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The Normal College News, November, 1900

Eastern Michigan University

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# Normal College News

**November, 1900**

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It Is Folly!

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MRS. K. L. STONE.
OPEN-MINDEDNESS.

ALBERT LEONARD, PH. D.

It would be a waste of time to discuss in a students' paper the good of being in college, since students are so used to hearing emphasis placed upon the far-reaching influence which the college exerts in shaping habits of thought and action that they need no additional words of counsel on the subject. In these days no intelligent person questions the wisdom of taking a college course as the best possible preparation for a life of happiness and usefulness. While it must be conceded that an education, and even a high degree of culture, is possible without the help of the college course, there is but the one opinion among thoughtful people that the college can do more for the intellect and character of a young man or woman in the few years required to complete the usual course of study than any other agency in the same length of time. There is no other place in the world where it is possible for a young person to acquire clearer conceptions of those virtues which ennoble and dignify human life than in a college where right conditions prevail, and it is one of the strong features of an institution like the Michigan State Normal College that it seeks to be an institution of liberal culture as well as a school for the professional training of teachers. This is indeed the aim of all the normal schools in Michigan, and the usefulness of these institutions is to be measured by the contribution they make to the scholarship and culture of the teaching profession of the state.

But attractive as the subject is, an analysis of all that makes up the disciplinary and liberalizing influence of a college course is not the purpose of this brief article. There are, however, several elements that enter into a sound education that can not be emphasized too strongly or too often — qualities that are the distinguishing characteristics of the liberally educated man. The lack of these qualities marks an imperfectly educated man, no matter how great his knowledge in any department of learning.

One of these qualities is openness of mind and heart. It is this quality of the liberally educated man that keeps him from imposing his own limitations on the world as an infallible standard, and from condemning everybody who does not view things as he sees them. Higher education and liberal education are looked upon as synonymous terms because it is believed that the training which every real normal school or college provides, emancipates the mind from narrowness of every kind. Far better than the discipline of a course of study is that breadth and impartiality of view which liberates the mind from intolerance and prejudice, and which keeps it ever open to the truth from whatever source it comes. Learning of the right sort and open-mindedness go together, and the student who fails to acquire from his pursuit of knowledge the spirit of free and hopeful inquiry, has missed the chief good of being in college. This receptive attitude of mind, this desire to know the truth is fostered in every department of an institution of higher learning where right conditions are found.

It is, perhaps, not to much to say that for the most part, the men and women who are called to give instruction in the modern nor-
THE NORMAL COLLEGE NEWS.

ma! school and college are scholars rather than pedants; they are in any cases ten and too1 ve '' for whose society the mind must put on her highest mood,” and that which makes an institution a source of power to the world is the presence in large numbers of men and women who have this breadth of view.

The typical college or normal school professor is not only brimful of enthusiasm for knowledge, but in all his enthusiasm he seeks to impart to his students something better even than the knowledge-loving spirit. While devoting much of his time and strength to the enlargement of his own department of instruction, the college professor of today who comprehends the time end and aim of education, never disparages other fields of learning, for he never loses sight of the fact that the one supreme purpose of all the teaching is the ascertainment of truth. It is happily becoming harder and harder in these days to find in the class-rooms of our higher institutions the kind of scholars so scornfully characterized by Carlyle as germ-grinders, and it is only when the student has the misfortune to choose a normal school or college in which this liberal spirit is absent that the influence of higher education is positively harmful.

But the student is less and less in danger of being exposed in our normal schools and colleges to the narrowing influence of intolerant pedantry, because the radical changes that have taken place in our higher institutions during the past two decades or so have left little room for the mere mathematical drill-master, the recitation-hearer, or the pedagogue of roots and inflections. Now and then one discovers an institution which remains untouched by the dominant spirit of modern scholarship, but normal schools and colleges of this sort are getting scarcer each year.

While in the modern college extensive and accurate knowledge is emphasized even more than in the college of the past, this scholarship is different in spirit and aim. The grammatical language, for instance, which in the past often led the student to believe that the great writers of antiquity had no other purpose in their productions than to furnish raw material for grammatical instruction and drill, has given place to a study of the classics that aims to arouse in the student a living interest in the many-sided intellectual and social life which has found expression in the literature of Greece and Rome. Classical instruction is no longer another term for linguistic drill. It is an attempt, rather, to gain access to the most life and spirit of the authors who have best interpreted the life of the past.

A like spirit persuades other departments of the modern normal school and college. Knowledge is considered as a means to an end, and that end is to ascertain the truth and free the mind from error and prejudice. While the professor of science aims to secure precision of method as one result of his instruction, the chief stress is laid upon the cultivation of the scientific spirit. The student is taught to acquire a large mass of details in order that he may be led to think cautiously and to avoid the danger of hasty generalization. With the student who has had the scientific spirit awakened in him, unverified belief is worthless. Every statement, every hypothesis is valueless in his eyes until it is tested. He is unbiased in the formation of his judgments, and knows no motive but one, and that is exact truth. Inferences are never hastily drawn, without a sufficient basis of facts, and interest and prejudice never distort the facts as they actually exist. It is this phase of normal school and college training which makes it of inestimable value to every mind that loves the truth supremely.

But this openness to truth, this freedom from prejudice is always found in persons who have passed through the higher courses of study is not to be expected; for just as there are some minds that seem to be knowledge-proof, so there are some intellects that seem to be devoid of this truth-loving spirit. But there are on the whole only a comparatively few minds in which the training they receive in school and college does not awaken some degree of reverence for the truth, and which do not at the same time have their range of vision...
ion enlarged; and yet in spite of the liberalizing influence of the environment of a higher institution of learning, we now and then find normal school and college-bred people who set up their own narrowness as the standard for the rest of the world. They mistake their own small conceptions of the universe for a divine revelation of the truth, and have only denunciation for those who hold opposing opinions. They identify the limits of their own circumscribed horizon with the outermost bounds of the universe, and cling to untenable positions or dogmatic traditions long after the rest of the world has corrected its imperfect knowledge by the aid of a wider vision. Openness to truth, the desire to know the best that has been thought and done, is the invariable mark of that largeness of character which distinguishes the man of culture, and no greater misfortune can befall a student than to spend the years of his life which largely determine his ideals in an intellectual environment that does not value this truth-loving spirit above all else. Inability to appreciate the best in others points to a shriveled soul, and unwillingness to correct personal bias by a conscientious investigation of results established by the labors of others, points to a limited range of scholarship and a lack of liberal culture. It is in this liberalizing influence upon the mind that the true normal school and college makes its most important contribution to civilization, and the institution of learning which does not graduate large-minded men and women, not only has no reason for its existence, but works incalculable mischief to the cause of learning and culture. It is not too much to say that a school or college whose environment does not make it possible for every student to develop in the largest measure this openness to truth and the ability to appreciate what is best in the world of thought and conduct ought not to be allowed to exist, be it high school, normal school, college, or university.

This openness to truth, which should be the noblest product of a course in school or college, always produces intellectual honesty, an unflinching regard for absolute truthfulness in all intellectual matters as well as in the ordinary affairs of life. It often happens that a man may be truthful enough in the ordinary sense, and yet at the same time exhibit a woeful disregard for intellectual honesty in his zeal to defend some pet theory or preconceived idea or to break down the position of an opponent or rival. Strength of conviction is a desirable quality of mind, but when partisanship for an idea leads to a distortion or to a suppression of facts, it degenerates into intellectual dishonesty of the most reprehensible sort, and the student has gained little from his course in school or college if he has not acquired an idea of truthfulness that makes him absolutely honest in his habits of thought. Shutting the eyes to disturbing facts or suppressing all the facts except those that tell on our side, is intellectual dishonesty that can not be too severely condemned. With this class of scholars the essential facts are those which support their theory; all others are disregarded as of no consequence; and it sometimes happens that affection for a theory or hostility to views held by others, leads minds of this type to invent "facts," a form of intellectual dishonesty not less reprehensible than slandering one's neighbors; and it must be admitted that natures of this ignoble type do not hesitate to resort to this mode of "argument" when the growing popularity of a colleague is to be checked or an opponent is to be vanquished.

One of the most serious phases of this prejudice or narrow-mindedness is seen in the resentment often manifested by so-called educated people toward those who disagree with them in intellectual matters. There is perhaps no surer evidence of culture than a readiness to weigh carefully the purposes and methods of others, while that hostility to the ideas of others which degenerates into personal animosity is always found in those educated people whose early environment has lacked all the cultural influences that ennoble life. It is one of the surprising things that with some people whose intelligence is unquestioned intellectual differences becomes per-
sonal differences, while with others there seems to be a tendency to put wrong interpretations upon the motives of all who disagree with them, to say nothing about willful misrepresentation. People of this kind, however, lose sight of the fact that interpreting the motives of others is but a way of making a psychological revelation of their own minds, and it is a truism to say that he who is constantly suspecting interested or unworthy motives in others is but seeing a reflex of his own inner life, of what the Germans have so well called the *Binnen-leben*, or buried life of human beings. When this inner personal tone, this buried life, is affected by selfish ambitions or envious feelings toward others or by hostility to new ideas, one’s life becomes permeated by a general mistrust and by a feeling that “the times are out of joint.” The time spent in school or college has brought to the student little of value if he has caught nothing of that culture of “sweetness and light” which puts him in receptive and joyous frame of mind toward the world of man and the world of nature.

**CHINA AND ITS EDUCATIONAL SYSTEM.**

**MAYBELLA M. TAYAGOLD.**

CHINA is a vast empire situated in the eastern part of the world. It is about 1600 miles long and 1100 miles wide and is partially surrounded by a great wall from 20 to 30 feet high and about 1250 feet thick at the base. The empire is divided, geographically, into northern, central, and southern China. Highlands are found in the north, and in the central part are alluvial plains through which the Yang-tee-kiang and the Hoang-ho flow. The southern lands are undulating and interspersed with valleys and mountains. Grains are raised in the north, tea in the south, and sugar, rice, and silk in the central part.

The population numbers between 300 and 400 millions, averaging about 910 to the square mile. Their language is brief and inorganic—a mere aggregate of roots. That of books is very different from the spoken dialects, which are very numerous. We may compare their speech to that of the child, which utters words one after another without forming a sentence with them. Most Chinese accept the religion of Confucius, which is essentially a moral and political system which ultimately recognizes a Supreme God.

In the Chinese character we find gentle, child-like, and peaceful qualities in union with much cunning, suspicion, trickery, and immorality. They are industrious, contented, and very temperate in their habits. The personality of the individual is overshadowed by the family and the state machinery. It is oppressed also by the spirits of the dead which they must worship.

They believe mankind is divided into three distinct classes: first, those who are good without teaching; second, those who may be made good by teaching; third, those who will remain bad in spite of teaching.

They say absolute truth is simply the way of nature and he who sees this has absolute truth. Virtue is the complete possession of absolute truth by man, and by knowledge or study man attains to truth and so to virtue. So we see that the basis of morality and virtue is intellect. We can also see how closely private and political morality are related. Their whole life is controlled by their religion. The gods and ancestors are worshipped with a view to material security alone and “there is no ideal of life possible higher than prosaic, prudential Confucianism.”

The family life is first in China. All the moral, social, and political life of the nation is centered here. A superstitious regard for all past thought leads them to devote much time to ancestral worship. In this there is an idea of fear as well as of respect and affection. The dead are supposed to continue their
interest in the affairs of the family and may be reborn into them. This keeps the Chinaman always in close union with the past of his race as well as with the present.

Marriage is a sacred duty imposed upon every man. The family idea is sustained and intensified by the idea of the worship of ancestors. The thoughts of the people are strongly centered in the little circle which is composed of those nearest and dearest to them. All the daily acts of family life are guided by the Books of Rites, which is held as one of the sacred books. It contains directions for the acts of family and state and its contents are committed to memory by all who are said to be educated.

There is no other element so strong in the Chinese mind as that of formalism. While all the forms and ceremonies, which form so essential a part of their social and religious life give a permanence to all their institutions, they certainly deprive them of life and vitality.

From psychology we learn that habits of thought and action become by repetition fixed. Then we must conclude that it would be necessary for some very powerful force to intervene in order to break up the old habits and actions which have been continued so long in China.

The supreme rule of Chinese life is "To walk in trodden paths." To them there can be no new ways. The old way is the surest, safest, and best. There has been little if any progress in the real life standard of the nation since the time of Confucius.

The main thought in their religion tends to a fixedness. The Supreme Being whom they recognize is only thanked and invoked. All their religious ceremonial are but an outer cloak for a rigid and imperious system. The moral and political systems though equally rigid are similarly clothed. There is no national life, no progress, no change, no opportunity for competition. While it is very commendable to maintain a great respect and love for home life, when carried to an excess, as it is in China, it tends to give a narrow view of life and its possibilities.

The Educational System, as it now is, trains the people to walk in the same paths their fathers trod. They learn to respect the aristocracy, which practically governs them. "The chief aim and character of the system is to maintain the idea of order and state equilibrium, and to hold the family as sacred." Nothing ideal has any place in any of their complicated systems.

It may seem hard to believe that it is possible for so vast an empire of people to be satisfied with a social, religious, and political system so utterly void of all life and which we would think so monotonous. But when we remember that the idea of order is the foundation of all thought and life and that idea of reverence for the past, which is shown by the superstitious regard for all past thought, and a reverence for ancestors, which takes the form of worship and the high veneration in which family life is held, we can see more easily why things are as they are, and why no change is wrought, and no originality displayed.

"The whole aim of the higher teaching of China is in brief, mortality—the conduct of life and the art of government." The Chinese mind is not analytic. The object of the government in constructing its educational machinery was to preserve all characteristics. To satisfy the democratic instinct, under an absolute imperial system, they strove to invite the vast and varied mass of population in one common interest.

Many emperors have favored the cultivation of literary attainments, purely for their own value, however. The same rules of conduct and thought which govern the family life, exert a very great influence on the whole political life. While permanence in social and political system must never be undervalued or depreciated, yet when it is carried to such an extent as we find it here, it certainly is to be deplored. The real motive underlying any attempt toward advancement in educational lines is really for the strengthening of the one central government.

China had a consciously organized system of education long before any other Asiatic or European people. The Egyptian education.
existed before this time but it was never an organized system. No state system of schools was organized but the authorities thought that enough was done if they encouraged education by confirming the whole civil service of the country and all positions of honor to those highly educated. The board of examiners was instituted. It was an order of distinction and power into which only the most learned could hope for admission. The board organized periodical examinations for all who chose to present themselves. Only barbers and players' sons were prohibited.

Education has been general since the time of Confucius. In 1726 the Emperor stopped the examination because he said that two of the literati had slandered him and an edict passed on that occasion stated that the object of the government in supporting the literati was not to elicit skill in letters but to teach the people to recognize and obey their princes and fathers.

**EDUCATIONAL SYSTEMS.**

(a.) The external organization of the examination system.—Under the Emperor and his council we find: 1. Districts. 2. Departments. 3. Circuits. 4. Provinces. The districts are about the size of an English county. They are presided over by a civil mandarin, who is assisted by two subordinates, who are educational leaders. About six districts form a department which is presided over by a judge or prefect. Three departments form a circuit, over which is an intendant. He is the lowest official who has power over the action of the military force. A viceroy is not only at the head of the civil administration but he has general supervision. These provinces are really self-governing.

Preliminary examinations are conducted in the districts. There are two sorts of these. Those who pass the first examination go forward to an examination given once in three years. This is given by the provincial examiner. If successful, they receive a B. A. At the provincial city bachelors are offered an examination every third year. They may here receive an M. A. Before receiving B. A., they must be able to write from memory the whole of the sacred edict. For M. A., compositions in prose and verse are prescribed and themes to test the extent of scholarship.

Before the doctor's degree is conferred five questions on the history and economics of China must be answered; three themes from four books must be written on; one for a verse in composition, and lastly, one theme from each of the five classics. Very often these degrees are received by bribery.

"As early as B.C. 1115, the government examined candidates as well as officers. All were required to give proof of their acquaintance with fine arts, music, horsemanship, archery, writing, and arithmetic, and to be well versed in rites and ceremonies of public and social life."

During the next thousand years the range of subjects was largely extended. Confucianism had exerted a great influence over the people and a moral standard was regarded in the selection of the competitors. The Chinese came to think that men who were faithful in the performance of domestic and social duties were best fitted for places in public life.

In 700, A.D., graduates were arranged in three classes and officials in nine. This classification is still retained. Only those who go through the curriculum and pass the examinations can receive a state office. Many think that the institution of public service examinations is the cause of the continued duration of the Chinese nation.

As was said before, the Confucian religion has had a great influence on the entire educational system. Genuine Confucians believe that any disturbance in nature indicates something wrong in the administration of government. They never think that Providence punishes, but always that a disturbance in the natural order indicates a disturbance in the social order. They believe the Emperor to be the greatest son of heaven and he must order and govern all human institutions. Man, they believe, stands between heaven and earth to bear the burden of the moral world. He can only succeed in discharging his duties by keeping in his appointed place.
(b.) Curriculum in schools. — Generally there are three grades of instruction offered, sometimes within the one school. These grades are as follows:

Primary.—Here a great deal of memory work is done and the pupils are taught to write.

Middle.—A translation is given of the books which the Canon (claims) have been written under inspiration.

Higher.—Composition and the commentaries are studied.

The instruction given in the primary grades is altogether too abstract for the child mind to grasp. But they seem to pay no regard to the development of the thinking powers. If the pupils simply receive an abundance of valuable information, no matter how mechanically it may be acquired, the teacher is satisfied. Because of the fact that each nation is represented either by a distinct symbol or one with more than one interpretation, the memory must be carefully trained.

In the middle school there might be an opportunity for some independent work, but the master prefers to translate the work himself and the boys simply imitate him. No attempt is made in getting the meaning. When the commentaries are taken up it is so much easier to remember than to think that all depends on memory.

(c.) Method. (a.) The schoolmaster is usually a student who has failed in the examination for bachelorhip. They do not have to pass any examination and are not required to obtain special permission from the authorities. In the higher grades doctors often teach, as many of them prefer school work to public service. No school buildings are seen in China, as a rule. Most frequently the children meet in some part of the temple to receive their instruction. Not infrequently the master himself hires the rooms or the house and receives the children there. There are usually between twenty and forty pupils in the village schools. They usually hold school from sunrise to ten, and from eleven to five o'clock. The furnishings are very simple. The teacher has a table and an arm-chair for himself and each scholar must bring a writing-table and chair and furnish the necessary books, paper, India ink, and pencil for himself.

There must be a formal ceremony when the child first enters school, for this is a great occasion in the family. When he first goes to school he must first burn incense to Confucius. After this he salutes his teacher with great reverence. Daily they must bow and offer incense to a god of knowledge.

The teacher must be prepared, not only to give the necessary textbook work, but he must train pupils in good behavior and insist on their observing all the rules of decency and politeness. No rule of etiquette seems too minute to be kept in view by the Chinese, so long as it regulates the relation of one person to another.

The wealthy class support private schools for their own children. They are kept, usually, in the ancestral halls and are much better provided for than the public schools. One cannot say that it is the zeal for the elevation of the people that causes these schools to be instituted, but it is purely private interest. The rich man who by his personal effort causes a school to flourish does so with the hope of being rewarded by receiving some literary title.

(b.) Earlier stages.—No class system is found as all is individual teaching. No regular lesson is assigned and each child simply takes as long a lesson as he is able to master. In learning to write, one of the simplest symbols is given the child by the master and this is laid under the paper on which the child is to write and he traces it with his pencil. When he is able to trace well he may begin to copy.

Although they do not aim to give any special instruction in arithmetic, history, or geography, the books used in the middle school contain a good deal of information on these subjects. The method employed in teaching children to read is absolutely worthless in helping them to understand what they
read. For instance, the book is opened and the master begins to read. The pupils repeat after him, keeping their eyes on the page and following the words with their forefinger.

After one line is read it must be repeated by the children until all have learned the pronunciation of every symbol and can read the line for himself. Then they go to their seats and learn the line by heart. In this way the entire contents of the book are learned.

(c.) Textbooks. — For the majority three or four years is the extent of their school life. Those who go beyond this spend most of their time in making verses, according to the prescribed rules always, and in writing compositions, always imitating some old theme. This training is conducted by masters who have passed an examination and graduated.

No scientific spirit and no principles and methods of instruction and education as we have these. The student’s ultimate success depends wholly on his literary proficiency, reproductive powers, and his attention to unalterable rules. This positively forbids the introduction of any originality in thought or style.

In a “Treatise on the Education of Young Children” we find such maxims as these: “In teaching, a master should not go too quickly from one subject to another, and but never surprise them, still less force them. Never except several things at a time. He ought to incite, animate, and urge his pupils. He also says: “the grand art of teaching is to get the pupils to ask questions and his faults ought to be corrected without them suspecting it.”

Perhaps the poverty of results is due to the narrow range of the purpose, character, and method of them. “If the study of poetry, which is so largely encouraged, might be used to exalt the imagination and stimulate thought among the Chinese it might be of great value to them, but even where it is not highly artificial and hampered by ridiculous rules, it is prosaic and preceptive.”

The characteristic qualities of the Chinese mind have full scope in productions which demand chiefly industry, detailed accuracy, and discriminating judgment.

As a result of their training, the people love their own fancies in religion, and the moral results are exceedingly low, considering the fact that the whole energies of the nation are presumed to be set in the direction of moral and political training and the supreme virtue of prosperity. Yet a high moral result cannot be expected where instruction takes the place of training and discipline.

While the surrounding of religion, with many rites and ceremonies, tends to give it permanence, it also tends to deprive it of all life and vitality. The moral and civil relations of man can never be regulated by means of an elaborate and complicated social ritual. We may say that their social system is such that they deprive themselves of all life and animation which would be theirs if formalism were done away with. The individual is completely lost sight of in the working out of the numerous and complicated systems.

Prof. Douglass tells us that there is no country in the world where practice and profession are more widely separated than in China.
AN EXPERIMENTAL SCHOOL.

C. O. HOYT.

It was recently the writer's privilege to spend a few hours in looking over the work of the elementary school, maintained in connection with the department of philosophy of Chicago University. The school was organized by Dr. John Dewey, head of that department, and is under the immediate direction of Miss Georgia Bacon, who is assisted by one of the most thoroughly efficient corps of teachers that could be secured. Dr. Dewey shapes the general trend of the educational doctrine, and his assistants apply the test of practice.

A broad and liberal view of education leads one to see that practice must be preceded by certain principles of doctrine. This practice must conform to these principles or education is not scientific. Doctrinal principles grow out of and are conditioned by certain subsequent forces to be found in the social life. The philosopher, regarding the resent in terms of past thought is able to study the present agencies by which the young are being consciously adjusted to present conditions, whereby they may differentiate future ones and can determine as to the adequacy of such agencies to do the work demanded. If the schools are not doing this work, the changes necessary must take their initiative outside of them. The educational doctrine must first be formulated, then exemplified, confirmed, or rejected in actual practice. It appears that one such great principle, which has been a fundamental one for all time, is that which concerns man in his relations to society, as an individual. Are the schools of such a character as to fit man for society? Do they recognize his individuality? Is there a coordination of reactions such, that as a member of society, he may rise above the institution and is this desirable? A consideration of these and kindred questions and a desire to demonstrate their practibility gives rise to the necessity of a school that should be in its organization of such a character as will enable those in charge the greatest freedom in experiments and observation, and at the same time afford students an opportunity to study educational questions in the broadest manner possible. Upon a visit to Dr. Dewey's school one is impressed with the idea that it came into existence from the apprehension of such a need. It can be regarded from no other standpoint than that of a laboratory, where educational experiments are being conducted, the results of which may be carefully studied, and in time may exert an influence upon our educational system. Whatever truths he may demonstrate, it will be a long time before the public schools will incorporate them in the system, because of the vast variety of conditions existing.

One would ask, first of all, what is the aim of the school. This can be seen readily. Looking beyond the seeming contradictions, and laying aside the prejudices incident to a first visit to a school so distinctly different in organization and administration from that of the one with which the observer is familiar, he will see the attempt to work out great principles in education:

1. to place the child in a society to which he is subordinate as an individual and yet so develop his individuality that he will have self-control as well as other qualities needed to make him a strong element in this organization.

2. to provide a means for the correlation of the motor elements with the sense impressions.

The means employed for the accomplishment of this aim will be determined by and dependent upon it as they may be employed for the determining of it.

About 130 children are enrolled, which are
I should judge, from the families of well-to-do people. There seemed to be no extremes--they were all bright and intelligent--such as one would find in the average school. There are assembly rooms, but the children are divided into groups, each one of which is under a leader--one of this October appointed for that purpose. As a person enters the school for the first time there is more of the impression of a large family than that of a school. The school is at present held in a large dwelling house. In the front hall may be seen posted a schedule of classes for today. The leader of each group, large or small, ascertains the work of his group for the day, and it is his business to see that the children go to the proper room for their work. I believe that the educational process has whether it is in the shop, the kitchen, or the two sides--one psychological and one social--departments, to the kitchen, for instance, to the other or neglected without evil results.

A visit to any of these logical; and that neither can be subordinated to the other or neglected without evil results. A visit to any of these classrooms would show a group of children busily engaged following in a particular hit of work, under the direction of a teacher, perhaps a student. In this work the children are working--they are necessary in order to properly interpret the knowledge of social conditions of the present state of civilization, is necessary in order to properly interpret the knowledge of social conditions of the present state of civilization. In this work the children are working--they are necessary in order to properly interpret the knowledge of social conditions of the present state of civilization.

I believe that education, therefore, is a process of living and not a preparation of future living, and controlled in his work through the life of the community.

I believe that the discipline of the school should proceed from the life of the school as a whole and not directly from the teacher. I believe that the active side precedes the passive in the development of the child nature; that expression comes before conscious impression; that motor development precedes the sensory; that movements come before conscious sensations; I believe that conscious is essentially motor or impul.
sive; that conscious states tend to project themselves in action.

I believe that the image is the great instrument of instruction.

I believe that interests are the signs and symptoms of growing power.

I believe that the emotions are the reflex of actions.

I believe that in the ideal school we have the reconciliation of the individualistic and the institutional ideals.

I believe that the teacher is engaged not simply in the training of individuals, but in the formation of the proper social life.

WHAT IS WORTH WHILE?

Chapter IV.

Meanwhile, events were crowding thick and fast upon each other at the cottage, whither Jo had returned after the funeral that she might care for her father. The doctors had pronounced him not seriously injured and he said he was not in much pain and felt stronger; but Josephine felt sure that his recovery ought to be more rapid, and could not help worrying about him. She had suffered so much—endured so much—of late, that her heart beat faster at her father’s every look or motion and she sometimes wondered if she would ever again know the bright and care-free life of the years just past.

Thoughtful and womanly though she had always been, even as a young child, the deeper qualities in her nature (as is always the case) lay waiting some great sorrow or some great joy, to wake the dormant passion, and strength and beauty.

With her first great sorrow, the death of her mother, this deeper life awoke, and those who had never before seen the tender, motherly side of her character, maved at its depth and sweetness. As the months passed, new experiences came with meaning they could never have had before; and then Harry, in whom all her love and care had been centered, was taken, too.

Now, her father was sick, and though they hoped everything, she still felt nervous and anxious. Weeks became months and still there was no noticeable improvement. But one day, her father seemed decidedly better, and was more like himself than he had been before. Then the servants saw that, for the first time, Josephine went about with a lighter step, and smiled, “as if she meant it,” occasionally. The cloud hanging over the house seemed to be lifting and great relief was shown in the brighter faces and lighter tones of the servants as well as the mistress.

So that night they persuaded Jo to leave her father in the care of a nurse, and sleep, for even when she had spent an hour or two from her father’s bedside, her rest had been broken by the thought of her sorrow.

To her great joy, her father was still better the next morning, though he confessed that he had slept but little. The nurse said he had a slight fever but was in better every other way. On this day, the cloud not only lifted, but the sun peeped out from underneath. Again that night, Josephine was persuaded to sleep, first kissing her father a loving good night.

It was a beautiful moon-light night and as she stood in the window looking out over the placid lake and the quiet trees reflected in the silvery light, her heart was as peaceful as the scene before her. She woke once in the night and the moon was hidden under a dark cloud. The wind had risen and was moaning and wailing around the cottage. As she listened, half-fearfully, one peculiarly long and mournful wail encircled the house and was lost in the distance, and Josephine shuddered with that awe and lonesomeness which comes to us in the still watches of the night. The sound was not again repeated however and she soon fell asleep.
When she woke at last, the morning was dark and rainy but it was with a bright face and a light step that she went to her father's rooms, for she had forgotten the night's experience and remembered only the beautiful evening. The nurse met her at the door with a smile and repeated a quiet night. "He was a little restless the first part of the night but has slept ever since twelve o'clock. He ought to have his medicine now, so if you will wake him, I will prepare it and then go to rest myself." 

Still shivering, Jo went over to the bed and touched her lips to his forehead. But she drew suddenly back and stood as if turned to stone, for her father's face was as cold as ice, and he had not wakened. Slowly the truth dawned upon her, and remembering the night's awakening and that of the morning she wondered if they were typical of her life.

Only an artist could successfully portray the next few days in her life, with their sickness of heart and mind, their anguish of soul. As in a horrible dream, she saw the last rite performed and at last, with mind and body almost crushed under the weight of their sorrows, she went back to her cottage home and for weeks in those associations, lived only in the memory of the past. Then one day she came across those stirring words of Longfellow's—

"Let the dead Past bury its dead!  
Act,—act in the Living Present! 
Heart within, and God o'erhead!"

And they came to her with a new force. She began to betheink herself as to its application to her.

Though it was hard to put the grief away—for it is so much easier to be selfish about those things—she conquered, and determined not to give way to it again. Then the next question was: "What shall I do?" The remembrance of a remark of her father's gave her a suggestion. After his wife's death, Mr. Allerton had often made a confidant and adviser of Josephine and had once said laughingly that she would make an excellent business man.

To be sure, her father's lawyers were entirely trustworthy but she somehow felt that her father would have liked this best.

So she wrote to the firm, stating her intention and requesting that they send someone to explain to her the business—to show her the papers—and put her into possession of all the facts regarding them.

Thus it came about that one bright September morning, Paul Verleigh was called into the private office of the firm, and told rapidly and concisely the main facts about the estate of the rich Mr. Allerton who had recently died, and told also of his errand to the daughter. The papers were all given him with instruction to read them over on the train. He was to stay as long a time as was necessary to give her a full understanding of the extensive business in all its detail.

He thought as they mentioned the town of M—that it was rather a strange thing to be sent where he and Stevenson had spent that week and where so much had happened, but he had to make so much haste in order to catch his train that he had no more time to think about it. A carriage met him at the dock—he had come by boat the last part of the way—and he was taken rapidly over the road which he had traversed so slowly a few months before. As they neared the cottage, he thought, "How strange that I am going to the very same house, too! Miss Allerton must room here now. Hope she is happier than that other girl was."

But when he went into the bantam, his surprise reached its utmost and he wondered if he was dreaming, for across the room to meet him came a figure that he knew—a lady, tall and slender, gowned all in black, the pallor of her face made more noticeable by her black hair and the darkness and depth of her eyes. She was not beautiful so far as features, but only in the expression of deep and womanly earnestness, veiled now by a mist of tender pathos—a high and holy purpose shining through her tears.

Ah, yes! he had seen that figure before. The first time, as a flash of lightning had revealed it struggling with the storm; again, as she held her dying brother in her arms and prayed him not to leave her; and yet again as,
all firmness and composure, she assisted the surgeons to care for her father.

So surprised was he now, that he could not find a word to say, but stood waiting for her to speak. What, then, must have been her emotion, at seeing him who had been so closely connected with the tragedy of her life! Hastily controlling herself, she held out her hand with a welcome as gracious as quivering lips could frame, and sent for a servant to show him his room. He succeeded in expressing his sympathy, though falteringly, and followed the servant up stairs.

For a long time he could think of nothing but her, and the strange coincidence by which they had again met. Then he thought of Stevenson and his behavior, and mentally remarked: "Wonder what Harold will say when I tell him that his rustic fisherman's daughter is Miss Allerton of Chicago? A millionaire's daughter, too. Wonder if he would have been quite so sarcastic and ungallant had he known? For, talk as he may of "common life", "social rights", and "quality of the masses", I know that he bows deeply to Miss Allerton of Chicago, while he barely nods to Jo Allerton of M.—"

His first thought was to tell Stevenson on reaching home and then enjoy watching his expression as he learned of his mistake; but somehow that did not seem to be just the thing so he decided to leave Stevenson to find it out for himself, half hoping, as he found to his surprise, that the professor never would find it out.

As it was nearly lunch time when he went down, business was postponed until afterward when they adjourned to the library and commenced work. Everleigh spread out the papers and with manuscripts and maps all about him, was explaining all, in the clear and lucid manner of which he was a master, when the servant knocked and announced that a gentleman wished to see Miss Allerton.

"Did he not send up a name, John?" said she.

"No, ma'am. He said he wanted to see you a few minutes if you were at home to callers."

"Very well, show him in here John."

"Yes, ma'am," and John departed.

"I am sorry, Mr. Everleigh," she said, turning to Paul. "This will break up our talk for a moment. But he will not stay long, and then we can go on."

So he remained, and in a moment John's step was heard on the stairs followed by another. Paul had just time for one passing wonder as to who this caller could be when the door opened, and in walked Harold Stevenson.

**Chapter V.**

The young men looked at one another in surprised embarrassment, but Miss Allerton, with a few pleasant remarks, put both men at their ease. However, the conversation soon turned to the customary line of small talk and Paul, finding it growing dull, wandered out into the garden, leaving the pleasant little library to Jo and Harold, in whose minds, while their lips uttered the most commonplace remarks, there were thoughts on which was hinged the life destiny of each.

The young man's mind looked back over the time which had elapsed since he had seen the notice of Harry's death. During these few months, he had striven to ingratiate himself with this girl because her father had riches. Now the father was gone and he admitted to himself that it was with visions of bank notes before his mind, that he still continued his calls. Mingled with his thoughts of self interest, there was a feeling of real admiration. Jo's sorrows had brought the latent possibilities of her character into view. A few months before, she had been a girl, now she was a woman, and he thought: "a ducally attractive woman, too. How well black sets off her complexion! What resignation and lofty thought lies in her eyes! An heiress of a million! Where could I look for a better companion?" Something in the face before him impressed him with a belief that she longed for sympathy and felt lost in the
lonely wilderness of sorrow. What had he to offer her to make her life richer and sweeter? Nothing but the cold, insensible, lifeless lover of position and power, but it seemed to him all sufficient.

Before the girl's mind there passed a series of pictures, some colored by the golden light of resignation and hope, but all softened and refined by shadows of disappointment and sorrow. Her mind traveled back to a tent pitched on a hench and then to her dying brother's bedside. "Mr. Stevenson formed an element of each scene but suffering had made her almost insensible to his presence. Only dimly she recognized his heartless manner and voice. The outline of these scenes was not strong enough to clutch thoughts which persisted in presenting themselves again and again, there came to her mind words which Harold had uttered a short time before her father's death. She knew the truth was coming when he would ask her to become his wife. How little this knowledge had meant to her while she still had the love and sympathy of her father! But her life had become a tragedy and her sorrow touched everything about her with a darker but deeper and richer tint. Her heart longed for sympathy, for someone that she might love. In a whirl of cousinly thoughts of her intended charity of business complexities, of all her hopes and plans for the future, there was a sickening thought of her loneliness, her weakness, her inability to make her life complete without another head and another heart. If today she were asked to decide the question, what would her answer be? Should she accept his offer? Should she place her wealth in his hands and sacrifice at the altar of selfishness her plans and hopes for doing her little share in the regeneration of the world? "But, after all," she asked herself, "is it selfishness? Is it not right that I should have this love for which my heart so eagerly longs?"

At last Harold rose to go and Josephine offered her hand in farewell. He held it for a moment, saying in a firm but low voice, "Miss Allerton, you are left alone in the world. A large fortune has been placed in your hands. You need a friend, someone to look after your business and yourself. May I be that friend?"

Instantly the girl released her hand but she trembled violently and her head grew dizzy as the force of his words flashed across her mind. Only two sentences did she remember: "A large fortune has been placed in your hands. Will you be my wife?" But they were enough for she understood. Coupled with them as a voice from the grave, her father's words seemed to ring in her ears as they had when on his death bed. With a clearer vision than that of his daughter, he had divined the motive of Harold's calls: "My child, little girl, lest he loves my money better than my daughter."

With a silent prayer to God, she stepped back and said in a voice shaken by her confounding emotions: "No, Never!" And old smiled in the gracious way that had touched so many hearts and said: "I am sorry you have so decided. It is a great responsibility to decide the life destiny of two beings in a moment of time and I shall not consider this as final."
an answering smile as he said aloud: "Loving little Dorothy, little wife, we will be more happy working for each other than living in idle luxury with a million."

A short time later, Paul Everleigh re-entered the room, and found Josephine alone. Her self possession had returned and the hand that lifted the lawyer's documents was as steady as it was an hour before. As far as she was concerned, the question was settled. Her business and her efforts to do good must take the place of the love and sympathy for which she craved.

Chapter VI.

Upon resuming his task, Paul soon found that some very important papers were missing. Search failing to disclose their whereabouts, he came to the conclusion that he had left them in the safe in his office. "Well," said he, "we can do nothing more without those papers. I shall be obliged to return to the city and bring them back tomorrow."

"But, Mr. Everleigh, the last boat into the city went at four o'clock, and it is now nearly five, and it is five miles to the station; why not telephone to the firm and have them sent tomorrow? Besides, I should be pleased to have you remain here again tonight, for I wish to ask your advice about a project which I have in mind."

Accordingly, the telephone message was sent. and after dinner, the September evening being chilly, they drew their chairs up to the glowing fireplace and Josephine unfolded to the young lawyer, her plans for the building of a children's hospital. Then followed a long discussion concerning the site and probable cost of the large building which Jo hoped to see erected upon one of Chicago's beautiful avenues.

"I have thought of this a great deal since Harry's death," said Josephine. "It shall be my pleasure to help alleviate the sufferings of the poor children in that great city. I feel that God has given me wealth simply in trust and that it is my duty to use it in making others happy."

"I believe you are right," Paul answered. "and I believe that the possession of great wealth or many talents makes our responsibility the greater. God requires more from us who have had the benefit of the nineteenth century civilization than from the people who lived two or three centuries ago."

"Yes, I think so too," Jo said. "Prof. Smith used to tell us that at Newgate, but somehow, though I believed it then, I never felt or understood it till after my great affliction. I never thought much about my responsibility in the world. I have wondered lately how I could have been so thoughtless and careless in the old college days."

"We are all inclined to be thoughtless until some great awakening comes. Yours comes in the form of a great sorrow which left you with a more tender sympathy than you had before. Pardon my speaking in this way to you, Miss Allerton, but I am also deeply interested in the condition of the poor of our city, and though I'm not wealthy, I wish to aid you in whatever way I can."

"Thank you, Mr. Everleigh, you have shown your kindness and sympathy to me when I most needed them and now I shall not hesitate to ask for your assistance in my new field of labor."

At that moment they were both surprised to hear the clock on the mantel chime ten, and after a kind good night, Paul went up to his room. After seeing that everything was in order for the night, Josephine retired to her room. As she stood before the glass, brushing her long wavy hair, she thought of the conversation that had just taken place. Then with a start, she thought of Harold Stevenson and mentally compared him to Paul Everleigh. She recalled the conduct of each on the night of Harry's death, when Paul had been kind and helpful, and Harold, sarcastic and heartless. She sighed and said to herself: "If Prof. Stevenson possessed the real manliness that I am quite certain Mr. Everleigh has, my answer today might have been quite different.

Paul went to bed thinking of Dorothy and
comparing her with the woman he had just left. Dorothy's face, pure, sweet, and child-like seemed to smile upon him from the darkness. Then he thought of the long but useful life which Josephine had mapped out for herself, and for a time Dorothy was forgotten and he was lost in admiration for the peerless woman whose earnest desire was to live for others. "Yes," he thought, "My little Dorothy, there is a great contrast between your loving, clinging little self and the tall, strong, and independent Miss Allerton. I wonder what Stevcnson wanted here today. He acted mighty sheepish. I'll bet he asked Miss Allerton to marry him. I hope she refused him for he isn't worthy of her, and wants her money more than he does her. And if I'm not mistaken, she has penetration enough to see it." Then he fell asleep dreaming of new clients and cases.

The next day the papers came from the city and by four o'clock Paul's business was completed and he left for Chicago promising to call soon at the Allerton mansion on Jefferson avenue.

The next week Jo spent in packing and in preparing to shut up the cottage for the winter. Before leaving, she went to say goodbye to the family of a fisherman, who lived down by the beach in a small cottage. They were very poor and the little house sheltered ten children. One, a bright little fellow of seven, by the name of Fred Grant, was only a nephew of the fisherman. Josephine had known the family for a long time and had befriended them in many ways. She half suspected that Fred was not very kindly treated; her heart warmed toward the little orphan and she resolved to take him home to live with her if his aunt and uncle would let him go. She found them more than willing and the child was called. He came in from playing in the sand. His tattered clothes were evidently handed down from one of his numerous cousins and were several sizes too large for their present owner. His face was besmeared with a mixture of bread and molasses and sand, which did not entirely obscure the freckles, however. His hat was brinless, and a wisp of auburn hair protruded through a hole in the top. Altogether his appearance was so ludicrous that it was with difficulty Jo restrained her laughter. Controlling herself she asked: "Fred, how would you like to go home with me and live in Chicago?" Fred's eyes and mouth both flew open, and he answered eagerly: "You bet I'd like it. When shall I go?" "Now," said Jo. "Come with me to my cottage and get ready." Arriving at the cottage, Jo dressed Fred up in a little suit that was Harry's, and a week later they were settled in the town home where Fred's bright head was the light of the gloomy, old mansion. Between her care for him and her plans for the hospital, Jo had little time to devote to sorrowful reflections.

Paul Everleigh came and went upon business for his firm, and truth compels me to state that he came sometimes when not sent by the firm. Many conferences were held with Jo concerning the new hospital, now nearly completed.

One dark, December day, Paul called at Josephine's home, his handsom face wearing a new expression of anxiety and care. Jo's quick sight noticed it but she said nothing, hoping he would tell her what troubled him. Presently he said: "I have heard bad news today, my little friend and sweetheart is very ill at her home in Grand Haven, and I expect any minute to get a telegram to go at once. You know, my old home is in Grand Haven and she and I played together as children, attended the same school, and when I came to Chicago I left Dorothy Wentworth as my engaged bride."

"I am so sorry for you," said Jo. "I hope your message will be that she is better and not worse." Paul had never spoken to Jo about Dorothy before and she had wondered at it, for a friend had told her of Paul's betrothed.

"Unless I get a message that she is better I shall take an early train for Grand Haven tomorrow. The boats are not running now
as the lake is frozen and I shall have to go by rail." The next morning the message came that she was worse and Paul left for Grand Haven. Ten days later he came back. Dorothy was gone. Jo's friendly clasp of the hand and the kind expression of her eyes told Paul better than words, her sympathy for him in his bereavement.

One day in the spring, when Paul was calling on Josephine, Fred ran in from school with a collection of paper cuttings to show Jo. Among the lot was a peculiar looking animal with what appeared to be two tails. Paul singled this one out and asked, "Fred, what kind of an animal is this with a tail on each end?" "That," answered Fred contemptuously, isn't an animal at all, it's an elephant, and this one here isn't a tail; it's his valise." After this lucid explanation Fred picked up his hat and reached for the cat.

"I never saw such a boy in my life," said Jo. "He is mischief personified. He is the terror of the kitchen. Bridget has to put up everything out of his reach. It taxes my ingenuity to know what to do with him."

Just then Fred came back, his hands and face covered with scratches, his clothing wet, and hugging tightly a dripping kitten. "Puss was just awful dirty and I had to wash her, but she wouldn't hold still," complained Fred. Paul was laughing and Jo smiled as she said: "Well, put her out in the sun to dry, and come and let me doctor those scratches on your hands and face. You must not do it again, dear." Fred came back and while Jo was applying salve to his wounds he broke in with: "Say, Mr. Everleigh, you don't live with Prof. Stevenson any more do you?"

"No, I board in another part of the city now, nearer the office."

"Well, he was here again the other day and when he went away he said he'd give me five cents to tell him every time you came here and ten cents if I'd tell what you said to Jo. He asked Jo—" "Fred," commanded Jo, "go into the kitchen and talk to Bridget a while." He went, leaving Jo with a very rosy face, but in ten minutes he was brought back by Bridget. "Sure, and its after lavin' I'll be, if you don't kape this rascal out of the kitchen."

"What has he done now?" asked Jo. "What haint he done, ye might better be askin'. I just shteped out the door to spake a word with Moike, ma'm, and what should this little rascal do but stale me biscuit dough from the board, and I found him a makin' shnakes and things out of it on the hall shtairs."

At that moment, John came in, bearing a tray with a card on it. Jo took the card, saw the name of Harold Stevenson, and sent Bridget back to the kitchen, telling Fred to stay by her and keep quiet for a little while. Paul hurriedly bade Jo adieu and took his departure just as John ushered in Prof. Stevenson.

As Paul rode swiftly back to the office on his bicycle, he thought of his estrangement from his old friend, Harold. Prof. Stevenson was leading rather a fast life with some young college fellows, and was in danger of losing his position. When Paul remonstrated with him a quarrel ensued and the breach widened until now the young men barely spoke. Paul laughed aloud when he thought of the escapades of Fred, then he thought of Jo's patience in dealing with the untaught and mischievous child. He was coming more and more to admire the rare beauty of Josephine's unselfish life. He could see her in his imagination as she moved about in the hospital (now completed) from cot to cot, placing flowers and delicacies by the beds and smoothing the pillows of the little sufferers.

It was now late in May, the parks were full of flowers, and Paul wondered if the roses were blooming on Dorothy's grave. His thoughts of her were not tinged with bitterness; he was resigned to her death. And though he would not have confessed it even to himself, he was beginning to see that his love for her was more like that which he might have felt for a sweet sister if he had
ouc. It was a boyish affection and not the strong manly love which a man should feel for his wife. Dorothy had never touched the deeper chords of his nature.

(TO BE CONTINUED.)

IMITATION AND SUGGESTION.
LECTURE BY DR. M. V. O'SHEA OF WISCONSIN UNIVERSITY.

On Monday morning, October 29, classes were suspended at 11 o'clock and the students and faculty assembled in the chapel to hear a fine lecture by Dr. O'Shea. He said in part:

There never has been so much investigation along the line of child-study as there is to-day, nor have there ever been such splendid results. Years ago learned men sat in their libraries and speculated and theorized, but now they are experimenting and bringing forth practical results. In almost every town of any size there have been organized societies for the purpose of studying the child. Parents, teachers and educators are studying and investigating child-life as never before. As a result of this investigation, we begin to see the manifestation of forces hitherto unnoticed and unheard.

Perhaps among these the greatest force and the one that has the most practical significance is that of suggestion. Through the law of suggestion and association, many times we take the unreal to be real. This was shown very nicely by means of a combination of letters printed upon a chart in such a way that they appeared at first sight to represent the names of several well known states, but when the chart was shown for the second time, and a longer period of time was allowed for discrimination, it was seen that only the first three or four and last two letters were correctly arranged in the word. Yet the names of the states were readily given by the audience, when asked. Hence the first few letters and the last suggested to the mind the name of the state. This is what is known as mixed perception and it shows a lack of proper discrimination and condensation of the mind. This same process takes place in the mind of the child, but much more easily. It revives in the mind former experiences, and the things which were seen, appeared as real.

The child's mind is mostly incapable of critical study, hence it should be led and taught through wise suggestion. Every word has associated with it some idea, but as the tendency of suggestion is, many times, to lead to error, the teacher must be careful in directing and in interpreting it.

There is nothing that the teacher ought to guard so much as wrong interpretation. We see things as they are in the mind and we read them into the mind. The great aim of education is to make the mind a true mirror of things and to learn to study a thing impartially. One of the most important things in education is to develop in one the power to inhibit. To get the thought of the action is to get the action.

There are certain negative forces, as negative thoughts—the process of banishing that. Life in a great measure is ruled by what is suggested and hence it is a pulling up process and not a pushing up one. The child is to be led largely in the process of education by suggestion and it is absolutely imperative that only good and wise suggestion be given it.

P. P. MASON.

THE TRAINING SCHOOL.

D. D. ROBERTS.

This present year is one that is full of promise for the Training School department of the College. During the past summer the building has been nearly doubled in its capacity by the addition of two large wings. As a result there are now nine grade rooms and sixteen good sized recitation rooms. In the buildings present condition, each of the grades has a commodious study room and two adjoining recitation rooms, with the exception of the Kindergarten, which has a large play room, and the second grade, which has only one recitation room. A course of
study for the first year's high school work has been outlined and a fair sized class has begun this. It is hoped that another year will see the first half of the high school work established in this department, and that in the near future a complete high school course will be in operation, thus giving an excellent opportunity for students of the College to prepare themselves in practice, as well as theory, for undertaking this grade of work throughout the state.

The scheme of work this year differs somewhat from the plan which has been in operation in the past. Formerly, the training teachers have taught for a period of about two weeks at the beginning of each term, and two days of each succeeding week; after that they have put the work into the hands of the student teachers for the remaining three days. At present, the training teachers teach continuously until the student teachers have been given a chance to learn the plan of work for each grade and to become somewhat acquainted with the methods and devices employed; then the students are expected to take hold of the practical work of the classes, under the careful supervision of the training teachers and superintendent. Once each week a carefully planned illustrative lesson is taught by the regular grade teacher, in the presence of all the student teachers of the grade. A printed copy of the plan is placed in the hands of each observer and at the regular criticism hour of the day the various points of the lesson come up for discussion. In addition to this the training teacher is expected to teach on an average of one or two lessons each day for the benefit of such student as most need the assistance. This flexible program gives sufficient opportunity for the training teacher to put her energies where they are most needed, and hold the work of the pupils in the various grades up to a high standard. Instead of two hours per week being allotted to criticism meetings, as formerly, the student teachers meet the training teachers regularly every day in the week, for suggestions with reference to plans, child-study, school programs, methods, etc.

Carefully outlined suggestions are put into the hands of the observers in order that the practical problems of psychology may be brought home to those studying the art of teaching. Although the plan is somewhat tentative at the present time, it is hoped to work out a scheme which will be of the greatest advantage to all concerned.

The present corps of teachers is made up of the following persons:

Superintendent, Mr. Dimon H. Roberts.
Kindergarten, Miss Hester P. Stowe.
First Grade, Miss Margaret E. Wise.
Second Grade, Miss Arella Jackson.
Third Grade, Miss Agnes Lynch.
Fourth Grade, Miss Harriet M. Plunkett.
Fifth Grade, Miss Mary M. Steagall.
Sixth Grade, Miss Abbie Roe.
Seventh Grade, Miss Cloe McCartney.
Eighth and Ninth Grades, Miss Edna Hope Barr.

“INGOMAR.”

C. F. L.

The reading of the dramatic play, "Ingomar" by Prof. Trueblood in Normal Hall, Saturday evening, Oct. 27, while not largely attended, was one of the best entertainments of its kind ever given here. No one who heard Prof. Trueblood recite the drama, would be surprised to hear that he has the reputation of being one of the best public readers in this country.

The management of the Oratorical Association extend their thanks to those who attended this entertainment. It not only shows that they have a taste for a good, up-to-date literary entertainment, but it also shows their loyalty to the literary organizations of the College. The members of the several literary societies may not all realize how closely their interests are connected with the interests of the Oratorical Association. The Oratorical Association is really an offspring of the literary societies, as is evidenced by the fact that each literary society has a representative upon the executive board of the Association. The
Association was organized to carry on a line of literary work which could not be conducted successfully by the other literary societies, that is, intercollegiate debating, and oratorical contests, and the presenting of valuable prizes as an extra inducement for those in the debate and oratorical contest to do their very best work. The yearly expenses of the Association are comparatively large, one hundred and twenty dollars being paid out in cash prizes and gold medals alone.

Some students seem to have the idea that the Association is only for the benefit of its own members; this idea is entirely erroneous.

To be sure, members of the Association are given special privileges, which is no more than right, but the Association is working for the benefit of the College as a whole, and every time our debaters or orators are successful in a contest, it does honor not only to the participants, but to the entire College.

HOLLAND CHEESES AND GERMAN BIRTHDAY CAKES

THROUGH the kind courtesy of our fair correspondent, we are allowed to make the following extracts from a long letter written by Miss Jessie Laird, who with her mother, is spending the year in Germany. After a graphic description of the voyage, on which they were stopped twice in mid-ocean by disabled engines, and finally lost their trunk overboard as they were landing at Glasgow, through the carelessness of the sailors, Miss Laird tells of their travels through the Scottish highlands—of crossing Loch Katrine and seeing Ellen's Isle, of passing Rob Roy's home, and going through the "land o' Burns" down into the English country of Kentworth, Warwick and Stratford on Avon, and across to the continent where,—

"We had only four days to spend in Holland. It is such a picturesque country with its many dykes, windmills and canals. From Amsterdam we took a beautiful ride on the Zaanland river and North Holland canal to Alkmaar. The scenery was so pretty and the large windmills with their great arms stretched out to catch the breeze were lovely. At one place we could see thirty-eight at once. The farm houses are always built right near the canals and in some places it was literally true that they could fish from their back doors. The peasants were very interesting to us, with their clumsy wooden shoes and picturesque head dresses. What a clean neat people they are. We all fell in love with Dutch babies. They are so clean, not a speck of dirt to be seen anywhere. In Holland we had such a time making people understand us. In the northern part of the country we found no one who could speak English and only a few who could understand German. It was impossible for us to make out a word of their language.

The trip out to Hoorn on the Zuider Zee we enjoyed so much. Here we were so fortunate as to see a real Holland cheese market, and what a sight it was for us. Everything was in four colors, red, green, yellow and blue. The men all wore white suits and straw hats of one of the four colors. If his hat was blue, why then everything else he had was blue, his wagon and tray for carrying the cheeses. And he had to take his cheese to the blue scale to have them weighed. What an immense lot of cheese there was. That day we ate our lunch on the dyke of the Zuider Zee. That was our last day in pretty little Holland. We came on down to Cologne and saw the beautiful Cathedral, and then started up the Rhine. * * *

Last Thursday was my birthday and so we went into Dresden and to the art gallery. I saw the "Sistine Madonna" and Hoffman's "Christ in the Temple." It seems wonderful that anyone could paint such beautiful things. I have wanted for so long to see Hoffman's painting and I was not disappointed. It was too beautiful to describe. I had almost forgotten to tell you about the birthday cake that Frau Schiiller, our landlady, gave me. It was about thirty-four inches in circumference and almost a foot in diameter. The top was covered with white
frosting and upon that a birthday wreath. The flowers were made of candied cherries (red and black), gooseberries, carrots, pears and prunes. The leaves were diamond shape and made of citron. Around the edge of the cake was a wreath made of chocolate frosting studded with eighteen chocolate creams. What a wonderful affair it was. The Germans make a great deal of the birthday cake and they are artistic. Wish you could have seen it. Do write soon and tell me all the news.

J. L.

MICHIGAN LIBRARY ASSOCIATION.

MISS WALTON as secretary of the State Library Association, attended the tenth annual meeting at Albion, November 9 and 10. The Association met at the Normal a year ago, and a brief notice may be of interest to our readers. Library work, moreover, is most closely allied to school work and teaching, which fact is emphasized at the meetings of the State Association, by the material presented in papers and discussions, and by the interest, and the attendance on the meetings, of school teachers.

At Albion, Mr. McKone, Supt. of the Albion schools, and graduate of the Normal, gave the address of welcome. He was unwearied in his thoughtfulness, and it was largely owing to his minute attention to local details that the meeting was so successful. Among other former Normal students, now teaching in Albion, and present at the meetings of the Library Association, were two who had been student assistants in the Normal library, Miss Nesbit, 1900, and Miss Hammond, 1898.

Papers of most general interest were the following: Traveling libraries, by Mrs. Spencer, State librarian. This of course was explanatory of our state system whereby small communities and small schools having no libraries, can borrow from the State library, books 50 in number, sent out in strong and convenient cases, in return for properly indorsed applications. The only expense is the cost of transportation.

Our Library League,—a paper read by Miss Burns of W. Bay City, told of the enthusiasm of the school children in organizing a league, similar to that of Cleveland and other cities, whereby the children would use, and use intelligently and carefully the Public library. Officers were elected among the children, and a motto chosen, ‘‘Clean hands, clean hearts, clean books.’’

One small boy was awfully disappointed because, unlike Cleveland, W. Bay City had not fourteen thousand children to join the League.

Illustrated Bulletin boards,—by Miss Quigley gave a clear explanation of the way to make pictures really useful in library and school work. What subjects to select, where and how to obtain pictures, and how to mount them. Miss Quigley had with her several Bulletin boards from the Grand Rapids Public library. An example in point, would be one on the Chinese question, with a map, pictures of war ships and of commanders, of Chinese surroundings, and Chinese soldiers, of Pekin, etc. etc. with a list of best references, all artistically mounted on gray card board about 20 x 30 inches in size.

Some problems in cataloging,—by Miss Ganley of the Detroit Public library, while of especial importance to all regular cataloguers present, would have been of infinite service to a teacher in charge of the smallest school library.

Miss Ahern, editor of Public Libraries, Chicago, was present, and as at Ypsilanti last year, was unfailing in her successful efforts to help everything on. Miss Ahern also, as secretary of the Library section of the N. E. A. urged the attendance at its meetings of all librarians and teachers. It is hoped that the N. E. A. will meet in Detroit in July.

Mr. Utley, librarian of the Detroit public library was re-elected president of the Association, and it was decided to hold the next meeting at Adrian in October, 1901.

The three libraries in Albion were visited by the members of the Association; particular interest was shown in the High School library which is one of the best selected and organized in Michigan.

J.
As the reader may have noticed, this number of The News is something of an educational number. It is our intention to have each number contain two or three articles along one line of work for convenience in future reference. The article by President Leonard is of especial value to prospective teachers, and the one on China is very fitting at the present crisis.

With the change of publication from a bimonthly to a monthly magazine, the question arises as to when it should appear. For several reasons it has been thought best to issue it on the fifteenth of each month. We shall make every effort to have it ready for distribution by that time or very soon after. If you do not get your paper within a few days after that time, you will favor the management by notifying us of that effect.

SUBSCRIBERS' ATTENTION.

We have received from several of our foreign subscribers the “enclosed amount of fifty cents, for which we are to send The News for the year.” In most cases these subscriptions were from subscribers who had not seen the paper for this year and did not know of its change in size, value, and price. A glance at the editorial page and subscription price will show the error. We shall, however, continue to send The News one half the year to those who made the error, trusting its value to the teacher and alumni will be recommendation enough to warrant your subscription for the entire year.

There’s a face that haunts me ever,
There are eyes mine always meet
When I read the morning paper,
When I walk the crowded street.

All, she knows not how I suffer,
Hers is now a world-wide fame,
Until death, that face shall haunt me—
Lydia Pinkham is her name.
Local and Personal.

Mr. Ralph Dean, superintendent of the Pontiac schools, visited the Normal November 2, looking for a teacher to supply.

It is reported that a "would-be" senior described the Normal colors, as "pale green and not too light a shade of white."

Miss Mildred Fletcher of the Conservatory class of 1900 has accepted a position in Marinette, Wis., as teacher of vocal music in the public schools and soloist in a church.

It was one of our recent graduates who asked a "youthful class" to give a sentence containing the word "about." Immediately a little hand went up as he answered, "About face."

It is with pleasure that we see Dr. Daniel Putnam still continuing his work at the Normal where he has labored so many years. He meets his classes regularly and is apparently in much better health than he has been in some time.

The students from the several counties have organized into clubs again this year. This seems to be a very popular and profitable way of meeting the mutual friends from the same county. The St. Joseph County Club which is perhaps the largest has been organized for the year with Mr. E. A. Fuller as president and Miss Edith Shepard secretary and treasurer.

The class spirit is taking hold much earlier this year than heretofore. Already the classes have organized and elected their officers. The senior class after the usual amount of "electioneering" and "lobbying" have the following corps of officers:

President—Miss Edna Skinner.
Vice President—Mr. Frederic H. Zeigen.
Secretary—Miss Margaret Graves.
Treasurer—Mr. S. O. Clinton.
Executive Committee—Chairman, L. A. Stebbins.
Sergeant-at-arms—Mr. R. A. Broecker.
Yell-master—Mr. A. E. Sherman.

Because of the condition of the grounds in the Kalamazoo game, our boys indulged in a good practice at sliding bases.

Miss Maybell A. Treadgold left College November 2, to accept a position in the primary grades of the Pontiac schools.


The game at Kazoo last Saturday was so fast (?) and the teams kicked up such a saturated dust that Referee Teetzel had to call time occasionally to pick the mud out of his eyes.

The juniors have fallen in line in class spirit and organized their class for the coming year. At a meeting held November 8, Mr. Levett T. Grandy was elected president and Miss Anna C. Stevenson, vice president. The others are to be elected at some future meeting.

The lecture by Ernest Seton-Thompson on November 2, was one of the many fine lectures that are given in the Lecture and Music Course. Mr. Thompson held the closest attention throughout the evening on his exceedingly interesting subject of wild animals.

The Normal Choir is now practicing regularly for its concert to be given next spring. It will render Arthur Foote's "The Skeleton in Armor" and Max Bruch's "Fair Ellen." The soloists will be Arthur Beresford, basso, of Boston; Marshall Pease, tenor, of Detroit; and Miss Shannah Cumming, soprano, of New York, all artists of high repute.

The date of the annual intercollegiate debate between Kalamazoo College and the State Normal College has been fixed for January 18, 1901. The question submitted by Kalamazoo and accepted by Ypsilanti is, "Resolved, That United States Senators should be elected by popular vote." Kalamazoo will support the affirmative. The debate is to be held in Kazoo, and much interest is being displayed in the candidacy for positions on the local team.
The attendance at present is about 890. This a little less than the enrollment at a corresponding time last year, but is easily accounted for by the growth of the Mt. Pleasant and Marquette Normals.

The lecture by Dr. O'Shea, of which we print an extract with this number, is one of a series which will be given from time to time by prominent educators. No student can afford to miss these excellent lectures as they are given for your benefit and are entirely free to all.

October 31st was a night long to be remembered by most of the students, but the few who were entertained at the Bowen residence on Ellis street by the Pi Kappa Sigma sorority will probably recall the night until the reality proves it true. Ghosts reigned supreme. A welcome by ghosts, a ghosts' parade, a witch's den, fortunes, skulls, tripods galore until one began to doubt if he were really living. But lo! when the mask was thrown aside, what a strange reality! Suffice it to say that with cider, apples, sandwiches, popcorn, pumpkin pie (without forks), and finger bowls (flavored with onion), dancing and games, the evening was most delightfully spent as we must suppose our forefathers did a few decades ago.

One of the many delightful social functions of the season was the reception given in the Gymnasium, October 27 to the members of the faculty, the sororities and fraternities of the college, and invited guests by the Phi Delta Pi fraternity. The decorations were simple, yet very effective, the green and white forming the main color scheme. The guests were received at the main entrance by Prof. and Mrs. Hoyt and members of the fraternity. After a few moments of informal greeting, strains of music were heard and dancing was enjoyed until a late hour. When the time came for departure, each guest felt he had been royally entertained. The secret of this was that each member so admirably performed the duties of a host.

B. B. G.

Fraternities and Sororities.

PI KAPPA SIGMA.

No new members have been initiated into our mystic circle but Miss Edith Tofeld is at present wearing the blue and gold.

Friday evening, November 9, was very pleasantly spent with her, when we had the pleasure of becoming acquainted with two of our former members, Miss Marion Whipple and Miss May Hungerford, who is a member of the faculty of the Mt. Pleasant Normal School.

ZETA PHI.

The Zeta Phi Sorority upon their return to the duties of college life, were given the pleasure of welcoming Misses Kate Plunkett and Lula Dukette among their numbers. The first regular meeting was held with Miss Ida Maier, October 20. After the election of officers and a business meeting, the sisters gave themselves up to a general good time, not overlooking the customary feasting and toasting.

"There is nothing new under the sun" says the wise man. Yet who ever heard of a man in a sorority? As no provisions have been made in the constitution respecting the eligibility of men to its membership, the Zeta Phi has decided upon the earnest appeal of an absent member, to suffer the admittance of brothers to its ranks, providing they are only brothers by-law. Initiations of such an order were consummated in the marriage of Miss Harriet Glessie and Mr. Charles Martin of Utica, N. Y.

ARM OF HONOR.

The second regular meeting of the A. of H. was held Tuesday evening, October 26, at home, 413 Cross St. The fraternal board was enthusiastically enhanced by a goodly number of former members. Among them were: Messrs. W. S. Lister of Grass Lake, Dan Kimball and H. L. Everett of U. of M., and N. H. Bowe of the Tribune staff, Detroit.

Mr. Leon Stebbing acted as toastmaster and assigned the following toasts: "Hallowe'en

A delegation of nine from the A. of H. drove to Ann Arbor Sunday, Nov. 4, to call on their brother, "Tug" Wilson, the centre on the 'varsi ty eleven and were pleased to find that his injury was not serious. Wilson still lives in the memory of many Normal students, and the place he holds on the 'varsi ty is shown by Coach Lea's remark: "We must get this boy in shape for the Iowa game."

**Literary Societies.**

On Friday evening, October 19, occurred the annual reception of the Normal Lyceum. Although not as largely attended as in former years, a very genial crowd of students came to meet their old friends in a social way and make new acquaintances. The evening was most enjoyably spent in the different rooms with games, story telling, music, etc., after which the crowd dispersed anxious to carry on the work of the society.

**OLYMPIC SOCIETY.**

On the evening of October 26, the old and new Olympics assembled and after a business meeting listened to a short program. Extemporaneous speeches were given by Prof. Lathers, Messrs. Dick and Earl Rice. Music for the evening was furnished by Miss Meade and also a vocal solo by Miss Allen.

November 9, after a business meeting in which Miss Shaw was elected chaplain and Mr. Balyeat as third member of the executive committee, the society adjourned to accept an invitation from the Atheneums to meet with them in their room. It may be well to note that the membership of this society has not yet reached its limit. Those wishing to join should do so at their earliest convenience.

**ATHENEUM SOCIETY.**

At the meeting of the Atheneum Society October 26, the Olympics joined in a debate,—"Resolved that married life is preferable to single." At this time the names of a large number of new members were read and approved. The society desires and urges that those who intend to join hand in their names as soon as possible.

**Crescent Society.**

On October 26th, the first regular meeting was held. An excellent program was offered and many new members were admitted. Contestants to engage in the first preliminary debate were selected as follows:

- **AFFIRMATIVE**
  - Vanderveter
  - Shaw
  - Slocum

- **NEGATIVE**
  - Whitmire
  - Graves
  - Crawford

The question at issue was: "Resolved that United States senators should be elected by popular vote." At the next meeting, the following were selected from the above contestants to debate with the Olympic Society on Saturday evening, November 17th: Graves, Whitmire and Vanderveter. The judges were Miss Bangs, Miss Thomas and Mr. Eldred.

**The Webster Club.**

The Webster Club is the latest literary organization in the College, having been formed last year. The purpose of the club is to give its members efficient drill in debating, and to develop fluency and ease in public speaking. In order to accomplish this purpose as fully as possible, a critic is engaged by the club each quarter. He observes the work of the club, and at the completion of each program gives both general and individual criticism.

In order that the work of the club may be efficient and thorough, the limit of its members is sixteen. The society has been given the privilege by the executive committee of the Oratorical Association of entering its representatives in the debating and oratorical contests on an equal footing with the Lyceum and Mock Congress. The question debated
Saturday, Nov. 17, was: "Resolved, that an income tax is a desirable part of a system of taxation."

The officers are: president, Mr. J. Dumbrille; vice president, Chas. LeFurge; secretary, Harry Rice; treasurer, Herbert Cornish; member of Oratorical executive committee, Mr. Dumbrille.

### Y. W. C. A.

This year finds the Y. W. C. A. working under more favorable auspices than ever before. Already the membership numbers between two and three hundred, and we have every reason to believe that before the year is over many more will join our ranks. Miss Helen Elgie has been elected general secretary, with Miss Bertha Van Riper as president, and Emmie Parmenter vice president.

Once again in the history of our college have the inhabitants of a strange and unknown world taken possession of Starkweather Hall. Wednesday evening, Oct. 31, strange sights did greet the eye, and strange noises did jar upon the ear, and through force of some unseen spirit from the lower world, many, under ordinary circumstances, would have been found in the pursuit of wisdom, were forced to lay aside their labors for a few brief hours, and learn what the future had in store for them. Revelry reigned supreme throughout the evening, and all declared themselves well repaid for their sacrifice.

The Bible Study department has been especially fortunate this year in securing most able speakers for the Bible Study Rally. Sunday afternoon, Oct. 14, Prof. Hoyt and Laird addressed a joint meeting of the V. M. and Y. W. C. A., and Sunday afternoon, Oct. 21, Prof. Coler of Ann Arbor spoke to the two associations on the question of Bible Study, and we feel that it is largely due to the clear and convincing way in which the subject was presented to us that our Bible circles are so large, sixty now being enrolled in the course, "Life in Christ" and twenty in the "Old Testament Characters."

### N. C. A. A.

"Who misses or who wins the prize,
Go lose or conquer as you can;
But if you fail or if you rise
Be each, pray God, a gentlemen!"

M. A. C. has canceled their games with us and as a result we have two open dates. Games will probably be secured with other colleges for the remainder of the season.

It will soon be time for the boys to think of basket ball again. This year a great interest is being taken in it and before long several march games will be arranged if possible.

It is unfortunate that the present should be so decidedly an off year, as it places Coach Teetzel in an unfair light. Teetzel has done everything for the team that a thorough knowledge of football and general athletics could suggest, but it has been all to no purpose. The material is lacking, and that is all there is to it.

The girls' basket ball team is now organized and practicing regularly. The team this year bids fair to make a record for itself. All of the "crack" junior team of last year are back, together with some valuable additions. Those who are playing on the first team now are Misses Inez Clark and Major, baskets; Misses Bradley and Fox, centers, and Misses Betzner and Cross (captain) as guards. An effort will be made to arrange games with other colleges and judging from the excellent team play their regular practice is developing, we feel confident of their success.
Never before as now do we miss our former captain, Mr. G. Ward Wood. His shocking death seems to have disheartened many of the players and his addition to the team, was invaluable. Mr. C. F. Jones has been elected captain of the team, and is filling that position very creditably.

It is self-evident that football is not one of the strongest classes at the Normal. The results of our team show the one great drawback in Normal athletics. The greater number of the students are graduates of approved high schools and only remain here two years. Of the few boys that come some go into athletics for a year and then have to drop out because of other work, others do not begin until then senior year consequently each year finds new men in the teams while in the college with their four year courses many of the old men return to take their places on the teams. Although this is not the only reason for so many defects it is the main one. Only three places are filled by former players. The new ones are not quick and active enough and not "on to" the ways of the game. There is too much individual playing and not enough team work. If this same material could stay together for two or three years instead of one, the results would probably be different. For fast snappy ball the Normals found a good example when they played the U. of M. Reserves. The quick and fast playing showed why the Reserves kept the ball in their possession all the time. Each week there is a marked improvement, due to the diligent work of coach Teetzel and the men getting more accustomed to their places.

THE KALAMAZOO-NORMAL GAME.

At 9:10 a.m., last Saturday, the Normal team started for Kalamazoo to play their only game away from home. Soon after leaving Ann Arbor a snow storm set in from the west and continued for the remainder of the day. On the gridiron they found the yard lines marked off by lines through the snow, except at one end where mud six inches deep told where the baseball diamond had been.

In the first half the Normals kicked off to Kazoo and then see-sawing in the center of field began. First one side and then the other was held for downs or lost the ball on a fumble with the result that neither side scored.

In the second half Kazoo kicked to Ypsi, but the ball was lost on a fumble. Then Kazoo began her tackle back, and revolving wedge plays and steadily crept toward the Normal goal. At last Kazoo broke through for a 40 yard run for the first touch down. Again the Normals kicked off and Kazoo advanced it to within fifteen yards of the Normal goal when they were held for downs. The ball was started the other way but a Normal fumble was recovered by a Kazoo man in the open field and the second touchdown and goal was the result. On the next kick off the ball was advanced again into Normal's territory when time was called with the score 12 to 0 for Kalamazoo.

**NORMAL KALAMAZOO**

<table>
<thead>
<tr>
<th>Wolf</th>
<th>Right End</th>
<th>Schoch</th>
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<tr>
<td>Paucher</td>
<td>Right Tackle</td>
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<td>Wood</td>
<td>Right Guard</td>
<td>Upjohn</td>
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<tr>
<td>Goodale</td>
<td>Center</td>
<td>Bixby</td>
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<td>Broecker</td>
<td>Left Guard</td>
<td>Bolinet</td>
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<tr>
<td>Bellinger</td>
<td>Left Tackle</td>
<td>Burns</td>
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<td>Van Allsberg</td>
<td>Left End</td>
<td>Brown</td>
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<tr>
<td>McClellan</td>
<td>Right Half</td>
<td>Crandall</td>
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<tr>
<td>Dennis</td>
<td>Left Half</td>
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<td>Smith</td>
<td>Quarter</td>
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<td>Jones</td>
<td>Full Back</td>
<td>Koster</td>
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<td>Edmonds</td>
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An exchange tells of a father and mother who were trying to find names for their twin babies, who by the way, were girls. It was decided that the father should name them. After casting about and finding no names that exactly suited him, he determined to end the strain on his mind and named them Kate and Duplicate. In the course of time another pair of twins came and they were boys. This was now the husband's turn, and he wanted his wife to christen the boys. Imagine his feelings when the mother one day told him she had named them Pete and Repeat. But when the third pair came the father grew frightened and named them Max and Climax.
THE JOURNAL OF PEDAGOGY.


In his editorials Dr. Leonard takes up the need of broader scholarship and higher entrance requirements in Normal schools and presents it well and fairly. "There is a growing sentiment among the friends of Normal schools," he says, "that the courses of study in these schools can be materially strengthened on the scholastic and cultural side without in any sense weakening the professional side of the work. It is becoming clearer every day that pedagogical training is not a substitute for scholarship and culture, and that the most serious lack of the teaching professions in the United States is found in the meager educational qualifications of teachers in the public schools."

He calls attention to the fact that the universities are coming to recognize normal schools more fully than in the past, and in passing rubs the university men a little by explaining their indifference to the normals on the ground that in every college there are a few men so fossilized in their notions as to be incapable of appreciating the modern conception of education, and it is but natural that men of this class should affect to depreciate a department of study and research to which they are utter strangers.

Frescman (reading Bible)—"A wise son maketh a glad father."—"What a happy man glad must be."
Alumni Notes.

Miss Edith Gibbs, '97, teaches at Mayfield, Mich.

Miss Anna Bliss, '98, has kindergarten work at Traverse City.

Miss Lucy Severance, '97, is at home, Farmington, Mich.

Miss Christina Paton, '96, teaches the 4th grade, Traverse City.

Miss Mabel Marshall, '00, is assistant in the high school at Gaylord.

Miss Mabel Austin, '00, is teaching the 4th and 5th grades at Gaylord.

Mr. Myron Cobb, '96, teaches science in the high school at Traverse City.

Miss Leora Rose, '00, has charge of the kindergarten and 1st grade at Gaylord.

Miss Edith Atkin, '96, teaches mathematics in the high school at Traverse City.

Miss Katharine McTavish, '95, teaches science work in the Cadillac High School.

Mr. W. Sherman Lister, '99, remains at Grass Lake for another year as superintendent.

We are glad to note a new law firm of three of the prominent members of the class of '91, Messrs. W. B. Hatch, Will R. Moss and Marvin Rosenberry.

E. H. Ryder, '94, is principal of the Traverse City schools. Prof. Ryder attended Chicago University during the past summer, taking special work in history.

Married, at the home of the bride's parents at Wayne, Miss M. Theresa Stout, class of '94, to Mr. J. C. O'Bryan. Mr. O'Bryan has a good position with the F. & P. M. R. R.

Misses Jessie Stiles, Clara Carr, and Fanny Taylor, all of the class of '96, are teaching in the grades at Traverse City. Miss Taylor attended the Paris Exposition last summer.

Miss Harriett L. Bouldin, '97, teaches Latin and German in the Traverse City High School, where she has been since graduation at the Normal. During the summer of '99 she attended Amherst College, taking special work in Latin. Miss Bouldin was editor of The News in '96-'97.

It is with pleasure we note the marriage of Miss Harriett L. Glaspie to Mr. Charles E. Martin at the home of the bride's parents at Oxford, Mich., on October 15th, last. The many friends of the bride at the Normal will be pleased to hear of this happy event and share with The News in extending heartiest congratulations.

Exchanges.

The average teacher is a veritable queen of hearts.

Don't let us spoil good cooks and ditch diggers for the sake of keeping the professional ranks crowded.—Ex.

In deciding the extremity of harshness, don't let the educational pendulum swing to the other extreme of superlative mildness.

Reduce your psychology to the least common denominator of theory, and extract the cube root of its usefulness in your every day work.

"Pound for pound" is the old rule our mothers used in the culinary "art preservative"—and pounding had its day in education also.

The past ten years have witnessed a remarkable development in the direction of college athletics which it is well to pause and consider. The rising passion for this has carried all before it. Thus far, at least, there is no sign of reaction or even of the exhaustion of the forward impulse. Honors in football, in baseball, and in rowing have come to be esteemed of equal value with honors in the classics, in philosophy, or in mathematics; and if the movement shall continue at the same rate it will soon be fairly a question whether the letters A. B. in the college degree stands for bachelor of arts more than bachelor of athletics.—F. A. Walker on College Athletics.
FOOTBALL RULES.

The ball should be a football.

The boys shall wear pants with cotton in them.

Any one hit in the body above the belt shall be killed.

Ball may be caught in the hands, or maybe somewhere else, as the case may be.

No one is to intentionally kill a player already wounded.

Killed or wounded must leave the field at once.

A hospital may be established on each side before the game starts. This shall be in charge of a responsible person who shall act as refeeree in case some of the killed or wounded refuse to obey. The killed remain in the hospital until the game is over.

The wounded line up until half of the company are dead, when each man in turn starts to play again. -Ex.

'THE PESSIMIST.

Nothing to do but work,

Nothing to eat but food,

Nothing to wear but clothes,

To keep one from going nude.

Nothing to breathe but air.

Quick as a flash 'tis gone;

Nowhere to fall but off.

Nowhere to stand but on.

Nothing to comb but hair,

Nowhere to sleep but in bed,

Nothing to weep but tears,

Nothing to bury but dead.

Nothing to sing but songs,

Ah, well, alas! alack!

Nowhere to go but out,

Nowhere to come but back.

Nothing to see but sights,

Nothing to quench but thirst,

Nothing to have but what we've got;

Thus thro' life we are cursed.

Nothing to strike but a gait;

Everything moves that goes.

Nothing at all but common sense

Can ever withstand these woes.

-Ex.

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LITERARY SOCIETIES.

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President, Hoyt C. Parich.

Vice-president, Bertha Reed.

Secretary, Edna Skinner.

Olympic Society.

President, A. O. Goodale.

Vice-president, Alice M. Hunter.

Secretary, Frances Polliniee.

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President, Joseph Gill.

Vice-president, Edith M. Thomas.

Secretary, Kate M. Morse.

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“Help me on with this overcoat, my honey,” said a well known senior to his co-ed classmate. “No,” said she, “I am not your honey, but your lemon. And if you want ‘lemon-aid,’ you know what you must do first!”

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1901.—Summer Quarter.—1901.

The summer quarter will begin July 2 and will be entirely in charge of members of the College faculty. The work done will be credited towards a degree.
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