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MRS. K. L. STONE.
THE political boss is the democratic despot. History tells us how the tyrants of the Ancient World exercised an unlimited control over their subjects, imposing burdens and hardships, consulting only their own selfish desires, and satisfying their insatiate greed regardless of the rights of others. But as the centuries rolled on, the human race grew wiser; and, as they increased in intelligence, their aptitude to submit tamely to intolerable wrongs decreased. Amid the shot and shell of battle, our fathers vindicated their right to "life, liberty, and the pursuit of happiness," and it was supposed that Yorktown settled forever, on this continent, at least, that government must exist "by the people, for the people, and with the consent of the people." However, time has shown that tyranny never dies. He may be subdued, but, like an evil weed, cannot be exterminated. His hideous form appears in the most unexpected places, for but very few would expect to find him on American soil. Nevertheless, his form is easily recognized in that dominant power of American politics, the political boss. The very machinery of government, designed by its wise founders to put the power into the hands of the people, is being used in many cases, by men of this type, to realize selfish ends.

That such a deplorable state of affairs exists is due to several causes, among which are the party system; the rise of great corporations, controlling many of our industries and possessing enormous wealth; and that general spirit of indifference to such matters, so common in America.

The great political parties had their origin in entirely justifiable circumstances. Men differed in their opinions, respecting the form of government most to be desired. The foundation principles of the two great parties, but little altered, have been continued to the present day and others have been added; but how many men of today are influenced by those principles as they cast their ballot? An eminent authority, defending the party system in a recent number of the Atlantic Monthly, admits that seven out of ten men, as they go to the polls, never think of the principles at stake, nor of the characters of the men nominated, but only of the party. With this fact in mind, can any man fail to see the importance of the nominating machinery?

The great corporations, too, came in answer to the demands of the time. The gigantic nature of our industrial undertakings necessitates centralization. Almost no great railroad or manufacturing establishment could have been built and operated had it not been for the formation of these great corporations. A knowledge of this is enough to establish in the mind of any impartial observer the inestimable benefits they have conferred upon our commonwealth; but we all know how much evil the political boss can do and has done through the instrumentality of these same corporations.
That many "are at ease in Zion" is easily explained when we consider that this evil is a product of the modern age, and how slowly public sentiment changes. The man behind the guv at Bunker Hill knew little of the partyism and less of great corporations. Now we have a strong party feeling. Each party, in order to do effective work, must have some sort of party machinery. This machinery begins with the township committee and ends with the national convention. In a well organized party, not a single cog of the machine is missing. If some man, by low browed cunning can get control of this machine, he is enabled to determine precisely who shall be nominated. Now, if the boss possesses any great strength, it will be where his party has a large majority. In such a place, a nomination is equivalent to an election. The boss by means of the machine selects the candidate, and the people in nearly every case ratify that selection. Is this the kind of patriotism that inspired the immortal Lincoln to utter those memorable words: "The Federal Union, it must be preserved?"

Was it this kind of patriotism that caused our forefathers to shed their blood like water in defense of liberty? No! No! Voicest from a thousand battle fields protest to our shame! But, it takes money to keep the machine running. Greenbacks are needed to lubricate the wheels and keep them from creaking. Right here is where our corporations come in handy. Formerly in order to secure favorable legislation, the corporationists were compelled to employ high priced lawyers to argue their cases before legislative committees, or lobbyists to "work" among the legislators. Now they find it cheaper and more convenient to hand over a certain amount of cash each year to the boss with instructions as to the kind of legislation desired. Thus, we see those admirable "business principles" of politics, so lauded by some, in their true light.

The boss is careful to select men who can be depended upon to do as he requires. Discipline in his army must be perfect. The best kind of men for his purpose are those whose lack of ability has prevented them making a success of anything they ever undertook, and who have entered politics as a last resort. The boss carefully supplies them with funds for campaign purposes; and, after they are elected, the feeling of gratitude to the one to whom they owe all, combined with that stronger feeling, inspired by the knowledge that the boss holds in his hands their future political destiny, impels them to do his bidding at all things. Thus, the boss is able to give to the corporationists a guarantee that their demands shall be complied with. Now, I want to know what Turkish Sultan possesses any more power than the American Political Boss.

So far, we have had a general view of the boss and his workings. Let us now take a few specific cases in order that we may understand the mysteries of Sodom better. Mr. Platt of New York sends each of his legislators a specified amount to be used in campaign purposes: two hundred and fifty dollars to Representatives and five hundred dollars to Senators. His method of making the law is also very simple and convenient. He holds a meeting of his honored association in the city of New York each week. At this meeting, a "slate" of the business to be done by the legislature for the coming week is made out. This "slate" is usually forwarded to Albany by telegraph. Mr. Quay of Pennsylvania, Mr. Clark of Montana, Mr. Croker of Tammany Hall, and Mr. Hanna of national fame, also, have very effective systems, whether patented or not we cannot say. And these are not the only bosses in the country either. There are others nearer home. The men named are not "sinners above all others." In their private and business relations, some of the men mentioned are of the highest integrity, but in politics, they are the product of the system.

That the people do not arise in their might and dethrone such tyrants, is due largely to that party spirit mentioned, which hinders seven out of ten men to vote their party ticket regardless of the characters of the men nomi-
nated. When will the American people awake to the sense of their responsibilities and eradicate such wickedness in high places? Can we properly call our nation a republic when the people have as little to do in selecting their rulers as the old French Parlements had to do in making the French laws? The French king promulgated, the Parlements concurred; the boss selects, the people ratify. The French king was supreme, and we must acknowledge that the boss wields a tremendous power.

Let us have bosses, but not of the character of a Croker or a Platt. Let us have bosses like a Washington, a Jefferson, a Lincoln, a Garfield, men whose great minds and magnificent moral characters gave them a divine right to rule. Is it not about time that we take away some of these "business principles" from politics and substitute a little patriotism?

Many remedies have been suggested as a cure for these political maladies, among which are publicity and the enactment of penal laws. Congress as yet has done little or nothing. Several of the states have passed corrupt practice acts, but they have not been properly enforced. Perhaps some may be able to stand in such corruption and declare that those decrying these politicians are but fanatics and fools. To this we answer, "Eternal vigilance is the price of Liberty." Shall we keep silence while the vulture is gnawing at the very vitals of the Republic? The cry of evil is now what it was of old: "Let us alone, what have we to do with thee?"

But how shall we escape from the "body of this death"? First of all, the stronghold of the boss, the primary should be abolished. This is a modern creation; our forefathers knew nothing about it. Nominations should be made by each party in the same way that elections are conducted. If good men cannot be nominated in this way, nominations should be made by petition. The payment of money for campaign purposes should be made a crime and severely punished. The fight should be kept up all along the line; public sentiment must be aroused against the boss. If he is defeated once, do not stop fighting him, for like a hydra, his head will reappear again unless the wound is cauterized.

There are only a few, a very few, who are living for posterity. Most are living only for the present, content to be the slaves of passion and of power, provided, they have to do nothing to awake from the deadly lethargy into which they have sunk. Let us all shout, "Awake, America, to the duties of the hour!" Patriots are as much needed to-day as they were in the times of Washington or Lincoln. The very surroundings are an inspiration, for what true American can go out under the blue Columbian sky, and, as he beholds their depth and purity, not discern in them the symbol of those eternal truths for which Lexington and Gettysburg were fought? Has not a sacred heritage been left to our keeping, and shall we prove ourselves unworthy of the trust? Santiago and Manila prove conclusively that the same kind of blood which flowed in the veins of the men of Yorktown courses through the veins of the true American of today. Let us then rest assured that an appeal to American ears will never prove fruitless, while a knowledge of the glorious past rests in American minds, and the love of country remains in American hearts.
THE INDUSTRIAL PROBLEM.

EDWIN S. MURRAY.

Those circumstances of our civilization which affect the largest number of human beings with the most lasting results, are largely due to conditions prevalent in the economic world. Many a human being has come to see with bitterness the disproportion existing between his labour and the enjoyment he is able to gain as the result of it. He grows hungry every few hours, he is fatigued and weary at the close of his day’s labour, and through physical conditions he is led to reflect upon the causes governing the production and distribution of wealth.

During the Middle Ages thousands were aroused by the name and cause of religion. The city of the eighteenth and the first of the nineteenth century was the need of education and political liberty. But the issue which must be considered to-day is the bread-and-butter question. This will not be solved until we shall have arrived at what may be called an Industrial Democracy.

It was Carlyle who said that “all men are to an unspeakable degree brothers,” and until the time shall come when the race has been educated to see the great interdependence of man, and that all are created free and equal, we must not hope to entirely solve the question of the slum, the labour question and the bread-and-butter question.

In the critical study of the industrial life of this city, statistics show the conditions which are typical of most of the cities of this country. In the twenty-five manufacturing industries located here there are employed, on an average, six hundred persons, working ten hours per day. In addition to these, there are those employed by the railroads, merchants, the city, etc., making in all a conservative estimate of one thousand persons. All of these are probably self-supporting, while a large majority have families to support.

The school census also gives interesting data in this connection. The total number of children enrolled in the primary grades is 535, in the grammar grades 345, in the High School 254, total 1134. These statistics lead us to ask, what has become of the 200 children from twelve to eighteen years old that have left school before finishing the grades? and where have the 100 boys that did not finish at the high school? These are conditions which the writer does not pretend to answer, although there are evidences which may be interpreted. If this is the condition in which children leave school to begin their life-work, are the schools doing all that they ought and all that they can?

It must be observed that contrasted with the advances made along scientific lines, and in material improvements that the instruction has clung too closely to the old ideals, and has not adapted itself to new conditions. It is too true that our education has been “too bookish, and too little practical.” It is a sign of progress, however, that “teachers are coming to realize that the possibilities of the child for a good and useful life are largely wrapped up in his early years.”

Educators now recognize the fact that there must be a close relation between the world of thought and the world of action. The biogenetic law teaches that for every stimulus there is a tendency toward a motor reaction. A mental act is incomplete unless through its thinking, feeling, and willing, it reaches a corresponding deed. As one author says, “the hand is the projected brain through which the directing thought achieves the purpose of man. The hand mediates outwardly and inwardly between man and his environment, and makes them one.” The recognition of this should make the traditional school appear very inadequate for the high mission it is called upon to perform—
that of preparation for life. The recent introduction of science, literature, art, music, and manual training into every part of the school curriculum, is a long step toward assisting many a child to appreciate the good and beautiful in life, and above all to teach him the cooperation of mind and muscle.

It is along this line that the manual training school is doing its greatest work, and is fast developing to meet this need. But this must not be misunderstood. The mission of manual training is not to make mechanics; not to teach a boy to lay brick that he may be a mason; not to teach a girl to sew, that she may be a dressmaker. It is rather to enable the child to express his knowledge, and give a more material form to what has been learned from literature, science and art.

In short, the aim of this as of all education is culture, and the means art, expressed in its various ways. With this accomplished industrial results will surely follow. The habit of working on an exact plan, of analyzing an apparently complicated operation into a series of simple steps enables one to solve many a new problem, even with entirely new material, and under different circumstances.

If this be true it is evident that the only way to prevent this conflict of labor and capital in the future, is to properly train the children of the present generation. "The men who make up mobs are deficient in mental or manual training, or both. They never had a chance to get both, side by side in the public school."

There is, moreover, a growing demand not only for men of knowledge, but for men of skill in every department of human society. The laborer of twenty-five years ago could hardly make a living to-day, so great is the demand for skilled labour, and so much has the educational standard of the people risen.

Manual training in its various phases seems to have come to meet the present needs in this uniting of the realm of thought with the realm of action. Among the many things which have proven to the credit of this kind of instruction, where it has been put into practice, are the following:

1. Awakens a deeper interest in school work.
2. Keeps boys in school longer, and aids materially in the selection of occupations when school life is over.
3. Increases the bread-winning, and home-making power of the average boy.
4. Will tend to raise the social standard of mechanical occupations, and give them new dignity and worth.

Education then, says Davidson, must take two forms, (1) training with a view to earning a livelihood, and avoiding poverty with all its evils, and (2) civic culture, such as shall enable its recipients to do their duty as citizens. ** * * Our system of education will never be complete until it supplements its present institutions, by a system of evening training schools and colleges for the bread-winners, the former to impart such skill as shall enable them to give to society an equivalent for a decent livelihood. The latter to open up for them the treasures of the great world of nature and culture, and enable them worthily to perform their part as members of family, society, and state.
YPSILANTI.

LAND PURCHASERS.

B.Judge-working, Apr. 13, 1834. Not resident.
C. M. Law & H. J. Woodcraft, May 21, 1834.
D. Elias Arcton, April 26, 1834.
E. Thomas Stickley, June 5, 1834.
F. Mr. Grant, June 30, 1834.
G. James Frew, July 28, 1834.
H. Hiram Tuttle, Aug. 7, 1834.

BUILDINGS, ETC.

1. J. Hadley Johnson, Aug. 23, 1834.

1. George Thompson, July 2, 1834.
2. Henry Thompson, July 26, 1834.
3. Public Square, 1835.
4. First Post office, 1835.
5. Distillery, 1836.
6. St. John's Church, 1837.
7. Masonic Temple, 1837.
8. First School House, 1838.
9. First Methodist Church, 1838.
10. First Presbyterian Church, 1838.
11. Second Presbyterian Church, 1838.
12. Second Cemetery, 1839.
13. First Cemetery, 1839.
15. Third Cemetery, 1840.
16. Fourth Cemetery, 1840.
17. Fifth Cemetery, 1840.
18. Sixth Cemetery, 1840.
19. Seventh Cemetery, 1840.
20. Eighth Cemetery, 1840.
22. Tenth Cemetery, 1840.
23. Eleventh Cemetery, 1840.
24. Twelfth Cemetery, 1840.
25. Thirteenth Cemetery, 1840.
26. Fourteenth Cemetery, 1840.
Nearly a hundred years ago when the place where Ypsilanti now stands was unknown to the white man excepting an occasional trapper or a wandering priest, it was a favorite camping ground of the Indian. It is said to have been neutral ground between unfriendly tribes. Here hunting and fishing could be enjoyed in peace. There were Indian cornfields here and Indian burying grounds. Important trails intersected near the present sanitarium, thus bringing to one point Indians from many different tribes. In 1809 a trading post was established near this intersection of trails by three Frenchmen, Gabriel Godfroy, Romaine La Chambre and Francois Pepin. These traders purchased from the Indians a large tract of land on the west bank of the Huron. It is probable that the purchase price was some trifling gift, as was usual in such cases, a few blankets or a jug of whiskey. However, such bargains were recognized by the government, and, in the year 1811 or 1812, a tract of about 600 acres was patented to each of these Frenchmen, and one of about the same extent to the children of Godfroy. A profitable business was carried on at the trading post for some years. It was frequented not only by Indians but by white trappers; and even fishermen found their way here, for the Huron was then no mean fishing ground. But in 1819, when the treaty was concluded by which the Indians lost all claim upon these lands and were moved farther west, trade so decreased that the post was soon abandoned.

About this time the new lands were opened for settlement. Newspapers contained advertisements to the effect that desirable Michigan land was to be sold cheap and on easy terms after a given date.

Down in Ohio there lived two men, friends and neighbors, each of whom had a special reason to be attracted by new opportunities. One, Major Benjamin J. Woodruff, a petty-fogger and school teacher, with a large family and a meagre supply of this world's goods, desired to invest to advantage several hundred dollars to which his wife had recently fallen heir. The other, Orente Grant, a farmer, was about to lose his land through a defective title, and was anxious that his next farm should be one about which there could be no question. In the spring of 1823 these two men set out to look up some Michigan land. At Monroe they fell in with three or four old acquaintances, fishermen, who had often plied their trade in the waters of the Huron. These fishermen advised the land seekers to proceed directly to Godfroy's old post on the Pottawattamie trail and willingly became their guides to the place. By the 22nd of April, 1823, Major Woodruff had chosen his land and made his purchase. This land, which soon afterwards became known as Woodruff's Grove, was situated just south of the present Grove Brewery. Here, with the help of his companions, he soon had a comfortable log house ready for occupancy. He then returned to Ohio. On the 6th of the following July he arrived at the Grove with his family and household goods. The Woodruffs were the first real settlers, as the two previous purchasers were non-residents.

Other land buyers soon followed Woodruff. His house became a tavern. A number of log houses were built on his land in which families lived while new homes were being made ready. In a short time a settlement sprung up which received the name of Woodruff's Grove. Here Major Woodruff was
laudlord: mill owner, postmaster, justice of peace, etc., and he seems to have acted in his various capacities pretty much according to his own notions. He kept a sort of perambulating postoffice, in that he carried the settlement mail in his hat: and he regularly horsewhipped the man who went home and beat his wife after getting drunk at the Woodruff tavern, and on Woodruff whiskey. Considerable data is obtainable in regard to the ways of life at the Grove, which show that there was a germ—a vigorous one—of those tendencies which afterward gave to the settlement of Ypsilanti the name of being a hard place. Nevertheless, Woodruff’s Grove seemed to prosper greatly until the summer of 1825.

In 1825 the government, seeing the need of a military road to the west, put through the Chicago road. It is said that the surveyor, Orange Risdon, like all experienced surveyors of new lands, had the greatest respect for a well-worn Indian trail, and probably wasted no time looking about for a better route to Chicago than the one marked out by the Iowians, believing that to be the best one possible. It will be seen that in this case at any rate the surveyor’s confidence was not misplaced. By keeping close to the trail the road was carried across the river at a point where fewer obstructions were to be met in the shape of bluffs and swamps than at almost any other point in the township. But this road was the undoing of Woodruff’s Grove. If there was to be a town it would be somewhere along the line of the main highway, and the Grove, at the nearest point, was about three-quarters of a mile away.

The Chicago road was scarcely laid out when three enterprising men platted ground for a new settlement. The claim of La Chambre had become the property of John Stewart. Judge Woodward of Detroit had just obtained a deed for Godfrey’s claim for which he had paid $1,000. William Harwood had made as good a bargain in purchasing the farms of Kellogg and Johns. Each of these men platted a portion of his own land. Harwood’s plat, on the east side was bounded by North street, Grove street, and the river, excluding the piece of ground in the bend of the river where the Deuel mill now stands. The plats of Stewart and Woodward on the west side were included within the boundaries made by Catherine street, Hamilton street and Mills (practically), and the river. Public squares were laid out on each side of the river. Those on the west side were located in the blocks in which the Cleary College and Curtis straw factory now stand. Of the east side squares, one has only lately been chosen as the site of the new fifth ward school. The other still serves its original purpose.

A new settlement started up at once on the newly platted ground. Jonathan Morton in 1825 started a general store. Isaac Powers, the first postmaster, also kept a general store in connection with his postoffice. Both of these stores were kept in little log buildings which stood about where Clover’s straw factory now is. Morton and Beldieu soon added the advantages of a blacksmith shop to the town; and when, in the following year, Morton’s distillery was put into operation, the settlement was fairly well equipped for pioneer life. So far all the affairs of the settlement had gone on smoothly excepting the matter of naming it. The final choice of the name Ypsilanti was not due to a unanimous burst of enthusiasm over the deeds of the Greek patriot and hero, General Ypsilanti, as tradition would have us believe; but rather to the unyielding obstinacy of Judge Woodward, who insisted upon the name Ypsilanti and would consider no substitute, until he finally cited out the opposition of Harwood and Stewart, who with many of the settlers thought the name of Waterville, Palmyra, or even Springfield much more desirable.

By 1826 the settlement of Ypsilanti, began to absorb the Grove. Some of the first settlers at the Grove moved to Ypsilanti. The Ely brothers who had a store there brought their stock to the newer town; and even
Woodruff himself came to make his future home here. Immigration was now increasing materially. Michigan lands were becoming better known, and the Chicago road afforded an easier means of reaching them than formerly. Not that it was by any means an "easy" road at this date, but it was a great improvement over the old method of poling up the river, as the earliest settlers had to do; for now the journey from Detroit to Ypsilanti could be made in half the time that it had taken when the river was the only thoroughfare; that is, it was now a journey of only about three days (unless the wagon got stuck on a log or in a mud hole), while formerly it had been a voyage of about a week's duration.

In one respect Ypsilanti was much affected by this increasing immigration, but not to the extent nor in the manner in which it should have been. The business activity of the place was much enlarged by the necessity of providing accommodations for travelers. In 1826 the first saw mill was built just north of Hay & Todd's warehouse. In the same year three large frame taverns were built, one of which, the Stackhouse tavern, was on the east side of the river. The Whitmore tavern is said to have been the first frame house in the settlement. It was situated on the north side of Congress, and a little east of Huron St. on the edge of the bluff which was there at that time. Here Major Woodruff continued his career as tavern keeper. A special feature of his business seems to have been the keeping of horses at the foot of the bluff to help teams up the steep bank with their loads. Other noted buildings put up at this time were the Red Building, used for a while as a store, and the Nunnery, so named by the settlers in derision of its size and appearance. It was a large, three story frame building built at the very edge of the river on Congress street, and was the result of some wild business scheme. It was never used for the purpose for which it was intended, and was the first of the triad of Ypsilanti's "Follies." One important improvement remains to be mentioned. The first bridge across the Huron was built at Congress street in this year. Previous to this all crossing of the river was done by means of flat bottomed boats large enough to hold team and wagon.

As has been said Ypsilanti was not profiting by the increasing immigration as it should have done. The moral influence of the distillery and its supporters seems to have been at the bottom of this fact. The drunkenness and profanity of the place were so offensive to the better class of immigrants that many of them after a few days stay would decide to go elsewhere. Ypsilanti was getting a bad name. Matters went on in this way until the winter of 1829, when a sort of temperance crusade was started under the leadership of a Presbyterian missionary who had lately come to the settlement. A number of prominent men gave their support to the new movement, not entirely from moral considerations, but quite as much from the purely practical ones that the reputation and progress of the town were involved. Finally a better public sentiment prevailed, but not without strong opposition. The spite of the opposing faction seems to have been directed chiefly against the Presbyterians as the ones responsible for its narrowing liberties, and for several years Presbyterian sermons were freely punctuated by flying stones or brickbats, which were sometimes stopped by the sides of the meeting house, and sometimes came in through the window.

The year 1829 was in other ways a noteworthy one. In this year Harwood built the first flour mill near Congress street, about where the Deubel mill now stands, and just below this, Norris started a carding mill to which the farmer could bring his wool to be carded, ready for the wife's spinning-wheel. This same Norris was appointed postmaster, and moved the postoffice to the east side to a building erected at the east end of the bridge where he also kept a general store. With a grist mill, a carding mill, a general store, postoffice and tavern as a nucleus, a pretty vigorous east side growth
went on for some years. A blacksmith shop, a hank with a shop, a tavern and so on were added until business buildings of one sort and another extended east beyond the public square.

In 1830 a brick yard was started on the north side of Congress street, a few rods west of the west side public square. The same year a little brick school house was built on the east side in a beautiful grove just north of the public square. This was Ypsilanti's first school house. It has been the home of the family of the late Charles Woodruff for many years. Before this time select schools were provided for the instruction of children. About this time the Methodists began the first church, the queer old brick building on River street now known as Warden's shop, or the old whip-sack factory. Owing to some trouble in the congregation this church was not completed for several years, and in the meantime the Methodists held their meetings in the school house. The Episcopalians were just organizing this year, and the Presbyterians, who heretofore had met at any available place, now began to use the red building as their meeting house and continued to do so until the building of their church some years later.

In 1832 there was need of two school houses and the red building which served as a church on Sunday became during the week a school house for west side children. More important than this, however, was the fact that in this year Ypsilanti, then having the required population became a village. Its limits were extended to allow for future growth, but so far it seems not to have outgrown the original boundaries, for no more land was platted until 1834 when the Norris and Cross addition was made. Cross, who had purchased land of Stewart, platted the ground between Huron street and the river from Willis street almost to Forest avenue. Norris' part was on the east side and was bounded by Cross street, River street, Forest avenue and the river. This was the only addition until 1837, when the great railroad fever that had been going over the country struck Ypsilanti. In that year two additions were made. There were then 121 dwelling houses in the village. In 1838, the year that the Michigan Central Railroad after much talk and delay, actually reached Ypsilanti, four additions were made, both sides of the town taking part in the preparations for the unprecedented growth that was to follow. Other railroads were expected, several of them. It was an era of great expectations. Hotels sprung up from which the owners expected to realize fortunes. Down on the corner of River and Congress streets was built the Temple of Folly, an enormous hotel, the main part of which fell in before it was fully completed. The kitchen portion is in use at the present time as a residence.

The third of the three Follies of the town was the Great Western Hotel, put up on the northwest corner of Cross and Washington streets. This hotel was built on the strength of the projected Ypsilanti and Tecumseh Railroad, which was to go through the town by way of Adams street. Some work was actually done in the street and excavations were made, marks of which can still be seen south of town. There the matter ended.

The Norris Hotel on River street near the railroad fared better. It was situated near the depot and continued business, always as a temperance house, until about 1860 when it was torn down to make more room for the railroad company, and the brick used by Mr. Norris in the construction of the block on the opposite side of the street.

After the Michigan Central went through immigration was much more rapid than at any previous time, notwithstanding the fact that for some years the road was very unreliable. But along with desirable citizens were coming many who were most undesirable. Robbery and counterfeiting became a source of such annoyance to the villagers that, in December of 1838, a vigilance society was formed, which entered up its work with such vigor that in the following year it convicted 112 criminals, recovered more than ten thousand dollars
worth of goods, and frightened many sus-

cicious characters out of the country.

Ypsilanti was now a town of about fifteen

hundred inhabitants, and was in the most

enterprising and eventful period of its

history. Hotels, railroads, banks and navi-
gation were the absorbing interests of the

time. Hotels and railroads had already

proved disappointing. The first bank of the

village had been chartered in 1836. A wild

cat bank was established in 1838. In 1839 or

1840 both of these failed. That ended the

bank business for some years. But the hope of

navigation on the Huron still remained. From

the first settlement of Ypsilanti, the Huron

river had been believed to be navigable.

Indeed, the early surveyors had so considered

it. Several times Ypsilanti entered upon

some sort of a navigation enterprise only to

find it impracticable. The most ambitious

one of all was in 1847 when the slack water

navigation between Ypsilanti and Flat Rock

was attempted. It was estimated that the

project could be carried through at an expense

of seventy-four thousand dollars. Much

money was used in preliminary work, and

the undertaking was dropped. This was

the final attempt at navigating the Huron.

Additions had been made to each of the

villages from time to time. New school houses

were built when the old ones were outgrown.

More advanced schools were started, one in

the Nunnery and another in the Great Western

Hotel. Finally in 1849 the hotel building

was purchased by the district, and became a

public school. The new churches were all

built on the west side. There was no check

upon the growth of the village until 1851,

when a fire broke out on the west side and

burned the entire block bounded by Congress,

Washington, Pearl and Huron street. The

fire also crossed Huron street and burned

several other buildings including the Nunnery.

Business men suffered severe losses from this

fire, and for a time it was considered a great

disaster; but when new and better buildings

had taken the place of the old ones, and

business had been resumed, it was thought

that perhaps after all the fire had contributed
to the advancement of the the town.

The chief event of this period as affecting
the growth of the town was the location of
the Normal school here in 1849. It is a

question why the site was chosen where it
was. Why was the school not located on the

east side when those who were mainly instru-
mental in getting it here lived on the east

side? One reason offered is, that land on

Normal hill was poor and cheap and good for

nothing but a school ground. Another more

philanthropic and better sounding is that the air

on the hill was freer from malaria and the

health of students would be less likely to

suffer. Still another reason is hinted at why

the Normal was set in the country with a

swamp between it and the town. There is

little reason to suspect that while some of our

good citizens were fully alive to the ad

vantages of having a state educational institu-
tion connected with their town, they did not want

to make a near neighbor of it on account of

the "vexatious mischiefs that sometimes

prowl about institutions of learning."

One noticeable effect of the railroad was the
changing of the east side business center. It

was now on Cross street instead of on Con-

gress. The interests of the two parts of the
town were less closely united than formerly.

A feeling of dissatisfaction grew up on the

east side which finally resulted in its with-

drawal from the village of Ypsilanti, and its

organization into a separate village, under the

name of East Ypsilanti. It was a principle of
the east side as it is now of the west, that tax

money should be spent where it is raised, and
it was some violation of this on the part of

the west side that brought about the rupture.

Each side was active in its own interests and

prospered. But this was of short duration.

In 1857 the high school building burned and

a new one became necessary. At this time

the Ypsilantis were in a sort of rivalry with
Ann Arbor, and the east side was quite as

anxious as the west side that the new school

house should be a finer one than Ann Arbor
could afford. The result was that the east
side joined with the west side in putting up a school house which for some years was second to none in the state.

In 1858 the two Ypsilants together had become a village of about four thousand inhabitants and gladly united once more to become a city. The boundaries were considerably extended. Twelve additions were made in three years, beginning with 1857. The east side and west side were about equally matched. An old city map of 1859, giving the location of all the houses and business buildings shows about the same degree of development on each side of the river. The business portion of each was of about the same extent. The more pretentious houses of the east side were chiefly on River street while those of the west side were on Huron street with the exception of a few on the north side of Forest avenue, in the vicinity of the Normal. Several of these houses were homes of members of the Normal faculty. Aside from these few houses the Normal appears to have been quite out in the country. It had only just begun to draw the town toward itself. In the early '60s the chief promoters of east side interests died. Stores, the bank, everything, went over to west side. In a short time the business portion of the east side was practically deserted. It picked up a little after awhile, but never again attained anything like its former prosperity. The growth of the town has been almost wholly on the west side. The only extensions of the city limits, for the living, have been made upon the west side. As if with a feeling for the eternal fitness of things, an extension was made on the east side for the city of the dead.

We have now reached a comparatively recent period in Ypsilanti history. We find it settling down to slow, steady growth. Having learned caution from previous experiences, it no longer enters freely upon new enterprises, but is gradually taking on those characteristics which at the present day make it seem to strangers staid and unprogressive.

(To be continued.)
THE following abstract of a paper entitled "Some Evidences of an Education," read by Dr. Leonard before the spring meeting of the Michigan Schoolmasters' Club, will be of interest to students who believe that education is something more than mere book-learning. While the writer of the paper lays stress upon scholarship as an element of an education, scholarship has little value unless it produces breadth of view and refinement of thought and feeling.

To attempt to set forth in detail all the evidence of an education would be to attempt the impossible, for it is perhaps not too much to say that education in the highest sense is the evidence of things not seen. There is nothing in all the world more difficult to describe than this tangible thing. We denominate education as culture, because in its last analysis education is a subtle and pervasive form of life, and does not lend itself to minute definition and classification. That which we call education and culture is an inner life in man, and life always evades us. "Not a having and a resting, but a growing and a becoming," says Matthew Arnold, "is the character of culture." The value of learning is to be measured by its effect upon life, and the man whose nature has not been enriched and expanded by the pursuit of knowledge has missed the supreme purpose of the whole educational process.

While we talk glibly about the function of the school and college in fitting boys and girls for complete living, we overlook the fact at times that the chief purpose of these institutions is to lead the students who attend them to live the intellectual life, and that school or college has the best reason for existing which brings to its students the largest measure of the intellectual life. The man who has not reached the tone of thinking which may be called intellectual has missed the chief good of being in school or college. Mere intellectual discipline, valuable as it is, is a far different thing from what is called the intellectual life. No better definition of the intellectual life has ever been given than that of Hamerton, whose volume, "The Intellectual Life," ought to be the daily companion of every student. "The essence of the intellectual life," says Hamerton, "does not reside in extent of science or in perfection of expression, but in a constant preference for higher thoughts over lower thoughts." It is not condition alone that makes the intellectual man, but a sort of virtue which delights in vigorous and beautiful thinking, just as moral virtue delights in vigorous and beautiful conduct." "Intellectual living," continues the same writer, "is not so much an accomplishment as a state or condition of mind in which it seeks earnestly for the highest and purest truth. It is the continued exercise of a firmly noble choice between the larger truth and the lesser, between that which is perfectly just and that which falls a little short of justice." A better statement of the ultimate purpose of education cannot be made, and the man who has not reached this condition of mind lacks one of the chief evidences of an education.

In spite of the fact that the word culture is sometimes received with an easy sneer, in certain academic circles even, there is no better term to designate the chief purpose of the whole educational process than the word which Matthew Arnold has defined for all time as the pursuit of our total perfection by means of getting to know, on all matters that concern us, the best which has been thought and said in the world. True intellectual training is an approach to truer estimates of values, and the chief attribute of the man of liberal
education is found in his ability to distinguish between the essential and non-essential.

While elements that constitute an education are not readily described and classified, it is, however, possible to set forth various unmistakable evidences of that culture which marks the truly educated man. The moment a man puts forth anything audible or written, he puts forth a part of his life, from which we can judge of the quality of his mind and of the content of his life.

Openness and flexibility of mind and freedom from prejudice are among the chief evidences of an education. While on the one hand there must be concentration of mind, quickness of perception, readiness of memory, and a power of discrimination and analysis, there are on the other hand ideals of excellence that rise above the narrowness and selfishness and pettiness of the half educated or uneducated. Graduation from college and education are far from being synonymous terms. Unless the college has brought a new and powerful influence into a man's life, his student days have been poor indeed. Contact with large and rich personalities is one of the deepest sources of culture, and the value of an institution is measured by the personality of its teaching force. Breadth of view, openness to truth, many-sided interest, refinement of taste, and a rich intellectual life are characteristics of the true teacher. The personal enrichment that comes from an association with a body of teachers and colleges 'who talk all knowledge for their province' is the crowning result of a course in school or college. An acquaintance with a half dozen or more of the graduates of any institution—normal school, college, or university—will give an arc long enough to determine the whole intellectual curve of the institution from which they graduated. No matter what the training has been, the man lacks one of the chief evidences of an education who is not liberated from his own ignorance and the limitations of his own nature as well as from the partial knowledge and prejudices of his environment. The very essence of culture is freedom from narrowness of view and self-satisfaction.

Too much stress can not be laid upon openness to truth and breadth of view as one of the chief evidences of an education. Far better than the discipline of a course of study is that breadth and impartiality of view which liberates the mind from prejudice and intolerance. Learning of the right kind and opportunudness always go together.

It is perhaps one of the most hopeful signs of progress toward better things in education that the men and women who are called to give instruction in school and college are more and more scholars of the better type rather than pedants. In many cases they are men and women 'for whose society the mind puts on her highest mood.' The teacher who is truly educated, while humble of enthusiasm for knowledge and devoted to his own department, never disparages other fields of learning, for he never loses sight of the fact that the one supreme purpose of all true teaching is the ascertaining of truth, not the establishing of preconceived notions. This is the spirit of every teacher who comprehends the true end and aim of education.

What is denominated the scientific habit of mind is one of the evidences of an education. While the teacher of science aims to secure precision of method as one result of his instruction, the main stress is laid upon the cultivation of the scientific habit of mind. The student is taught to acquire a large mass of details, not as ends in themselves, but that he may be led to think cautiously and to avoid the danger of over-hasty generalization. With the man who has had the scientific spirit awakened in him unverified belief is worthless. Every statement, every hypothesis is valueless in his eyes unless it is tested. He is unbiased in his judgments, never draws inferences hastily, without a sufficient basis of facts, and never allows self interest and prejudice to distort the facts as they actually exist. This liberation from prejudice, this scientific temper of mind is an unmistakable evidence of an education that makes for the higher life.
Not the least important evidence of an education is found in intellectual honesty—an unflinching regard for absolute truthfulness in all intellectual matters, no less than in the ordinary affairs of life. It sometimes happens that a man may be honest enough in the ordinary sense, and yet exhibit a woeful disregard for intellectual honesty in his zeal to defend some pet theory or preconceived idea. Shutting the eyes to disturbing facts or suppressing all the facts except those that tell on our side is a form of intellectual dishonesty that marks the imperfectly educated man.

An intellectual honest man is fair in argument, ready to accept new ideas, and to sift new opinions. Whatever value lies in scientific studies is found in their tendency, when rightly taught, to cultivate a discriminative love of truth. It happens, not rarely it must be conceded, that even persons who have had scientific training, show an inaptitude for honest and unprejudiced consideration of questions outside, and sometimes within, their department. There is perhaps no habit of mind so far-reaching in the value of its consequences as the habit of intellectual honesty, and the ability to eliminate partisanship and self-interest from the consideration of all matters is the general mark of an educated man.

It is one of the marks of an educated mind to be able to look at things from an impersonal standpoint. This liberation from the personal point of view is not only one of the evidences of an education, but is one of its finest fruits. The man who has not passed the stage of allowing intellectual differences to degenerate into personal differences has not entered very far into the kingdom of education and culture. He still retains the characteristics of his barbaric ancestors. Until education has brought complete liberation from the purely personal and selfish, it has failed to do its best work. The greatest gift the intellectual man craves is to grow in refinement of brain and delicacy of feeling, and this is the gift which a true education brings. Whatever we may study "the thing that matters most both for happiness and duty," says John Morley, "is that we should habitually live with wise thoughts and right feelings."
OUR NATION'S SAFEGUARD.

E. C. KINWALL.

It may often seem to us Americans that our nation is destined to exist forever as the recognized head of civilization and champion of enlightenment. As we come under the magic spell of the eloquent orator, and are thrilled with patriotism by his words, we are apt to forget that national life is not all sunshine, but that there are deep shadows whose blackness might well appall us. In a word, we are too much inclined to confidence in our strength, forgetting that power consists solely in the intelligent application of energy.

If we would have a nation whose existence should be terminated only by the end of time, we shall do well to remember that the greatest dangers to government are not external. The greatest dangers are those which have their origin within, and do their deadly work upon the very vitals of the state.

It was so with Greece. She dates her downfall from the time when her citizens allowed patriotism to be displaced by personal ambition. Her history presents to us the deplorable results of the extremes of individualism and nationalism. Today we seek to profit by the lesson, and try to inaugurate such a harmonious blending of two divergent tendencies as shall result in the highest good to all. The superiority of the one means a check in the further development of all the world holds best. The ascendancy of the other means civic lethargy and ultimate national ruin. Our safe-guard lies in the right education of our people—in the American common schools.

Throughout our national career the tendency has been fluctuating. At the time of the Revolution, all eyes were turned toward the new state, all hopes centered in it. Individual desire and happiness counted for nothing, all effort was for the common good. The universal desire realized, the people now had time to think of self and to work for the gratification of personal ambitions. Action is equal to reaction, and the reaction had now set in. For nearly four score years this reaction continued until almost one-half our people had forgotten the state in the struggle for private ends. Another long and bloody conflict was required to re-establish civic ideals. Again the individual was forgotten. The most complete sacrifices were unhesitatingly made. Again the nation won, but at terrible cost. The lesson is not yet forgotten. How soon it will be depends upon our treatment of the rising generations.

When our schools point pupils to the possibilities for personal achievements, and give their attention to such preparations of the young life as shall enable it to become a power only in the commercial, literary, or scientific world; when we encourage specialization along any of these lines, however commendable; to the exclusion of others, we are leading the child to take a narrow view of life; we are imparting an education which is not culture. Such a means may lead to individual excellence along certain lines, it may produce some master intellects, but when we keep from the young America the inspiration of the lives of Washington, Lincoln, Grant, and Webster, we are paving the way to a lack of interest in government affairs which is sure to proclaim national weakness. The coming citizen should thoroughly know his country. He should be acquainted with its struggles, be made to realize the price of its existence, and then he will properly appreciate his privileges and seek to perpetuate them. It is the province of the school to bring this about, and so help to preserve a healthy balance between the extreme tendencies of individualism and nationalism.

The very nature of our government makes
the public school one of the greatest safeguards of our national life. One of its most important functions is to so train the minds of the young that they may be capable of intelligently performing the duties which devolve upon them as citizens of a country such as ours. We are so accustomed to consider the voice of the people as the final answer to all political questions, that we think nothing of submitting to their judgment the gravest governmental problems.

When we are sick and in great danger of death, we call in the most noted physicians we can secure to decide what the ailment may be and to advise a remedy. If a surgical operation is thought necessary, we employ a man who has spent his whole life in the study of this and kindred cases. When we have money to invest we examine carefully all avenues which are open to us and then very likely leave it with some skilled financier in whom we have confidence, who will also study the situation carefully and bring to bear upon it his years of experience, and finally make such a disposition of our funds as reason and experience lead him to suppose will bring the greatest returns with the least possible risk.

In all the business of private life we proceed in the same careful way. Reasoning from this we should naturally expect that, when it becomes evident that some part of our national organism is not performing its usual function, we should call to the council men of the most profound statesmanship, whose worth has been proved by long periods of service in public life, who have spent years in the study of the science of government, and to this council of sages we would reveal the symptoms of disease, await their decision, and follow carefully their directions. But how is it? Verily we "go out into the highways and byways and gather them in," from every conceivable quarter, and, when we make the final decision, we place side by side the cool deliberate judgment of the matured statesman and the fluctuating opinion of the man who has spent ten hours of the twenty-four in manual labor and has not sufficient knowledge of our language to enable him to read his paper intelligently at the close of his day's work.

Last November we submitted to just such a tribunal two of the weightiest problems a nation was ever called upon to solve. Our only hope at such times lies in the fact that our intelligent voters are still in great majority. For this fact we are indebted to our schools. Through them only can we hope for the maintenance of such a relation.

With increased immigration the danger has become more apparent. With increased national obligations the question becomes still more serious. It is the purpose of our educational system to train the child of today so that the citizen of tomorrow may be able to reason intelligently with regard to every question that is presented to him. It was with this end in view that the statutes provided that, in the new western territories, one square mile of land in every thirty-six should be set apart for schools. It is this provision which has been largely instrumental in giving us the intelligent, clear-thinking class of people which we have today. It is this which has made it possible to submit to the great mass of our people, questions of governmental policy which no other nation on the face of the earth dare leave to the judgment of its citizens. The trust has never been misused, nor will it be as long as the school continues to improve as it is doing at the present time.

It is the boast of England that the sun never sets on her possessions. It is the pride of the United States that the sound of the American school bell re-echoes from hill top to hill top across our great continent, and even to the islands of the sea, until its music is heard half way round the world. Herein lies one great difference between the two nations. England seeks new possessions that her power and wealth may be increased. The United States enlarges her borders that her civilization may be extended into new lands. As a result of the first motive, witness the condition of India. As a result of the second, note the improvement in Hawaii. These islands are being conquered to-day—not by
the sword, but by the American teacher. Conquest under the first motive means the eternal vigilance of the army. Conquest under the second means peace as soon as the motive is understood.

New fields of labor are being prepared for the teacher. The Phillipines demand his aid. The success of our occupancy depends upon his efforts. Nowhere in all history is a grander spectacle presented than that afforded by our government today, in its undertaking to lift these people over the slow, evolutionary steps of barbarism and civicism into modern enlightenment. We take these people, much as the molder takes the clay, and shape them into ideal form. The influence of the school here is the determining factor. It is the means through which civilization is to be attained.

Farther to the west a still greater field lies waiting. The fact may as well be understood today, for the time is coming when it must be recognized that the Chinese problem is educational and not military. Nations have conquered provinces of the empire in years gone by, and in course of time, have been lost in the personality of their subjects. It is left for America to make a conquest of this land and people—a conquest that shall not be effective for a few years merely, and then be known only to history, but one that shall be permanent—a conquest, not of the sword, but of brains.

Some day four hundred millions of Chinese will lift their faces to the bright sunlight, and, with eyes unscaled by the illusions of barbarism, will see therein the glory of the infinite, and, turning again to look about them, will recognize, at least, the brotherhood of man.

For these grand achievements the United States will claim and receive her reward in the approval of coming centuries. But, as those people read history, and study the life and works of this greatest of nations, they will see, underlying every act, and giving direction to every deed, an influence which preserved the great state from the debilitating effects of asceticism, and yet provided that its citizens should have that intelligence which made possible its high ideals—an influence which, in time of national triumph, prevented the application of that triumph to selfish ends, and led the people to think of power only as a means of accomplishing good—an influence which has been the guide of our commonwealth and made it truly great. It is the influence of the common school, our nation's greatest safeguard.
THE USE OF THE HISTORICAL NOVEL IN TEACHING HISTORY.

PAUL P. MASON.

THIS seems to be an age for historical novels. Many good, bad, and indifferent ones have been written. Why is this? There must be some demand for this kind of literature; some good must result from it. But the question might be properly asked here, what is an historical novel? Paul Ford has said that "an historical novel is one which grafts upon a story actual incidents or persons well enough known to be recognized as historical elements."

This definition, however, allows some modification, as it places a great deal of stress upon the reader's knowledge of history. What would be recognized as actual incidents or persons by one reader would not be recognized by another at all. Again, the most correct historical novels fall far short of what can be called historical truth.

As to the value of the historical novel in teaching history, much will depend upon the author's ability to create a true historical atmosphere of the period or time about which he is writing. Many and varied indeed are the opinions as to what constitutes historic atmosphere. There seems to be no definite conformity of opinion. Chas. Major maintains that historical atmosphere is realism applied to historical fiction, and says it can not be created by merely reciting historical facts of the period, unless these facts are essentially incident to the time in which they occurred and probably would not occur in any other time. It is from the setting of the story and from the acts, motives, and methods of thought of the character that true atmosphere may be imparted. What the characters are made to feel, do and say gives real atmosphere.

The atmosphere of a book may be correct while the characters and incidents are purely fictitious. Therefore I think one of the values of the novel in teaching history is that it gives an insight into the common, every day life of the common people of the time, a glimpse as it were behind the scenes; it delineates certain characters of the times, certain customs, that the historian can not do.

Another value is it stimulates the reader many times to historical investigation and creates an appetite and a longing to satisfy his mind as to the truth of certain characters depicted in the novel; to ascertain whether such characteristics really did live, move and have their being as the author has made them appear.

But in order to do this, Paul L. Ford says "Two elements go to constitute the historical. First, that it must reflect a point of view either of a contemporary party, or else of a succeeding generation, upon some subject which has at one time been a matter of controversy if not of conflict. Second, that some one or more characters in the novel must be true expressions of the period with which the book deals, or must approximate to contemporary belief of what the people of that period were like."

There is something gained by the departing from the actual fact, and the main gain lies in these two parts:

1. It permits the author to rearrange material, facts or events so that he can reach some preconceived conclusion.

2. It gives freer play to the sympathetic imagination.

Many times the author presents a character that is so real and typical of the time, that the reader is led to investigate for himself, and find out whether it is an historical character. By skillful work on the part of the teacher, one who does not care for history only in a half-hearted sort of a way might be
led to a clearer understanding of history. In this way the novel has been helpful and beneficial.

The only way to determine whether a character is real in the sense of being historical is to compare the author's deliniation of the character with the best historical sources, primary and secondary. Truth is taught more interestingly many times by the fictitious, because the novelist makes a problem, and by the rearrangement of his material, the reader becomes interested and tries to solve the problem and attain the truth.

The historian does not make a problem in simple narrative. Only when he interprets does he solve a problem. The degree of convincingness is the standard of value of the historical novel. We combine a certain amount of instruction with fiction and this has made the novel in our day a favorite means of instruction in an historical sense.
John M. B. Sill, ex-minister, resident and consul general to the kingdom of Korea, educator, public spirited citizen, and above all, courteous and gentle-hearted man, died at Grace Hospital, Detroit, April 6. Mr. Sill had been in poor health for some time and the physicians ascribe his death to diseases contracted during his stay in Korea.

John Mayhelm Berry Sill was born at Black Rock, near Buffalo, N. Y., November 23, 1831. His ancestors had come to America from England in 1637. When he was yet but a lad his parents moved west and settled first in Michigan, then near Oberlin, O., where they remained but a short time, returning to Michigan and taking up their residence at Jonesville. When the boy was 11 years old both his father and mother died, and both on the same day, so John was left to shift for himself. He went to work on a farm, earning barely enough to get along on and to buy himself clothing and a few books. In winter he managed to go to the district school, doing chores and errands to help himself along.

When he was 18 years old he was given a position as teacher of a small school at Scipio, Hillsdale Co. After a short experience there he engaged as teacher of the union school at Jonesville, and before he was 21 he was teaching in the public schools of Ypsilanti. A year afterwards he entered the State Normal School. In March, 1854, he was graduated, the first man to take the course of the institution. He was immediately appointed professor of English language and literature at the Normal School, and he was a little later made head of the department of practice. He acted as principal during the years of 1858-59. It was in 1863 that he was offered and accepted the superintendency of the public schools of Detroit, but he soon resigned the position to take the principalship of the Detroit Female Seminary. He remained in charge of this institution for ten years and built it up to be one of the largest and best known schools of its kind in the west.

In 1875 the position of superintendent of public schools in Detroit became vacant by the resignation of Prof. Duane Doty, and Prof. Sill was chosen to fill it. He remained the able manager of the Detroit schools continuously for eleven years, when he became principal of the Normal School in 1886, a position which he held until 1893. After this Mr. Sill served for several years as United States minister to Korea, with honor and ability. Coming back to his native country, Prof. Sill has spent his later days in quiet retirement at Detroit.

Mr. Sill married Miss Sally Beaumont of Jonesville, in 1864, and she survives him. Two children, Mrs. Arthur B. Cram of 60 Forest avenue east and Dr. Joseph Sill, are left. Among those who attended the funeral were Prof. Putnam, Strong, Pease, and Lodeman, and Supt. George of the city schools.

"The deceased was an educator of the older school, and his pupils, going out into the primary, grammar and high schools of the state, carried with them the ideals and aspiration that he had imparted to them. In consequence there is hardly a city or village of the state that has not felt Mr. Sill's influence, exerted through the media of its schools."

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**In Memoriam.**

John M. B. Sill.

Died April Sixth, Nineteen Hundred One.
THE NORMAL COLLEGE NEWS
PUBLISHED MONTHLY.

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Ypsilanti, Mich.

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EDITORIAL.

As the reader may have noticed, the News is a few days late this month. As our vacation this year lasted from April 5 to 18 it gave no chance to get the material together and have it out by the 15th, as usual. It was thought best to delay its publication for a few days, but we trust the contents will show the delay a profitable one.

The "Sociological Study of Ypsilanti," the first of which appears in this number, shows some of the results of the class in Sociology last quarter. The historical sketch has been prepared after an immense amount of inquiry and research, and though probably not absolutely correct owing to the numerous conflicting statements met with, it is a good foundation. In the next number will be given articles on the schools, social life, street railroad and its effects, the Normal, its social life and many other important sociological questions.

To the Editor of the Normal News:

Permit me to say through your columns that the charge sometimes heard about town and even in Normal halls, that I am in some sort a "doctor," is wholly without foundation. I am neither a doctor, nor the son of a doctor; neither a doctor of medicine, nor a doctor of law, nor a doctor of philosophy, nor a doctor of theology. If the charge had any foundation in fact I assure you I would frankly confess it, but it has not the slightest. I am aware that rumors to that tenor followed me from my former home, and though vigilantly guarded, somehow escaped from my good boxes when they were unpacked. There may be some color of truth in the imputation, that I am to a certain extent a sort of professor—which need not necessarily imply that I am not also a practitioner—but even of that one does not like to be twitted all the time. But a "doctor" I certainly am not.

This may seem a small matter, and so it is. I speak of it only because if any sort of "doctor" people could only suppose me a doctor of philosophy. Now that title Ph. D., unlike that of judge and colonel and professor and the like, is only given for a definite amount, and kind of work taken for the express purpose of securing the degree. It is never given honoris causa. Such a definite bit of work I have never done, and it seems like putting on false colors to allow it to be supposed that I have.

Yours very truly,

April 1901.

E. A. STRONG.

A pupil, who had been impressed with the force and value of double letters, such as "double o," in "fool," "double c," in "heel," etc., was called upon to read that touching poem, exhortatory to early rising, beginning, "Up up Lucy! the sun is in the sky!"

Surprise, which soon gave way to hilarity, was occasioned, when the pupil read the line, "Double up, Lucy! the sun is in the sky!" thus giving it a significance by no means contemplated by the poet.
Local and Personal.

Miss Putnam visited in St. Paul during vacation.

Miss Alice Robson spent her vacation with sisters in Chicago.

Who was the girl who asked the assistant librarian for "Huxley's Physiognomy?"

Prof. C. T. McFarlane is away on his vacation this quarter, studying at Harvard.

Miss Bertha Goodison has been appointed assistant in the department of Geography and Drawing.

Alumni! Please notice the advertisement of the '01 Aurora in this number. It refers to you!

There is one class in the Normal which is probably a record breaker in one line at least. Prof. Hoyt's class in School Supervision enrolls twenty-five boys and one girl.

Mr. Charles Tambling, assistant in mathematics at Mt. Pleasant Normal, spent two days inspecting the work of the gymnasium, while the Central Normal was closed on account of small pox.

Mr. Henry Coe, class of '84, who is now auditor of the Nebraska Telephone Co., visited his relatives in this city, April 21-24. Mr. Coe was assistant in Mathematics at the Normal in '85 and '86 under Prof. Bellows.

Messrs. A. D. Edwards, '86, and Michael Messner were the guests of C. P. Steimle a few days ago. Mr. Edwards is now clerk of the Atlantic Mining Co. and school director at Atlantic Mine. It is always a pleasure to greet our alumni who return from various places over the state.

The senior class have voted to leave as a memorial with the college an oil portrait of Dr. Daniel Putnam, our venerable professor emeritus of psychology and pedagogy, and have given the work to Miss Hilda Lodeman, who has just returned from several years' art study in Germany.

The Showerman Contest occurs the evening of May 4.

Mrs. Burton spent the vacation visiting friends in Milwaukee, Madison and Chicago.

Are you going to Field Day this year? June 7-8, at Hillsdale. Now is the time to think about it.

Now for the home stretch! We have now reached "third base" safely, and by careful, steady "playing," we will score at "home plate" without having to "slide home."

The members of the St. Joseph County Club held a very pleasant reunion in the Ladies' Library, March 30. About forty-five members were present and participated in games and dancing, the pleasures of the evening.

Prof. B. L. D'Ooge who has been studying in Europe, on a leave of absence for the past two years, and also Prof. Sherzer who has been studying abroad during the present year, will return in June to take charge of their departments during the Summer school. We feel sure that their many friends at the Normal will be glad to welcome them again to their midst.

The annual reception given by the senior class will be held in the gymnasium on the evening of April 27th. The committees are working hard to make this one of the events of the year. In view of the fact that the class is so large, and many are not a part of organization as such, it has been decided that admission be given by invitation only.

The Aurora Board wants to know:
If you have visited the photograph gallery yet.
If you have handed in your picture, if necessary.
If you have subscribed for an Aurora.
If you have put any good grinds in the "grind box" in the library corridor.
If you have not, it is your duty to do so within the next few days.
There is a little matter that some of our advertisers and subscribers have seemingly forgotten. To us it is an important matter. It is necessary in our business. We are very modest, and don't wish to speak about it.—Exchange.

One bright morning the great Edison called his son to him and spoke thus: "Thomas, my son, you know almost as much as your father, but what you know will never be of any use to you until you know men. Brush up against the world for awhile and let us see what you are made of. You have good ideas, work them. Good morning." The reading of this little incident suggests our high school boys and girls. Read it, young people, and digest it. The final examination in June is not the test of your work. That is but a small part. What are you made of and what can you do? Weigh yourself in the balance and find how you stand.

The announcement of the Summer School quarter of 1901 is out. Courses of eight and twelve weeks will be given from July 1 to August 23, and July 1 to September 20. "As the courses of instruction offered are given by the regular members of the College faculty, credits in them may be earned in the same way as at any other time during the year. Certain courses earning twelve weeks' credit are offered which may be completed during the first eight weeks. Those taking these courses, and working for credits are allowed to take but three, earning a maximum credit of thirty-six weeks. Students not working for credits upon a college course, will have their classification arranged for them by the Principal to suit their individual needs."

Senator J. P. Dolliver, one of the ablest orators now before the people, gave an interesting lecture on "The Nation of America" in Normal Hall March 23. The Senator is a pastmaster in the art of speaking, and his pithy, trenchant sentences, with the sudden flashes of quick wit and humor, held the closest attention of the audience for two hours. He has a very pleasing appearance, and by a word or a mere gesture would frequently cause a wave of merriment to pass over the house; the humorous suddenly revealing itself in a statement which had started out with an appearance of the best faith and most serious interest. In reference to the Spanish war and the trouble in the Philippines, the senator said that the country is amply repaid for the struggle if war can be compensated for in any way, by the added prestige gained among the other world powers, by the "sense of contact" with the rest of the universe, which has been developed, and which will lead the people to realize their responsibilities outside the borderland of the states, which in a broad sense are as passing as the administration of domestic affairs, and by the gain in patriotism, which has come to the younger generation, who had never before been face to face with a grave national crisis.

**Literary Societies.**

**Crescent Society.**

The genius of Messrs. Banghart and Kehoe found vent recently through the avenues of poetry. The first evidenced having supplanted the Muses for rare and sublime combinations of word and thought, while the second must have petitioned for extreme ludicrous expressions. Both being righteous men, their prayers were abundantly answered, much to the gratification of the craving of the intellectual appetite on the part of the Crescents for such literary feasts.

Mr. C. C. Miller has distinguished himself both as a reciter of the drama, and a vocal soloist. His love songs are said to be sung in a very earnest, significant, and effective style.

Mr. F. W. Wheaton and his male quartette, rendered the selection "Oh dat Watermelon" in a way that made everyone's mouth water, and filled everybody's cup of joy as full as it could be filled, by the pleasures of anticipation, without participation.
ATHENEUM SOCIETY.

We are very glad to note the renewed interest of students in society work. During the last month of last quarter, we had four programs, excellently planned and as excellently rendered. People are awakening to the fact that our societies are offering advantages which cannot be elsewhere obtained. Increased membership and enthusiasm is the result.

The new quarter opens most promisingly. Every officer and member is on hand, ready and anxious to do anything which will contribute to the welfare of the organization.

Friday evening, April 19th, was especially devoted to music. The literary numbers were all on topics connected with this general theme. The program was a happy thought on the part of our committee, and was admirably executed. The musical numbers by Misses Gilray, Watters and Wallin, were worthy of special mention.

Fraternities and Sororities.

PHI DELTA PI.

Among the new members of the fraternity are Messrs. John H. Waldron, C. D. Withrow and Claude J. Kniffen. Most of the boys are now boarding at 423 Ballard St., and the rooms are also used by members of the fraternity.

Probably one of the greatest events in the progress of the fraternity this year is the establishment of the Beta Chapter at the Mt. Pleasant Normal School. During the vacation a party of ten from the Alpha Chapter including the degree team, consisting of Professor and Mrs. C. O. Hoyt, Messrs. Lawler, Wilber, Chapman, Smith, E. D. Rhodes, Lathers, Crook and Murray, went to Mt. Pleasant to formally establish the organization as a chapter. The members of the Beta Chapter are as follows: Patron, Professor F. L. Keeler, Messrs. Allen Sheldon, Everard Wilson, Harry Miller, Clarence Meade, Lloyd Livermore, Loren Post, Ross Dusenbury, Glen Riley, Harry Wetzel, Albert Stead, Roy Barnum, Richard Curtis, Harry McClave, Glenn Bennett, Wm. Toothaker, Professor C T. Grawn, honorary member, and Mr. J. W. Mitchell, organizer.

It is unnecessary to say that the boys were royally entertained, and after visiting the schools and city and going through the formal initiation, the visit was ended by a banquet given by the Beta Chapter on the evening of April 12th. After this the party adjourned to the Oddfellow’s Hall, where they enjoyed themselves to the utmost on the dance floor. Altogether it was a most successful trip, and the boys of the Alpha Chapter feel doubly paid for their visit.

ARM OF HONOR.

March 30th, was held the regular spread of the fraternity. The first of the evening was passed in social chat and renewing acquaintances with former members. Among whom were Messrs. Morse and Murdoch of Detroit, Wilson and Everett of the U. of M.

At 9.30 the boys adjourned to the dining room where was served their usual repast, after which Mr. Tompkins with fitting remarks, assigned a few well chosen toasts. The boys then enjoyed music from the piano, mandolin and guitar to drive dull care away.

Since the last roll call Messrs. Sylvester H. Johnson and Arthur McGinnis have become pledged members of the order.

SIGMA NU PHI.

The second initiation of the year was held at the Sigma Nu Phi House, during the last week of the winter quarter. The following were initiated into the mysteries of the sorority: Mary Averett of Richmond, Va.; Edith Blanchard, of Grand Rapids, Mich.; Bertha Wolvin, of St. Clair, Mich.; Charlotte Paton, of Lake Linden, Mich. The only regret of the sorority was that none of their patronesses, Mrs. Sherzer, who is in Germany, Mrs. MacFarlane who is in the east with her husband, or Mrs. Leonard who was ill, were able to be with them.

The sorority rejoice with their matron Mrs. Goodison that her daughter Miss Bertha is to fill the vacancy in the drawing
department, and is to be in the house for the remainder of the year. Miss Caroline Bishop and Miss Charlotte Paton are now living at the Sigma Nu Phi House.

### N. C. A. A.

Coach Tecwel has also arranged a track meet to take place on May 17th, with the Ann Arbor High School team at Ann Arbor.

The team played two games during the vacation, but was handicapped by the absence of Cannon and Sherman. However, they were able to score on the "Varsity" and defeated the Ann Arbor High School team.

It is hoped that those who have not already secured season tickets will do so, as the boys need your support financially, as well as upon the field of play. Manager Stebbins has been unirging in his efforts to assist the team, and further the sale of tickets.

The track team promises to carry off many medals this Spring at Field-day. Under the able management of Coach Tecwel the men are getting in fine shape. A local field-day is to be held later to determine the ones who are to participate at Hillsdale in the M. I. A. A. contests.

In the Spalding Base Ball guide we notice that Mr. Brewer of Albion, reports that their team went through the season without a defeat, defeating the Ypsilanti Normal by 7 to 2. A letter from the gentleman to Manager Stebbins assures us that that was an error on the part of the Spalding Company, and we are entitled to all the glory of giving them their only defeat, that of 23 to 7.

The season for base-ball playing has begun, and several practice games have been played already. The men are showing up exceptionally well. The first game of the season was played on April 3rd, with the Detroit Am. League team. The game was characterized by good snappy playing by both teams. Owen pitched for the Normals, and at the close of the game the score stood 2 to 4 in favor of the visitors. The boys feel very grateful that they were able to score on the Detroit men.

The High School being quite confident of success crossed bats with our boys, a few nights later and at the end of a seven-inning game the Normals had crossed home-plate five times, while the High School team succeeded in reaching third base, but once during the game. Cannon pitched the first three innings of the game, and Sherman the last four. The Normal pitchers were given excellent support by the members of the team. The in-field playing of both teams was exceptionally fine.

Mr. L. H. Whitcomb, director of the M. I. A. A. from here announces the following information: Field-day at Hillsdale, June 7-8. Referee: Keene Fitzpatrick of Ann Arbor. The following pennants have been adopted: regulation rectangular, 18 x 26 inches of maroon felt with white letters. To be given as a permanent trophy to the champions in base ball, relay team, class Indian clubs, and foot-ball. Exception, should Albion win the relay, and Ypsilanti win the class clubs swaying, no pennant will be awarded in these two events, for by winning again this year the cups would be held by these colleges permanently.

A novel entertainment was given at the gymnasium the afternoon of March 16th. The girls of the advanced classes in Physical Training were allowed to bring with them two friends, who occupied seats in the balcony while the following program was given:

- Figure March—Phys. Tr. 5.
- Military March—Phys. Tr. 3.
- Bounding Ball Drill—Phys. Tr. 5.
- Handkerchief Drill—Phys. Tr. 3.
- Basket Ball Game—Stars vs. Reserves.

At its close the guests were invited to the lower floor, where tea was served and an informal reception held. The gymnasium girls made charming hostesses, and marched, danced and sang with their guests until early evening.
On the afternoon of April 24 the Albion team met their first defeat at the hands of the Normals. The game was characterized by heavy hitting and was similar to the game Albion played here last May. In the first inning the Normals landed on Davis’ curves until seven scores tallied, when Capt. Gass lined one over the center-field fence, bringing in two more scores. Hyney then went into the box and did very creditable work. Our team on the whole played fast ball, there being very few errors made. The game was called during the ninth on account of darkness. The following is gleaned from the scorer’s book: Innings pitched—By Davis 2-3, Hyney 7 1-3; by Sherman—4, Gannon 4. Hits off Davis—6, Hyney 6; Sherman 5, Gannon 5. Struck out—By Hyney 3, Gannon 2. Umpire—Fitzgibbons.

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Alumni Notes.

During the week previous to our Spring vacation, a considerable number of our alumni returned to visit their Alma Mater. This is a very encouraging sign, and only goes to show that there are many loyal sons and daughters of the Ypsilanti Normal now at work throughout the State. We give below an incomplete list of those whose familiar faces we were glad to greet.

- Mabel True, ’00. Adrian.
- Nellie Hall, ’96. Harbor Beach.
- Mayme Horner, Reed City.
- Cora Bright, ’00. Jackson.
- Sara Worts, ’00. Toledo.
- Prof. S. O. Mast, Hope College, Holland.
- Robert Barbour, Detroit.
- Lizzie Schermerhorn, Benton Harbor.
- Cora Feather, ’00. Lawrence.
- Supt. F. E. Ellsworth, Harbor Beach.
- Prin. W. L. Lee, Richmond.
- Prin. W. L. Bolger, River Rouge.
- W. L. Ferguson, Mooreville.
- Miss Marsh, Grand Rapids.
- Miss Henning, Wyandotte.
- Miss Clark, Wyandotte.
- Miss Russell, ’00. Delray.
- Miss Jones, ’00. Delray.
- Miss Little, ’00. Delray.
- Mr. Root, Weston.
- Miss Bacon, Pontiac.
- Mr. J. F. Müller, Detroit.
- Miss Reese, Ann Arbor.
- Miss Morgan, Jackson.
- Miss Lynch, Mt. Clemens.
- Miss Kopp, Mt. Clemens.
- Supt. and Mrs. W. F. Lewis, ’88. Port Huron.

Dr. Nelson of Hudson, visited his daughter.

The much talked of play 7-20-8 was presented before a fair sized audience in Normal Hall, Friday evening, March 15th, under the direction of the Oratorical Association. This was one of the most humorous, as well as most successful events that has occurred here for some time.

The parts were unusually well taken, and each participant should be congratulated on their ability as an actor. The piece showed a vast amount of work and practice, and considering the limited chance for stage settings, the whole was a decided success.

Excellent music was furnished during the
The Oratorical Association wishes to take this opportunity to thank those who so willingly gave their time and work toward making the play a success, and also the student body and public in general who gave them their support.

As a result of the marked success of the play when given here, it was decided to repeat it elsewhere. On April 4th, it was reproduced with unusual success before a large audience at Saline, Mich. The following is the cast of characters:

Courtney Corlis, - - - Mr. T. A. Lothar (With a theory on Homemaking)
Launcelot Burgis, - - - Mr. Ivan Chapman (With an abundance of wine)
Paul Hollybock, - - - Mr. John Waldron (Slay in the country but fast church in the city)
Signor Fabian Tamborini, - - - Mr. C. P. Steinne (Conduct of the Ballet)
A Postman - - - Mr. H. C. Partch
Professor Garleigh, Mr. Wm. Eldred
Jovinos, - - - - - Mr. L. Crandy (Hollybock's Partner)
Mrs. Hypatia Burgis, - - - Miss Johnson (With a bobbin and two canvas)
Dora Hollybock, - - - Miss McCordie (Who wants to be loved)
Floxy, - - - - - - Miss McGillivray (Who eat for her family)
Jessie, - - - - - - Miss Thompson (A servant who believes in square acts)

SYNONYMS:

Act 1. Search for a face.
Act 2. Walk in the metropolis.
Act 4. Mrs. Burgis chooses a husband for her daughter.

IN MEMORIAM.

Miss Minna Godfrey died at her home in Harbor Beach, March 28th, aged twenty-five years. She was a charter member of our sorority, and her death was the second link which has been taken from the chain.

Each member deeply mourns the loss of this sister, who was so well fitted in every way to be a true sister, and to take her part in the great sisterhood of the world. Life was bright and full of promise for her, because she came to it full of cheer and good courage, and each sister that she has left feels that her own life has gained something beautiful in having known her.

She was about to finish her course in the college, and had already accepted a position in the Detroit schools. A true and noble character, she has left friends in every walk of life. Not only will those of us who had the privilege of an intimate acquaintance miss her, but also those into whose lives she found the time to bring by many kind deeds a little added brightness. Still we feel that her life is more complete and.

Don't judge a person's character by the umbrella he carries. It may not be his.

Student (to chum)—“When I get done eating I always leave the table.” Chum—“Yes, and that is all you leave.”

“Mein Gott, Isaac, mark up everything in der sho store hundert und fifty her cend. Here comes a student vot wants trust.”

An editor at a dinner table, being asked if he would take some pudding, replied, in a fit of abstraction, “Owing to a crowd of other matter we are unable to find room for it.”

“Now, Willie,” said the anxious mother, “how did you get that big daub of molasses on your best jacket?” Oh, industriously, Ma,” and his peculiar wink saved him a boxed ear.
TALE OF A STAMP.

I'm a stamp—
A postage stamp—
A two-center;
Don't want to brag,
But I was never
Licked,
Except once;
By a gentleman, too;
He put me on
To a good thing;
It was an envelope—
Perfumed, pink, square;
I've been stuck on
That envelope
Ever since;
He dropped us—
The envelope and me—
Through a slot in a dark box:
But we were rescued
By a mail clerk,
More's the pity;
He hit me an awful
Smash with a hammer;
It left my face
Black and blue;
Then I went on a long
Journey
Of two days;
And when we arrived—
The pink envelope and me—
We were presented
To a perfect love
Of a girl,
With the stunningest pair
Of blue eyes
That ever blinked;
Say, she's a dream!
Well, she mutilated
The pink envelope
And tore one corner
Of me off
With a hair pin;
Then she read what
Was inside
The pink envelope,
I never saw a girl blush
So beautifully!
I would be stuck
On her—if I could.
Well, she placed
The writing back
In the pink envelope;
Then she kissed me.
O, you little godlets!
Her lips were ripe

As cherries.
And warm
As the summer sun,
We—
The pink envelope and me—
Are now
Nestling snugly
In her bosom;
We can hear
Her heart throb;
When it goes fastest
She takes us out
And kisses me.
O, say
This is great!
I'm glad
I'm a stamp—
A two-center.

—Ohio State Journal.

THE LINCOLN CLUB.

The Lincoln Club has elected the following officers for the Spring Quarter. President, E. G. Fuller; Vice-President, A. G. Gillespie; Secretary, J. Marstellar; Treasurer, J. B. Melody; Reporter, Geo. K. Wilson. Early in the fall quarter, 1900, a number of young men, realizing a need of practice in public speaking, parliamentary procedure and debating, met and organized this club for practice along these lines.

The club has been working quietly and steadily, and its members are becoming quite proficient. As this club was not and is not now, on an equal footing with the societies of the Oratorical Association, none of its members recognized as such, were on the debating team, and yet two of the members of that team, Messrs. Whitmoyer and Miller were members of the Lincoln Club.

The membership is limited to sixteen men. Clubs of this character should and do receive encouragement from the faculty, and the student body. If Normalites ever hope to gain the victory in an intercollegiate debate, there must be interest and enthusiasm enough shown in debating, to carry more debaters through the period of practice preceding the final debate.
THE REPORTER.

Who is it gathers up the news,
Fires, accidents, men's ways and views,
Records the crimes, their punishment,
Who's left the town, which way they went.
The state of trade, who has been wed,
And who is injured, sick or dead?
The reporter.

Who comes upon you unawares
And deftly learns of your affairs,
And takes your troubles in good part
And does not grieve nor yet lose heart;
But finds out all he wants to know
Before he takes his hat to go?
The reporter.

Who tireless is and knows no fear,
But takes assignment far and near,
Makes no complaisant, does not decry,
But hustles out and makes things pure,
Runs down the facts—perhaps a stick?
And writes a column double quick?
The reporter.

Who, while the author writes for fame,
Mixes to his tale no name?
Who, while the artist captures praise,
Unnoticed goes his varied ways?
Who gets few thanks and little rest,
But all the same still does his best?
The reporter.

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