concrete. The child begins his learning by means of real objects and acts in his environment. The material of all his early lessons will be selected from near at hand. The order of procedure is obvious. (1) the object or act is presented in an appropriate manner; (2) the facts, ideas, qualities, concrete in it, are made evident by examination and analysis; (3) the words which name these ideas, qualities, facts are taught as needed. The words, being signs, are associated with each other as well as with that which they signify. The child has taken all these steps before entering school unconsciously under the impulse of his own self-activity. At this stage the concrete in conduct, in acts, is, if possible, of greater importance for the right development of the pupil, than the concrete in material things, since it embraces the humanistic elements of social life, cultivates the emotional nature, and brings out the germs of real altruism. Without noticeable
this kind. The mind should be reached through both the eye and the ear. The term is easier for the child. Problems may be solved at sight from either book or board. More often, however, they should be dictated (and but once) by the teacher. In this exercise the entire class or division should participate, each pupil writing the result in a limited time. When problems are solved orally and analyzed, the reciting division should be very small, for it is the exceptional teacher who can hold the attention but stimulate the mental activity of many pupils in such an exercise.

It is often well to allow pupils to prepare and dictate original problems for oral solution.

The "rules" should invariably follow the development of discovery of a process, rather than precede it as in the general custom in many schools even today. Learning and repeating rules have ordinarily but little value. When a process has become perfectly familiar or has been simplified by the pupil, a formulation of a succinct statement thereof will be an excellent language lesson, but solving problems by rule is not arithmetic.

So, too, the learning of definitions should be postponed until the object of thought has been fully presented, is thoroughly comprehended, and has been used in practice. These should be no hesitations on the part of the teacher in the use of technical, mathematical terms. Children learn the names of things used in arithmetic just as they learn the names of countless objects in the world about them.

The solution and analysis of problems will have a real educational value if based upon correct principles. The custom of solving problems by formula or rule relieves the student from the necessity of thinking or analyzing, and simply gives practice in figuring. So, too, the page of problems with an identical form of solution does little to invite thought or to develop power. A problem should give the student something to think about and should suitably task his powers. It should first of all be thoroughly understood. It should be thoughtfully analyzed so that a correct notion may be formed of "what is given," "what is required," and "their relations." This will lead to the discovery of "what is to be done." A statement of all the work to be performed should then be made and the resulting equation solved by the shortest process.

The study of a problem will often show that its conditions, or the relation of its numbers, are such as to make its solution a matter of simple mental calculation.

At the end of the course, fundamental principles should be thoroughly understood, habits of accuracy fixed, and readiness and speed in ordinary computations attained. Power to state a problem clearly, to analyze it logically, to choose its best solution, and to solve it by the shortest method should have been acquired.

Remember, then, that we have not taught arithmetic when we have loaded the memory with rules, and have taught the pupil to solve by "rule solutions" pages of problems as classified that all of a certain class of case are solved by the same mechanical form. What Spencer has said about rule teaching in general is particularly applicable to arithmetic: "General truths to be of use and permanent use, must be named... whilst rules lying isolated in the mind—not joined to its other contents as on growths from them—are continually forgotten, the principles which those rules express perish and become, when once reached by the understanding, enduring possessions. While the rule-taught youth is at sea when beyond his rules, the youth instructed in principles solves a new case as readily, as an old one."

This is the first of a series of articles which will appear in the Nova this year. As Professor Stone makes frequent reference in this article in the others which are to follow, we suggest that this number be kept for handy reference.—Editor.
1

GENERAL SUGGESTIONS

The successful teaching of any subject depends upon a thorough knowledge of the subject, and an understanding of the laws of mental growth. This knowledge together with a well defined notion of the purpose of the study—its place in the education or development of the child—forms the basis of all method.

In teaching any subject the following fundamental principles should be borne in mind:—

(a) The ability and needs of the learner must control the matter and method of all teaching.

(b) The powers of mind should be exercised in a natural order. Observation precedes reasoning; the concrete comes before the abstract; facts before principles or definitions; processes before rules; from the particular we proceed to the general; from the simple to the complex; from the known to the unknown.

(c) The mind acquires knowledge only by its own activity. The degree in which this activity is awakened is a measure of the teacher's success.

(d) Teaching should develop mental power rather than merely load the memory with facts. Power abides; facts are forgotten.

Each school exercise should have some fixed definite aim. Each lesson should be planned in detail, its aim should be clearly defined in the teacher's mind, and pursued until the point is made and the object attained.

The aim in arithmetic should be two-fold:—

(1) To give a practical knowledge of the subject and to develop skill in the use of numbers.

(2) To discipline the mind in right thinking—in analysis, comparison, and judgment,—in logical reasoning.

While the general aim in teaching arithmetic is both practical and disciplinary, the practical and disciplinary elements may not be of equal importance in a given year or in a given lesson. The first phase of the subject—to give a knowledge of the subject and skill in the use of numbers—should be made more prominent in the earlier years, and the second phase should be emphasized as pupils mature. It is, however, difficult and undesirable if not impossible, wholly to separate what is disciplinary. In the process of instruction from what is practical, for even in the presentation of the simplest forms of knowledge, right methods and the application of sound pedagogical principles will train the observation, the attention, the imagination, the memory, and the reason. The teacher of arithmetic, however, should have a clear and definite purpose in every lesson. She should know the true order of topics and the best method of presenting them, and she should adapt her teaching to the needs and attainment of her pupils.

The practical or utilitarian side of arithmetic demands that as a general knowledge of the subject is developed, the learner shall be trained to accuracy and rapidity in the use of numbers, and acquire skill to choose the best solution of a problem.

To secure accuracy at least four things are essential:—(1) Perfect familiarity with arithmetical facts; (2) a thorough acquaintance with elementary processes; (3) the formation of careful, painstaking habits; and (4) abundant practice.

Rapidity is not inconsistent with accuracy. Indeed it is a help towards it, for in rapid work the thought is concentrated upon operations to be performed to the exclusion of what is distracting and diverting. To secure rapidity, constant practice and drill are indispensable, not alone when fundamental processes are being taught, but throughout the course.

The second purpose of arithmetic—discipline in right thinking—is accomplished chiefly in two ways:—(1) by the development of each subject by induction; and (2) by the proper analysis and solution of problems.

In developing a new subject or topic the new should be so related to the old and made so simple by questions, oral problems, or concrete illustrations, as to seem but another phase of what is already known. A new notation, a new name, or a new interpretation should be the only thing taught in this way is not only learning to figure, but is also learning to think.

In general, oral work is more important than written work, and should invariably precede it in the development of every subject. In developing a new principle, the numerical work should be easy; small numbers should be used. This allows the whole thought to be placed on the reasoning process. A large number of easy examples will enforce a principle better than a few difficult ones.

Oral work constitutes a large and perhaps the most practical part of the course, hence not a school day should pass without more or less work on
hitch our wagon to a star if at the same time we get behind and help push.

But the opening of the college year is in a peculiar sense to many of you a fresh beginning—a beginning with new facilities for culture and development within your reach. This institution with its faculty of over sixty trained specialists, each anxious to assist you as he may with the full measure of his ability and attainments; a well selected library of over 25,000 volumes; its buildings and well equipped laboratories; a well appointed gymnasium; a conservatory of music that it would be hard to equal in the west; literary societies, debating clubs, the Students' Christian Associations, and all the opportunities for social contact—all these are yours, yours to use—not yours to abuse—yours to use in every way to which they may contribute to your advancement and true development, for any misuse of them—any use of them that would conflict with the rights of others—will not, in the end, and when all is taken into account, be a real benefit to you.

In a way then you are the maternal out of which noble and efficient men and women are to be made and especially well trained persons in the professions which you have chosen arc to be produced—-and this institution is the chief means to be used in bringing about this transformation—a transformation greater in its significance than any changes wrought by maternal substances in preparing them for the use of man.

In reference to one of these special facilities—the chapel hour—I wish to say a few words by way of illustration.

I have plans for making this a very happy and profitable hour. No student can afford to miss it. No other hour of the week is so valuable. It is not a substitute for a recitation period. It is not a substitute for an hour's study. It is unique in its influence—a happy blending of feeling and opportunity for a moment of gleaning, a casual word of will or wisdom, the possibility of a new acquaintance. The few moments while we gather should be filled with pleasant social converse—then the sudden silence—the brief line from poet or seer—the blending of our voices in song—the Scripture and prayer—-are incidents and opportunities that are offered in such happy combination by no other agency of the college. Again I say no student can afford to ignore such an opportunity for an hour of study, an hour of idleness or an hour of lazy comfort or rolling fand. I almost doubt the sincerity—I certainly doubt the good judgment and taste—of any one who, having come here to secure an education, shall neglect to use such an opportunity as this chapel hour offers.

I shall try to make the hour especially profitable and helpful this year.

The devotional part of the hour—limited to fifteen minutes—shall be free from sectarian bias. A brief song, a short reading of selected Scripture, a prayer, all conceived in the most liberal spirit, then some fine music. After this a few minutes of talk by oneself or some member of the faculty or some visiting friend—in every case some one who has lived much and has experience to express—the whole never to take more than forty-five minutes. This shall constitute a period full of possibility for rich culture.

Of the devotional part just a word. A school is not a church. The devotional exercises in a school are for the purpose of developing ideals of life and conduct, unifying the feeling of the school, and of directing that cultured feeling into action for the realization of these high ideals in character. To my mind the Scripture lesson should be short and carefully selected so as to exclude sectarian bias. The prayer after should be a simple recognition of the fatherhood of God and His love toward us as His children. To my mind the prayer may be the spontaneous expression of the feelings of the moment, or the recitation of a prayer that has been written and preserved—some historic prayer, perhaps. Many of the Psalms are poetical prayers. Sometimes it may be the repetition of the matchless Lord's prayer. Any or all of these, if only it or they be made the means of housing in each of us an aspiration which may be fused and interfused with the aspirations of others, so that there results in each of us a reflex influence which lifts us to higher discussions of thought and feeling than we could of ourselves independently reach; it is a rare person that cannot visit our great formulary and instinctively grasp the highest aspirations of an audience and voice it in vocal prayer.

Of equal value I count the other portion of the hour, in which some one shall speak a helpful word—some experience of life—some fact or facts of science, art or literature—something which shall find a response in each of us in larger knowledge, finer feeling, or nobler resolve.

I hope to secure some noted speakers from other places. Many of the members of our own faculty have gathered by study or travel what may well engage our time and thought. I shall myself follow as opportunity offers, the studies begun last year of men and women whom I have known in my long years as a teacher and who have influenced in important ways the process of education in this and other countries. Altogether I am sure we shall be able to compass into this weekly hour more pleasure and profit than it is possible to pack into any other hour of the week.
The Chapel Hour

Preliminary reading:
Life is a leaf of paper white
Whereon each one of us may write
His word or two, and then comes night.

"Lo, time and space enough," we cry,
"To write an epic!"—so we try.
Our nibs upon the edge, and die.

Muse not which way the pen to hold,
Luck hates the slow and loves the bold,
Soon come the darkness and the cold.

Greatly begin! though thou have time
But for a line, be that sublime,—
Not failure, but low aim, is crime.
—Lowell.

Singing by the whole school, led by a quartet,
Prof. Pease presiding. The first and last stanzas of "America."

Scripture reading: The last six verses of "The Sermon on the Mount."

Prayer: Our heavenly Father, we have met here again at the opening of still another college year. We bow our heads in reverence before Thee, asking that Thy blessing may rest upon our efforts to fit ourselves, by better education and larger culture, for more efficient service to humanity. Fill our hearts with love for the children and youth of our land, and with an earnest desire, born of this love, to learn the best ways to deal with them so as to develop what is highest and noblest in their opening lives. May we see more and more the great motives of educational purpose which run through schools, colleges and universities, and throughout the organizations of society,—that everywhere there are at work forces calculated to develop manhood and womanhood and efficiency in doing the world's work. May we ever be grateful that the work which we have chosen offers so many opportunities for us consciously to help forward the progress of the people toward intelligence and virtue and orderly and righteous living. And may we be impressed more and more with the large place which character has in this matter of teaching the young. What we are and what we do are often of more importance than what we teach. May we thus be impressed with the duty of self-culture so that we shall make the most of our opportunities to fit ourselves for usefulness in life.

Give us a new sense of our nearness to Thee.
May we understand that we have but to open our hearts to Thee and Thy love will flow into our lives, permeating our spirits as the sunshine floods the day; and that if we are ever without Thee in the world, it is because we shut Thee out, as the clouds often prevent the sunshine from reaching and warming the earth.

We ask that Thy divine care be over the homes from which these students have so recently come.
May the sacred memories of the fireside and the home be ever in their hearts, a source of comfort and strength in trial and a safeguard from temptation. In the name of Jesus Christ we ask these favors. Amen.

Singing: The first three stanzas of "Cross of Jesus."

President's Greeting: At the opening of this new college year I call your attention to these names from Susan Coolidge:

"Every day is a fresh beginning.
Every morn is the world made new,
You who are weary of sorrow and sinning,
Here is a beautiful hope for you;
A hope for me and a hope for you.

"All the past things are past and over.
The tasks are done and the tears are shed,
Yesterday's errors let yesterday cover;
Yesterday's wounds, which smarted and bled,
Are healed with the healing which right has shal.

"Yesterday now is a part of forever:
Bound up in a sheaf which God holds tight,
With glad days, and sad days, and bewildered days which never
Shall visit us more with their bloom and their light,
Their fullness of sunshine or sorrowful night.

"Let them go, since we cannot retrieve them,
Cannot undo, and cannot undo.
God in His mercy receive, forgive them!
Only the new days are our own,
Today is ours and to-day alone."

Yes, every day is a fresh beginning. We should regard it as an opportunity to throw off the incubus of our past mistakes and start anew with our aims high and our courage at flood tide. It is worth while often to repeat Lowell's famous line, "Not failure, but low aim is crime." Our ideal should always be high—in front, and above—beyond present realization. But ideals are for realization—partial realization oftentimes—but for some sort of realization always. It is worth while to
PROF. NATHAN ALBERT HARVEY, PH. D.

Professor Nathan Albert Harvey, who recently entered the Michigan educational field by becoming a member of the Normal faculty in the Department of Pedagogy, was born in Cumberland County, Illinois. The first fifteen years of his life were spent on the farm near Toledo, the county seat.

He began his career as teacher in the rural schools where he taught two winters before entering the State Normal School at Normal, Ill. After graduating from that institution he succeeded W. N. Ferris as superintendent at Pittsfield, remaining there five years. Having higher aspirations and a desire for more extensive study he entered the University of Illinois, and upon the completion of his course there, was honored with the degree of Doctor of Philosophy. In 1890, his field of labor was transferred from his native state to the Kansas City schools, where for six years he devoted the greater part of his time to the teaching of zoology. The following four years were spent in the new normal school at Superior, Wisconsin, where he organized the laboratories in the science department and was instructor in physics and chemistry. Dr. Harvey's wide experience in the public schools and his thorough acquaintance with normal school methods fitted him especially for the work of training teachers.

The next event in his professional career was one of exceptional importance. He was called, four years ago, to fill the position of Head of the Department of Science in the Chicago Normal School of which Dr. Arnold Tompkins was president. A year later Dr. Harvey was made vice-president of the institution and at the same time chief critic in the training department. He became director of the normal extension work throughout the city, the following year, and also taught psychology in the extension classes; but the work increased so rapidly that during the past year he did no teaching, his whole time being required in directing the extension work. This made him familiar with a different aspect of normal work—that of the city.

Professor Harvey is a member of the Wisconsin Academy of Science and has only recently resigned his position as member of the Executive Board of the Chicago Academy of Science. He comes to Michigan with such scholarship and wide experience in his profession as make him one of our leading educators. Having devoted fourteen summers to institute work in the states of Illinois, Wisconsin, and Missouri, his services will be especially valuable in our state as, in connection with his work here in the college, a large share of his time will be devoted to institute work throughout Michigan.

Professor Harvey's influence in Ypsilanti is already being felt. He is deeply interested in every phase of college life, and has already acquainted himself with the various departments and organizations. He is especially interested in athletics and outdoor sports. His broad learning, his instructive and entertaining conversation, his friendly, willing disposition, and his kind, sympathetic manner make him a favorite with all whom he meets. In him the Normal College students have warm friend and Michigan's teaching profession a new power.
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