CONTENTS.

Individualism and Socialism · 123
High School English in Ninth and Tenth Grades · 128
Good Night · · 133
Wanted—A Name · · 134
The Life and Work of a Chinaman · 137
"W" · · · · · 141
Editorial · · · · · 145
The Prohibition Club · · · · · 145
Local and Personal · · · · 146
Fraternities and Sororities · · · · 147
Literary Societies · · · · 148
Y. W. C. A. · · · · 148
Y. M. C. A. · · · · 149
N. C. A. A. · · · · 149
Report of the Junior Class "Kicker" · 150
Exchanges · · · · · 152
It Is Folly!

To think one can select a proper glass by trying on one pair after another until the glass that you see best with happens to strike your fancy. The eye should be properly measured by an experienced optician, and proper glasses should be ground and set in a correct frame and in correct position in front of the eye. Optica! science up-to-date is practiced by us. If you have trouble with your eyes, call on

S. H. DODGE & SON,
Jewelers, Ypsilanti.

S. R. DODGE, Scientific Optician.

Careful Examination of the Eyes
Free and Painless.
No charge for testing eyes.

It is an old saying among Ypsilanti folks that occasionally buy

DRY GOODS
and such:

"YOU'LL FIND IT AT THE BOYS' STORE"

DAVIS & KISHLAR,
102 Congress St. 11 Huron Street.

Buy your BOOKS and SUPPLIES of

Frank Smith & Son.

Meet your friends at the

WHITE FRONT BOOK STORE.

Register your name and address with

Frank Smith & Son.

The apparel oft proclaims the man.
Neat linen is a happy introduction.

The White Laundry

Will give you clean, white, elegant work.

E. L. HAYDEN, Prop.

C. S. Wortley & Co.

Have the Latest Novelties in CLOTHING, HATS, CAPS, SHIRTS, NECKWEAR, GLOVES, and all SWELL FURNISHING GOODS. Suits made to measure and fit positively guaranteed.

C. S. Wortley & Co.
ADVERTISEMENTS.

Spalding's Official League Ball
Is the Official Ball of the National League, the leading minor leagues and all the college and athletic associations. Handsome Catalogue of Base Ball and all Athletic Sports mailed free to any address. Spalding's Official Base Ball Guide for 1901, edited by Henry Chadwick, ready March 30, 1901; price 10 cents.
A. G. SPALDING & BROS. (Incorporated)

C. F. ENDERS.
ART STORE.
A fine line of Pictures just out at our store. New pattern mouldings. We also carry Stationery. 1,000 or more Penny Pictures in stock.
230 Congress Street West.

O. K. Laundry
Is the Students' Laundry. All work done by hand. Work called for and delivered.

W. H. JUDD...
Dealer in
Guns, Fishing Tackle and Sporting Goods
Call and see me.
No. 11 South Washington Street.

W. H. SWEET & SON.
FLOWERS
Choice Cut Flowers
Norton's Greenhouse
LOWELL STREET.

COOPER
IS THE
Students' Photographer
C. E. COOPER, Artist.
We always hold out
A Welcome
To students, and do everything
we can to merit their good will
and patronage. We sell Dry

Bert H. Comstock,
128 Congress Street.

Chas. King & Co.
GROCERS.
Dealers in Portland and Louisiana Cement, Calcined Bracer
and Blasting Balls.
101 Congress Street.

STUDENTS
Don't forget the familiar old store,
"The BAZARETTE;" we carry in
stock or will order whatever you
wish.

THE BAZARETTE.

STUDENTS!
Here is something nice for your Rooms:
A Chinese Lily Bulb and a
Lily Dish for
20c.

DAVIS & CO., on the corner.

D. Spalsbury, D. D. S.
DENTIST.

Office corner of Congress and Washington Streets,
over Horner Bros' Shoe Store.

Local anaesthetic for painless extraction.

Mr. and Mrs. Granger announce a program
of dancing at their Academy, Ann Arbor.

TUESDAY EVENINGS
8.30 TO 10.30 O'CLOCK

Card admitting lady and gentleman ten evenings $3.
Single evening 50c. All classes in dancing now open
for the reception of pupils. Private lessons by ap-
pointment. Three quarters hour, $1.50.
NORMAL CONSERVATORY OF MUSIC.

Frederic H. Pease, Director.

Faculty.

PIANO.
MISS ALICE LOWDEN.
MISS MYRA L. BIRD, MISS RUTH PUTNAM,
MRS. JESSIE P. SCRAMGER, MR. F. L. YORK,
MR. MINOR WHITE.

ORGAN.
MR. HOWARD BROWN, MR. YORK,
MR. FREDERIC PEASE.

VIOLIN.
MISS ABBA OWEN.

VIOLONCELLO.
MR. H. W. SAMSON.

VOICE CULTURE AND SINGING.
MISS BIRD, MISS CARRIE TOWNER,
MISS MILDRED FLETCHER, CHAS. B. STEVENS,
MR. and MRS. FREDERIC PEASE.

ITALIAN.
PROF. A. LODEMAN.

For circulars concerning terms and tuition, apply to the Director.

H. C. FISK

B. W. FERGUSON.

Fisk & Ferguson...

Dealers in

GROCERIES and
PROVISIONS.

123 Congress Street.

Students' Trade Solicited.

ADVERTISEMENTS.

We carry a large, new, well assorted stock of

Gentlemen's Clothing and Furnishings.

A word to the wise is sufficient. Remember the name and place.

G. W. DENSMORE,
Cor. Washington and Congress Sts.

J. H. WORTLEY,

Fire Insurance.
Real Estate Bought and Sold.
Homes Rented.
Money Loaned.

NO. 109 PEARL ST.

WATCH YOUR WATCH

If it is out of order, take it, and all broken jewelry, to...

Brabb,
The Jeweler
ADVERTISEMENTS.

The Perry Pictures

BEWARE OF Imitations

FOR HOME AND SCHOOL.

Send 2-cent Stamp for Catalog and Sample Picture.

One Cent Each for 25 or more on paper 5½ x 8

The Perry Pictures, extra size, Five Cents Each for S or more on paper 10 x 12.


No orders for Pictures in Colors for less than 25 cents.

The Perry Art Books, 25 and 35 cents.

The Perry Magazine, Beautifully Illustrated, Monthly except July and August. $1.00 per year.

Frank Showerman,
M. S. N. C. Flag Pins. 9 Huron Street

DIAMONDS
WACHES
JEWELRY
NOVELTIES

Horner Brothers....

The Most Reliable Shoe Dealers

Company invite all Students to make their Headquarters at their store, No. 130 Congress Street.

SORSIS
JENNESS MILLER
and ULTRA SPECIALTIES

Rubberley Lined, Entirely Fitted, Watch our windows for
The Latest

MAFLE LAWN ASSEMBLY

Students will form first class band, 1000. Center of Agora and Ellis Streets. Phone 362.
MRS. K. L. STONE.
INDIVIDUALISM AND SOCIALISM.

ESTELLA C. SCHNEIDER.

SOCIALISM has reference in a general way to the views and aspirations of those who hold that the individual should subordinate himself to the mass, or society, maintaining that in this way alone can the welfare of all be secured. Those who believe in individualism, on the other hand, hold that the best results, both for society and for each unit of which society is made up, would be reached if the individual were free to think and act as he is inclined. These statements refer to the extreme in each case. There could be no such thing as absolute individualism or absolute socialism. Each individual is dependent upon society for his origin and his up-bringing and he remains an integral part of the same, in a sense, even though he isolate himself on a desert island or in a convict’s cell. And it is obvious that society is dependent upon the individual, for he is the unit of which society is composed.

Society as a whole maintains a definite relation to the individual. Its laws, moral ideals, customs, and public opinion shape the lives of the individual, and in these lives they are born again, and so determine the character of the whole.

Again, the individual bears a certain definite relation to society. As has been stated, he owes his origin and environment, largely, to society. These relations which exist between him and the whole are subject to wide variation under different conditions, as, for instance, different stages of civilization and national forces and conditions.

Buckle gave great impulse to the notion that the explanation of social structure and evolution was to be sought in the national forces. With him soil, food and the aspects of nature are the primary causes of intellectual progress, the first three determining the accumulation and distribution of wealth, and the last, by directly influencing the accumulation and distribution of thought, the imagination being stimulated and the understanding subdued when the phenomena of the external world are sublime and terrible, the understanding emboldened and the imagination curbed when they are small and feeble.

Primitive man, living comparatively alone, had but his own wishes, or at most, those of a few other individuals to consult. He was born into a national environment and his voluntary environment was but the beginning of our voluntary environment of to-day. National influences were very powerful over him. He had not the means to make use of national forces to any great extent, neither could he revert their influence when detrimental to his welfare. Each man obtained direct from nature food for himself and for those who depended upon him. For the purpose of defense and self protection several individuals united, thus forming the rudiments of the state. When united in this way, for a common end, such individuals are said to have a common consciousness. If trouble arose with other groups thus united, the one of each group who showed the greatest powers in battle was looked to as leader—the beginning of the executive office of the state.

These primitive groups were largely dependent upon local conditions. When nature did nearly everything for them, as in the tropics,
they did not need to exert themselves greatly, and readily yielded to the enervating influence of the climate, thus making little progress. Other groups, in unfavorable conditions, were obliged to exert all their energies to obtain a livelihood. Great progress could not be expected here, either. To make the most of life there must be means to secure a livelihood. Energy is, however, developed and that makes the condition more favorable than the other. Leisure without energy, or energy without leisure, both are unfavorable to the highest development. If for any reason, such as the exhaustion of the food supply, a group became dissatisfied with any particular environment, it sought another place to live, in which conditions were more favorable. The most effective changes in environment are the permanent ones. When a tribe moved inland from the seashore, it might become agricultural instead of living by fishing and hunting, and in this way its whole mode of life be revolutionized. A people moving to the seacoast may become commercial, as the Phoenicians. Great changes are also produced by removing to a different soil and climate.

Thus men change their natural environment. With it they change, and also their relation to their environment. The view of nature changes. The ghost and witch vanish, and natural objects are taken as natural. By knowledge and skill man subdues nature and makes it his minister. He learns the use of fire, he fashions rude implements for farming, he employs bow and arrow and spear in warfare, he tames animals and uses them, he makes boats and facilitates travel and transportation.

To all these must be added the changes in his social environment. These are the changes—those of man's relation to nature, the changes in nature itself, were increase in the number of individuals, and the change in each individual—which most deeply affect men in their associational relations. There are social relations into which society puts its thought, its feeling and its will, which mark and promote the progress of humanity. These are permanent and cumulative social products. Before the time of writing, amid the migrations of tribes, many arts, inventions and traditions may have been lost. The permanent effects in social environment were produced by those treasurers of culture which abided, and to which one generation after another added its part. All those influences which affect the associations and relations of men belong to the changes in the social environment. Changes took place in the family, in industrial relations, in manners, customs, religious bonds, in conduct, in the government, in art, language, literature and aesthetics, and all these affected the condition of society and the relation of the individual to it, as well as the progress of civilization. In studying the history of the world we find that at times the relation of the individual to society might be expressed by saying that he was entirely absorbed by it. Among the most notable of such examples is such a condition we find that great movement of the Middle Ages, known as the Church of Rome. This institution has been the most effective and preservative force at work, while all the other powerful creations of the Middle Ages—the Holy Roman Empire and the feudal system—have declined and disappeared entirely, even to our own times, though now it has lost much to which it once laid claim.

Some of the real causes for absorption of power and monarchical government are as follows:

1. The church as an organization was based upon the beliefs of a body of people who professed the Christian religion. It was an outgrowth of their legal, political organizing instincts, not of anything whatever connected with their religion as a religion.

2. The dogmatic system, the body of theological beliefs of a given age or people. This is an outgrowth wholly of the scientific instinct, of the natural and inevitable attempt of the mind to explain the primary facts of religion, and to construct the explanations made into a reasonable and logical system. Both these dogmatic and ecclesiastical systems
grow out of necessities of human nature. The mind must seek some philosophical explanation for familiar facts, and a group of people influenced by the same desires and motives must take upon themselves the form of organization which is to them the most natural.

3. But of the direct causes which did further the tendencies toward a monarchical constitution in the church, the most potent and effective may be put under two heads: (a) the change which took place in the popular understanding of Christianity itself, and (b) the influence of Rome.

(a) From the first beginnings until the middle of the third century the Christian religion had remained the same. Men had come into it because it answered their religious needs, and its power over them was that of a spiritual faith. But when the Christian church began to grow rapidly it became the popular thing to join it and all men flocked to it. When it became the state religion masses came into it without knowing what it was. They brought their crude conceptions of paganism, unable to understand Christianity or spiritual life at all. As a result of this Christianity declined toward the pagan level, the worship of saints was introduced to satisfy the polytheistic notion of the pagan; the spiritual life was lost sight of, and visible forms and ceremonies were attended to solely. Anyone who accepted the theology of the church and was in regular standing in some local church was a Christian. Anyone else was not, and in this way a sharp line was drawn between Christians and non-Christians. When the idea of such a distinct unity came to prevail it was but a step farther to make the church the most powerful force in creating a community of law and administration which should be supreme and have unlimited authority.

Now the church identified with Rome and its military prestige had but to grasp the power which the Roman Empire laid down to make itself supreme. This was favorable, too, to the rulers of Rome, for they saw in the church a means to extend their power. The idea that the church was divinely founded also made a profound impression on the pagan mind, and with political and social conditions as the church had made them the institution became the greatest power in Europe. It had absorbed the individual. At its head stood one who was supreme, and through a large number of ecclesiastical officials his will was made known to the thousands who belonged to the church and who were in their ignorance or superstition blindly subservient to all the dictates of the institution. Those in authority taught that the individual was neither his own origin nor his own end; that he was a being created by God and for His glory, and that he could best carry out the Creator's will by being absolutely obedient to the church. He had no freedom of thought, affection or will. He was not allowed to make free inquiry into the laws and nature of reality. He was an insignificant atom—the church was all. His powers were not for his own use or benefit, but for the good of the institution, and to deny any of the church's authority, or to refuse to believe what it taught was heresy and punishable not only here but also after death.

But human nature was not content to be thus subjected. Man has by nature an individuality peculiar to himself and this will not remain dormant always, no matter how great the authority which would oppose its asserting itself. By reason of this fact we can see, even further back than Abelard, a tendency on the part of individuals to break from the collectivism and to bring about the restoration of man to freedom of thought and action, to convince him that he is an end in and through himself. The most notable tendencies towards the bringing about of this result were the great movements known as the Reformation and the Renaissance. The former, having for its exponent Martin Luther, stood for the freedom of the individual intellect, and the latter for freedom of the individual emotions and feeling. But as moral freedom was not given a place in the thought of those
movements it followed that the logical outcome of the Reformation was Voltaire, and of the Renaissance Rousseau.

In this light we can better understand Rousseau. He embodied in his life and in his writings, more than did any other man, the sentiment of those who would break from authority. He was radical in his ideas, wishing to abolish all forms of society and to have men return to what he considered the ideal state—the state of nature—untrammeled by the conventionalities of society. He was among the first to see that even the child has an individuality and that this should be respected. Kant is the first philosopher who treats of true individualism. He was much influenced by Rousseau. With him the philosophy of the world changed. The all-important question now became "How does the mind, whose world consists solely of its own experiences, ever come to think that there is a world external to and independent of that experience?" instead of "How does a world existing external to and independent of thought find its way into the human consciousness?" Hence, according to the new view, education is no longer world-appropriation, but world-building. His view has been held by all true educators since the time of Kant, and they have endeavored to work out a system of education whereby the world of the individual may be built up and enriched.

The thought is no longer "Educate for life," but "Education is life." From the freedom-seeking movement of the eighteenth century sprang many advances in education. The points in the progress of the new education are marked by such names as Pestalozzi, Herbart and Froebel, upon whose work all education of to-day rests as its basis. The advances can, however, nearly all be traced back to Rousseau and Kant. We may classify them under five heads:

1. The instructors.
   From the earliest times until the French Revolution education was almost wholly in the hands of the clergy. Since that time, however, the tendency has been to take it from them and to give it to the laymen; and not only that, but education has been placed under the guardianship of the state rather than that of the church. Religious instruction, as such, has been withdrawn from the public schools. The majority of public school teachers today are women.

2. The instructed.
   At the present time education may be said to be universal. It is not restricted to any class, whereas formerly it was restricted to the clergy or to the wealthy classes alone. The present idea of education and of individuality does away with class education. In our nation, especially, is it absolutely necessary that all receive the best education possible.

3. The matter of instruction.
   The old education held that theology, with its related subjects, was of prime importance. The new education abolishes that idea and puts nature and science in the place of theology. These subjects are entirely free from any authoritative phase. Each individual may investigate for himself, and he gains from his own investigation, culture, knowledge and power, which could not be imparted through the old subject-matter.

4. The methods of instruction.
   Years ago pupils committed their lessons in all subjects to memory. Very little of what they thus "learned" was understood. The learner accepted it because the book or the instructor said it was true. He was not supposed to have any thought on the subject at all; acceptance was all that was required on his part. The new education is the very opposite of the old in this respect also. It endeavors to develop the intellect of the learner through the mental processes of thought and reasoning, and with its new subject matter it is able to do so. Moreover, the methods today are pleasant and gentle, the
rod is laid aside, excepting in extreme cases, and interest is developed to stimulate the child to learn.

5. The end of instruction.

The message of Kant to the world is "Let each soul build up within itself a coherent and rational world, so that it can lead a free, moral, natural life in the society of other souls." This is in accordance with the idea that each life is an end in itself, and that as such it should attain the highest development possible, here and now. Education is not to be a training for living, but it is to be the living itself. To quote from an author on the aim of education, "The new education sets up as its aim the highest development of the social individual in all the faculties of mind, soul and spirit." It is not yet altogether free from mediaeval influences, but the future is brighter than ever before, with promises of an education which will develop the individual in accordance with the above idea.

SNEEZING.

What a moment, what a doubt!
All my nose is inside out,
All my thrilling, tickling caustic,
'Pyramid rhinocerotic,
Wants to sneeze and cannot do it!
How it yearns me, thrills me, stings me!
Now says, "Sneeze, you fool,
Get through it."
Shee—shee—oh! 'tis most del-ish,
Ish—ish—most del-ish!
(Hang it, I shall sneeze till spring!)
Snuff is a delicious thing.
—Leigh Hunt.
RHE'TORIC AND COMPOSITION.

9-1

I. Literature—class reading—Selections from American authors. Individual reading—English and German Fairy Tales, Myths, Longfellow's Hiawatha.

II. Exercises—Syntax; sentences, loose, balanced, periodic; clauses and clause equivalents.

9-2

I. Literature—the Epic, read in class for

1. Meaning—1. Author's view, religion, politics, social life, events, etc.
2. Pupil's judgment of religion, politics, social life, events, etc.

B. Form and structure—xxiv Books: dactylic hexameter; Invocation; Narrative, in 1st pers., in 3rd pers., in chains of events, with beginning near end of events, with inserted narrative. Description, by epistles, by figures, by incidents, by traveler's view, through spectator's eyes. Set description?


Individual reading—Myths, Fairy Tales, Robin Hood, Robinson Crusoe, Last of the Mohicans, Treasure Island.

II. Composition—Punctuation, Paragraphs, Letter Writing.

10-1

I. Literature, class reading—(1) The Novel, (2) The Essay, (3) The Oration, studied for (A) Meaning, (B) Form and structure, and (C) Style as in 9-1 and 9-2, in (1) Ivanhoe, Silas Marner or the House of Seven Gables, (2) Lowell's Essay on Lincoln, (3) Burke's Speech on Conjunction with Help.


II. Composition—Special attention to how paragraphs grow. Unity, Coherence, Strength.

WHERE the committee of ten made its report on the teaching of English, taking the stand that "the study of the English language and literature is inferior in importance to no subject in the curriculum," that we shall secure a "clear, logical, convincing and agreeable manner" of original composition along with "sympathetic and comprehensive appreciation" of the great authors' masterpieces, and that "the subjects presented for study should be such as are in themselves dignified and elevated, taken from the higher or spiritual environment of the pupil's life," it is evident that it did not mean to recommend us to confine ourselves in the teaching of English to an intellectual and mechanical...
grind in the hard world of 'facts, sir, nothing but facts,' as Gradgrind prided himself upon doing, but to license us to play in Fancy's Fairy Land and travel much in Imagination's Realms of Gold.

Having to do about equally with his heart, his head, his senses, and his executive and creative powers, the study of masterpieces and composition, a happy combination, can give to the pupil a well-rounded development, being in this respect far superior to the other studies of the curriculum, some of which are positively dangerous to a healthy growth when not counteracted or supplemented by strong influences which have opposite, or other, tendencies. So, for instance, mathematics, which trains the reason, leaves the heart unmoved; the sciences, which develop the physical senses and train the reason, let the sense of beauty die; and the pursuit of the arts cultivates in devotees a sense of beauty at the expense, notoriously, of the moral sense and of common sense. There are more than enough stories told about the ill-balanced prodigies of the world, famous for their contributions to the arts and sciences, to serve as warnings of the dangers of one-sided development, and to caution those who have the education of children at heart against the hypertrophy of one part of the mind at an expense of the atrophy of another. English is one of the studies in which it is possible to avoid such malformation, and it will be the fault, not of the subject, but of the teacher, if the moral sense is not awakened, the sympathy widened and deepened, the intellect sharpened, the inventive powers exercised, and good habits of thought and expression established, all at the same time; if, at the same time, the analytical, the critical, the aesthetic, the moral, and the creative powers are not called into action.

Just here a word as to some conditions to be faced and some methods to be employed. It must be taken for granted that not many pupils who enter the High School have read much or systematically, and that pupils do not know how to read with attention to structure, form, style—what is called in general the rhetoric—of the literature whose meaning they are able to grasp. If, now, in the classroom they study each semester certain fit masterpieces, giving attention at the suggestion of the teacher to rhetoric as well as to contents, or meaning, and if they are at same time set to work out exercises suitable to their stage of development and the special aim of the course, they will soon have formed a habit of careful reading that will be invaluable to them, and, inductively, will have acquired a knowledge of rhetoric. Won largely by observation and practice, this knowledge will be more abiding than that which in years past our High School pupils have struggled for by the textbook method. It has become clear to me by experience as well as in theory that the studies of diction, of structure, of ornament, and of all the other devices to make writing effective should be synchronous with the study of the subjects which are embodied by their means. Rhetorical study is delightful and very profitable if it is not a mere memorizing of detached details to be conned out of a text book, but an appreciation and enjoyment and description and definition as they occur of the beautiful or effective parts of a living whole. It is a sad and ludicrous transposition of the cart and the horse to take the study of Rhetoric as an end instead of as means. The amount of reading done in the classroom will be necessarily limited, but if a parallel systematic course of individual reading be laid out, to be done in study hours and reported on in book reports, one variety of their exercises, the pupils can be made to apply their newly acquired method of reading and express their newly acquired ideas, while they cover a great deal of ground.

The committee has recommended certain books for reading and certain others for careful study, and when one has said that they are mostly good books one has said as much as one can in approval of them, for it is not enough that pupils should read certain masterpieces selected simply because they are great,
higgledy piggledy. The order of their study should be very carefully planned, and the teaching should proceed systematically, logically, so that when the end shall have been reached an edifice will have been completed whose plan is perfectly clear in the mind of the pupil as in that of the teacher. In courses in mathematics and history attention is very properly paid to the development of the subject, whose plan is perfectly clear in the mind of the pupil as in that of the teacher. In courses, and that in history it would not be well to skip about, from the Age of Pericles to the Reformation, from the Unification of Germany to the Monastic Systems of the Middle Ages. But this is the sort of thing that we are recommended to do in English, leaving yawning chasms between the selections of literature taught never to be filled at all. Narrative and Description as they occur in the modern Novel, the most difficult form of composition to be analyzed and the latest to develop, are recommended to be taught in Grade 9-1. Not to make a fetish of the biological argument, I think that because of the great logical, historical, and other practical advantages to be gained the Epic should precede the Novel in the course, and that the other types of literature should follow each other in such a way that when the course is finished there will be left with the pupil as strong a sense of the time, growth and connection of the types taught as of their interesting contents; beautiful forms, fit words and distinctive styles. The Song, the Ballad, the Epic and the Drama are easier than the Novel, and as a key to its riddles should precede it in the course. The study of the simple plot of the Epic and the Ballad and the more complex plot of the Drama will prepare the pupil to analyze with ease the structure of such a novel as Ivanhoe, which is as complicated as a five act play with three or four more or less important plots interwoven, all in relief against a mass of description which constitutes a stage setting for the actors of the story. The study of Narrative and Description thus becomes a study of the means, or machinery, of composition, not the chief end of the course, and the studies of the subject matter and of the style retain their relative importance.

Keeping this paramount need of historical sequence and logical connection in mind, then, let us try to introduce some order into the chaos of the list of books required for entrance into college, planning to accomplish no less than the committee recommends and taking for granted that the list is not, metaphorically speaking, a pound of flesh to be inexorably exacted by the college authorities when students present themselves for entrance examination, but that books which are at least as difficult as those required will be accepted as substitutes. It is sometimes desirable and sometimes necessary to make substitutions, as when we take the Painter's Odyssey instead of Pope's Iliad, and Shakespeare's Julius Caesar instead of Macbeth, our reason being that before the recommendations were made we had planned our course of reading to bear upon the studies of those years in history and Latin, and that we had a large number of copies of the Odyssey and the Julius Caesar belonging to the school. The strong tendency would be to continuity with the requirements.

FIRST YEAR, FIRST HALF.

As a fundamental and preparatory study it will be necessary to give to the pupils who have little or none of the grammar of foreign languages in their courses what will teach them, as such grammar teaches the foreign language students, to analyze and to construct sentences. It should include besides analysis and syntax some exercises in clauses and clause equivalents, to precede a systematic study of punctuation. Selections from good authors, to be read with a special view to the constructions of their sentences, will give a sufficient text for study, with various grammars for reference books. As pupils are also the next quarter to enter upon a careful
study of literary types, subjects, forms and styles, they should be reading individually various assigned selections bearing upon the Epic. Old English Fairy Tales, Grimm's German Fairy Tales, such modern inventions as Andersen's Ugly Duckling and Thackeray's Rose and Ring, and such a quasi-epic as Longfellow's Hiawatha will prove serviceable in various ways—to improve the pupil's diction, to give an unconscious and easy swing to his sentences, to provide abundant excellent examples to draw upon in the formulation of the principles of rhetoric, to serve as types of tribal and national prehistoric literature, and to add to the joy and richness of life as well as to the sum of knowledge. I have found that when books of fairy tales are placed upon the lists of optional reading as late as the twelfth grade they are in constant circulation. Very many pupils now come to the High School with an education neglected in this lore; it has ceased to surprise me that as many have never heard the tale of Jack the Giant Killer when they enter upon the Cycle of Romance of King Arthur as have never heard of the Woman in Scarlet when they come upon her in Spenser's Faerie Queene. I conclude that our wise generation of realists and scientists has exorcised the fairies of the nineteenth century far more effectively than ever they were cast out with book and bell by the priests of the twelfth. Fairy stories in the ninth grade as very ancient literature and superfine rhetoric give to those prosaic young minds that have been reared to scorn such foolish things as fairy tales a sufficient reason for regarding them with respect and studying them with attention, to ascertain what can have made them live two, three—who can say how many—thousand years? No pupil should be denied his birthright, and if he has not come into his inheritance in the nursery he should in the High School, where he reads Beauty and the Beast to compare it with Cupid and Psyche and see that the two are parallel in construction and divergent in the use to which they were put by the races that preserved them, and where he follows the fortunes of Little Red Riding Hood with an eye to the rhetoric of that masterpiece, which no one artist can hope to match in modern times, because the tale is the product of many generations of story tellers and as many generations but two of keen critics. If not because it awakens the fancy and quickens the sympathy, let us have the fairy tale on archaeological, historical, rhetorical or any other "practical" ground. It is a pity that such good stories must be, as it were, smuggled surreptitiously into the course, but let us rejoice if we can save them to it even so.

FIRST YEAR, SECOND HALF.

A practical course in grammar having been finished, we can leave the more extended study of the theory of grammar to be done in the eleventh and twelfth grades, and proceed with the study of punctuation, capitals and paragraphs in composition, and with the Epic in literature, to take each about half of the time given the subject.

In the class room work on a piece of literature, it is easy to follow systematically the recommendation of the committee, that each piece read be studied for (a) meaning, or subject matter; (b) form, and structure; (c) style.

In (a) meaning, from the author's standpoint, the pupil who is reading the Odyssey should consider old Greek public and private life, ethics, religion, politics, and character, and, from his own standpoint or convictions, should form his own judgments, as, that both gods and men are dishonest and treacherous, that justice and mercy are disregarded, that flattery and guile are ideals to be pursued on earth as they are in heaven when force is not sufficient to prevail without them. Such theses are good for debates or essays, proof to be adduced from the text studied.

In (b) form, or structure, Invocation, Narrative and Description should be distinguished —Narrative by several chains of events and as presented in the first or third person, by a plot of the Greek type, with an inserted narrative; and Description by epithet, by figures,
by incident and by the traveler's view or through the spectator's eye. It is a good exercise for the various pupils to keep lists noting all of the furniture, rooms, details of architecture and servants mentioned incidentally, and from them to write a set description of a Homeric palace.

In (c) style, by the end of a half year it will be profitable to discuss such terms as clear, forcible, classic, simple, sincere, natural, unconscious, harmonious, Aristotle's "highly true and serious," and whether or not any passages read had beauty, wit, humor, sarcasm, pathos, or sublimity. Such discussions present a pupil food for thought, and by them new ideas and new words are adopted, while a habit of reading with careful attention is begun by opening the minds to features to be observed in the next reading done.

The sense of what an epic is can, at the same time, be deepened by assigning individual reading to be done with this class reading on books epic in spirit, such as mythology, folklore, and stories of adventure—Robin Hood, Robinson Crusoe, the Last of the Mohicans and Treasure Island being good of their kind. At a first glance it might seem as if this work outlined would be beyond the powers of a child of thirteen or fourteen years, but in experience it is not found so. The reading should be leisurely, the discussion free and frank, and the exercises such as compel original thought and give variety and interest to the class—to prove that Telemairos deserved the epithet discreet: to count the lies told by the various persons and report if any person told none; to note the occasions that called forth prayer and describe the manner of praying considered fit for each occasion; and so forth, endlessly. Different pupils or groups of pupils can be given charge of the different lists—one, of armor; another, of furniture; another, of games—and the value of the exercises based upon the research will be enhanced to each by the work of all the rest.

SECOND YEAR.

The completion of the study of Lyric poetry in the forms of the Ode, the Song, the Sonnet and the Ballad follows naturally, to be succeeded in turn by developments of Lyric into Narrative and Dramatic poetry, and, finally, by prose Narrative, Exposition and Argument. By the same method as that applied in the study of the Epic, what subjects, universal and personal, have moved poets and what verse forms have grown into use to embody them, can be observed, described and defined, in continuation of the study of (a) meaning, (b) form and structure and (c) the style of each piece studied. Definition and final classification of the rhetorical principles noted should be an important part of the work done, so that at the end of the course the knowledge acquired shall be clear and systematic—of versification and the other features of external form; of internal structure, of plot and the different methods of narrative and description; and of the styles of some of the best masterpieces in the language. The new Rhetorics brought out by the various publishers since the report of the committee will be very useful to this work.

For careful class reading during the year the following list is sufficient: Gray's Elegy, Dryden's Ode on Alexander's Feast, Milton's sonnets, various selected ballads, Shakespeare's Julius Caesar, George Eliot's Silas Marner, and Burke's Speech on Conciliation with the Colonies. By individual reading the list can be increased by a parallel list of books: Sir Lauufah, Ivanetine, the Ancient Mariner, the Merchant of Venice, Macbeth, Ithanae, the House of Seven Cables, the Vicar of Wakefield, Webster's Reply to Hayne or the Bunker Hill Oration, each to be read under the direction of the teacher and made the subject of various exercises to test the pupil's observation of the literary principles studied.

After two years' continuous work on literature selected to show the rhetoric of the great types developed and something of the history of their development, a class can begin some one literature with profit, and fol-
low it as fully as the time at its disposal will permit. Whatever selections are made for class and for individual reading, the historical background should be preserved and a logical connection established between the pieces read.

**Cornelia Steketee Hulst,**
Grand Rapids, Mich.

---

**GOOD NIGHT.**

**Frederic Zeigen.**

The evening breezes are gently now blowing;
They echo the warble of the drowsy blue-bird;
In pasture and barnyard the kine are now lowing,
And the wail of the whip-poor-will weirdly is heard:
'Tis the hour of vespers, when all is still;
When Phoebus resigns to Somnus' will,
And Dreamland's reverie in fancies thrill.
Good night, Eola; dear heart, good night.

The tall linden is rustling in a low, sweet murmur,—
A deep sigh for the dreams of the days long past;
It breathes a prayer with quivering tremor,
And drowsily nods in the caressing blast:
It's aroma,—the incense of nature's sweet balm;
The censer of silence,—makes redolent calm,—
And as acolyte of Nature now chants a low psalm.
Good night, sweet loved one; Eola, good night.

The melodious brook, with low gurgle and bubble,
Reflects the dark leaves of the aspens above;
Still gathering the gold from the sunlight's fair double,
Secrets it in caskets of bark in the grove:
'Tis weary with dancing; its ripplings now falter;
It glides calm and still o'er the moss-hidden altar,
Soft-lulled to its dreams by yon low-whispered psalter.
Good night, my fair one; Eola, good night.

Now hushed and silent the moss-greened mill-wheel;
All wrapped in deep slumber white pond-lilies dream;
Below foaming mill-dam the brook forms a froth-wheel
To whirl elfin skiffs down yon silver-flecked stream:
The lengthening shadows gloom ivy and gable,
And, purpling the moss-mounds, soon blend into sable;
And soft creeps the night wind,—a breath from a fable.
Good night, my own love; Eola, good night.

Dan Chaucer's shy daisies have closed their soft petals,
And nod in their cradles of velvet and down;
The gossamer-winged bee has long buzzed its grave tentral
For mouldering dead, and has flown with its crown:
Loud crickets are chirping a vespertine lay,
And echoing responses the katydids play
In the gloom of the forest. They're silent by day.
So, good night, Eola; my dear one, good night.

Hear the frogs! They are grumbling in yon dismal lowland,
The bird-choir of nature was silent at eve;
And at twilight the trombones of Pan's croaking frog-band
Began their loud nocturn; awakening the greave:
Illumed by the star-dust that flits through the vale
Like sparks from a comet that dart green and pale;
Now high 'mong the branches, now lowly they sail.
So rest, my sweet child love; Eola, good night.

The darkness, fast deepening, spreads gloom o'er the azure,
And red throbs Aurora from northerly heights;
Bright Orion glistens for Diana's loved pleasure,
And the Pleiades precede him,—now faintly, now bright:
Milk-white lies Heaven's archway—fast studding with spheres,
Mirrored by dewdrops—sweet Heaven-sent tears;—
While low o'er the poplars slim Phoebe appears.
Good night, little Blue-eyes; Eola, good night.

Your eyes now grow drowsy; your thoughts fitly wander;
The poppies have wafted their justice to your mind;
Naive Iris has opened the cave-doors up yonder,
And Morpheus appears, with Phantasos behind:
So, good night, chubby child-love, and sweet be thy sleep!
Seek rest from thy child-play in slumber's lethe-deep!
May happily and safely thy Mentor thee keep.
Good night, little dreamer; Eola, good night.
CARLYLE says: "All men are to an unspeakable degree brothers, each man's life a strange emblem of every man's, and human portraits faithfully drawn are of all pictures the welcomest on human walls.''

There is a charm about the study of humanity that is ever delightful. We linger at the depot, go to concerts, lectures, and possibly some have even gone to church, largely to study individuals. We love to measure our friends, their foibles and proclivities, the one with another. Perhaps it is cruel to delight in such pastime, but 'tis the heart's intentions that must determine that To hold communion with the life of another is a sacred privilege, too often unappreciated. Individualism and its attendant sciences is never so pleasing as when we find our subject arouses the best in our thoughts and we feel the full force of the sentiment that, "No life can be pure in its purpose and strong in its strife and all life not be purer and stronger thereby.''

Such has been my privilege in following the suggestion to write a paper without name.

As each unfolding peculiarity of true manliness, charity, brotherly love, kindness, all with philosophical exactness trained against the ramparts of sin, selfishness, cruelty, bigotry and vice, seemed presented for my imagination and enjoyment the goodness possible in an individual has been impressed upon my mind. When one of altruistic tastes finds a youth buffetted about by the vicissitudes of chance that come to the street urchin of a large city he feels at once interested. When the street urchin succeeds beyond the ordinary in the drama of life we are filled with admiration, and such a career studied closely soon develops a feeling a skin to love. However, when pausing to philosophize upon the forces of heredity, environment and education, or to apply the theory of evolution to such an individual it seems that such theories may apply in general cases of species and classes, but not to such a one as he whom I praise in this paper. With father and mother striving only to live and failing often in keeping out of jail because of the poor debtor's laws of the time it is not wonderful that I assert that here, indeed, was a self-made man.

Child life today in the large cities is hard enough to the poor, but it was infinitely harder from 1812 to 1829. The wonder is not more great that he was extraordinarily precocious, bright and cheerful than that he was better than the ordinary street urchin. For the same kind favor that carries one up a hill may take us up a mountain if applied properly and long enough. Private schools have done much for many of our noted men and women though usually giving a one-sided non-democratic, sentimental turn of mind. That school conducted by Mr. Accident and Miss Chance for our friend gave lessons in nothing but the true humanity with a decidedly bread-and-butter practical education. There was one thing that this schooling saved our friend from and that was the possibility of a college education. For what poets, sculptors, artists, actors and literary geniuses are daily sacrificed at the altar of a technical education.

Think of a world's genius being directed for from four to ten years! Think of the temptations from football, baseball, rowing and kindred organizations, besides the possibility that a young man might feel called to join a glee club and travel about the country to respond to encores given out of mere politeness, besides sitting some three minutes with eyes upon some fifteen fair maids, selecting the one upon whom to smile and meanwhile under great nervous agitation for fear that some hair might have been misplaced and thus destroyed the balance of the much-troubled head. Lucky, indeed, was the world when Dame Fortune compelled this child-hero to forego all such calamities. For here was one with the imagination of a Dante, the
genius of a Raphael, and patience of an Angelo, and woe unto the teacher who should have directed him carelessly. His grammar school training when mixed with his experience with humanity made an educational foundation upon which such a genius could build successfully. Dr. Johnson says: "Genius is that power which constitutes a poet, that quality without which judgment is cold and knowledge is inert, that energy which selects, combines, collects, amplifies and animates."

Such power had our friend. But life could not always be spent in observing the events and individuals as they passed and vainly imagining what might be. Necessity is a stern disciplinarian and adversity the crucible in which much of the pure metal, godliness, has been tested. So with our author. The demands of the man and father soon caused him to explore his resources. With humor, pathos and philosophy as pigments he began painting the follies of men and women. How well his work was done can be estimated when his universal success at home caused him to answer a six-months call from abroad from which trip he realized $10,000. But money could not measure worth, though this man said, "Money can do anything." However, his friend said: "Genius scorns the power of gold." "What's money without happiness." It is fair to say of our friend, who thought that "every man came into the world for something," and that "We may be good and happy without riches," would havetaught that gold was a poor estimate of value, but we of the new century duty-destiny-times, and with past-election remembrances, are quite apt to grow sordid in our estimates of even godliness. So you will please pardon my comparison of pounds and influence.

We must not forget our companion's family. Here it was that he excelled all others. His children numbered twelve, while there were 1900 grand children, and strangest of all he not only christened his children but had the privilege of naming the grandchildren and directing and foretelling a most eventful life for each. Beside all this on stated occasions he gave advice quite freely, saying to one, "It is well to respect his own vocation, whatever it is," and to another "There is good in everything." His best grandson is advised to "Ride in over all obstacles and win the race," and another to told rather tartly, I think, "To think and speak and act like an accountable creature." He tells the child that procrastinates, "Where's the good of putting things off; strike while the iron is hot." In discussing with another he says, rather philosophically, "A good thing can't be cruel." To all the 1900, on a grand old-fashioned Thanksgiving day, he says: "Nothing is high because it is in a high place and nothing is low because it is in a low one," and later, "I believe that virtue shows quite as well in rags and patches as she does in purple or fine linen."

From this we can imagine the good times that this man and his family had when together. We know there is something wondrously holy and beautiful about reunions of large families. Concerning the education of his children and grandchildren he has written most wisely and his exhortation upon the usefulness of facts as an educational diet and voluntary attention as a fundamental characteristic of a student would do credit to our honored Commissioner of Education. There is scarcely an occupation that his family has not followed and each person in the various walks of life looks up to him as a sort of grandfather to this day. Could we have visited the English Inns and seen the hearty good cheer that ever followed his visits and the smiles and words of welcome that greet his name today none could but wish to know this friend of humanity. It shall be his privilege to live on as long as wrongs of avarice and vice are to be righted, as long as man shall live.

His children are ours to love and his grandchildren to call our own. A critic has said that it is the style to have upon our bookshelves some monuments of the departed. To know the names of each of his children, but few really know anything definite about
the family, and only a very few could be cross-examined upon the witness stand and state definitely the time, place, or circumstance of their meeting. Seldom have we really become acquainted with these people whom our parents loved, who were their preachers of applied Christianity. Let us hope that this criticism may not be too true and that we are not as the critic would have it running after the literature of the moment in order to keep up with the style of the day and forgetting that in literature only the dictum of time shall say what shall be called worthy our care. May we not have to wait for a revival of brotherly love to awaken our interest in him of whom we can say with the poet:

"O, friend with heart as gentle for distress,  
As resolve with wise true thoughts to mind,  
The happiest with the unhappiest of our kind."

A. J. MURRAN.

DIDN'T THINK! DIDN'T KNOW!

I didn't think! I didn't know!  
How many tell that tale of woe,  
When failure reaches out a hand,  
And stops them with a stern command,  
And with her pointed finger asks  
Why you have weakened at your tasks?  
"I didn't think!" Inside your head  
God set the think-words, but instead  
of winding them with holiest thought  
You let them rust—the clock struck nought!  
"I didn't know!" yet you have eyes,  
And ears and tongue, but you despise  
The simplest things that wise men take  
For fools to win success, and shake  
The grasp of failure from their arm  
In shop or factory, or farm;  
You fail and mutter as you go,  
I didn't think! I didn't know!  
—Rural New Yorker.
THE LIFE AND WORK OF A CHINAMAN.

NELLIE PILCHER.

In the town of Tung-Chow, a few miles from China's capital, there was great rejoicing in the home of Mr. and Mrs. Lee. A son had come to gladden their hearts.

Let us look into this Chinese home where Ming Chwen first opened his little black eyes. Entering the god-guarded gate, you find yourself in a square, open court surrounded by buildings one story in height, built of stone or gray brick; steep tiled roofs ornamented with little dog-like images. Lattice work covered with thick white rice paper, forms not only the front side of the buildings, but serves as windows.

A number of families lived in this enclosure who were related, so each family, as is nearly always the case in this land, occupied a very few small rooms. There is a living room, off from which is a small bedroom, and on the other side a small room serving as kitchen. The floor is carpeted with brick, a square polished table stands on one side of the room, by which stand two large square chairs. At the end of the room opposite the door is a long table covered with a decorated cloth, upon which stands a censer containing incense, between two candles; behind these are placed the ancestral tablets, which are supposed to contain the souls of the departed.

The bedroom is half filled with a brick platform about two feet in height, covered with matting, which serves both as bed and chairs. Against the wall in neat rolls is deposited the individual bedding of the family, which consists of a thick quilt and a pillow of wood or saw-dust. A small mirror, a table and a stool or two completes the list of furniture.

At the foot of the kong or bed a cavity is made, and this is so arranged that a fire of coal balls, consisting of coal dust and mud may be built and will not only heat the room, but the kong.

When Ming was a few days old, a red cord with a lash was tied around his little fat wrist to keep evil spirits away; this he wore for some months. One month had passed and on this day a very important ceremony occurred, that of shaving Ming’s head for the first time. This was done before the ancestral tablets, where incense and candles were burned. Relatives and friends were invited to a feast, bringing presents of silver, money, or fowls. The day was one of joy and festivity. Little Ming was a source of great joy to his parents, many thanks-offerings were made to the gods, and many presents exchanged among relatives and friends.

When Ming was a year old, another feast was given and many gifts received. Before the feast on this occasion a large sieve was placed on the table, into which was placed little Ming and a set of money scales, a pair of shears, a foot measure, a brass mirror, pencil, ink, paper, one or two books, a silver or gold ornament, and fruits. All gathered around to see which article he would take hold of and play with first, for it is said that the article or articles the child first takes up, indicate its future employment or condition in the world.

At an early age Ming was taught to worship the idols and tablets of his ancestors. There are many gods and goddesses to worship in this heathen land. In the kitchen was the kitchen-god, Lu Ming Kong, who is sent up to heaven once a year amid the noise of fire crackers, shouts, bands and bon-fires, to give the annual report to the superior gods. He had been a god for many hundred years, and no family think of setting up housekeeping without him. When the father of a family dies and the ancestral property is divided among the sons, the image of Lu goes to the eldest, while the second son gets the censer and the
other sons get portions of the ashes from the censer.

There is a god for almost everything. A gnarled or an unusually large tree or oddly shaped stones are often worshiped. It being supposed that they contain the spirit of some god. The land is covered with temples, pagodas and shrines, many of beauty. The most elaborate and interesting of all the temples in China is the Temple of Heaven at Pekin, and the most gorgeous and impressive ceremony in the empire is that which takes place when the Emperor as Son and sole High Priest of Heaven goes there twice each year to worship.

The three principal religions of China are Confucianism, Buddhism and Taoism. These three sects do not interfere with each other; a man may worship at a Buddhist shrine, or join in a Taoist festival, while he accepts all the tenets of Confucianism.

All Chinamen are believers in Confucianism. Though Confucius was a moral philosopher and supposed himself commissioned by heaven to restore the doctrines and usages of ancient kings, but not a religious leader, the essential features of Confucianism consists of the worship of heaven, earth, of ancestors and of the sage himself.

Two and a half centuries passed after his death before his wisdom was recognized. It was not until the first year of the Christian era that a temple was erected to his memory by imperial command. Now such places of worship and numbered by the thousands. His name is revered by every Chinaman and his word is law throughout the empire.

In every Chinese home the ancestral tablets are worshiped. The masses believe that the spirits of the dead remain near the home occupied by them during life and the graves in which the body rests. They believe that the spirits have power to work good or ill to their descendants and hence they must be propitiated by offerings.

Taoism, at least in its original form, did not favor idolatry; it began without gods and no form of worship, but now it has all imaginable forms of idols. Originally it taught that the study of pure reason, and the mortification of bodily desires formed the sole duty of man. But this has changed. Taoist priests are the jugglers, astrologers, fortune tellers and general conmen of China.

Buddhist temples are to be found by scores in the larger cities, by tens in the smaller, and no village or town is complete without one. The hills surrounding Pekin are thickly dotted with them. In addition to the temples there are an innumerable number of wayside shrines, devoted either to the worship of Buddha or some superior god. "Once," said a gentleman, "while traveling in the province of Shansi I came across a little shrine built of mud, about the size of a dog kennel, which was dedicated to 'The one thousand two hundred and forty nine unnamed local divinities of the earth, air and sea.' It had occurred to some devout-minded Chinaman that there might be a considerable number of little duties left unnoticed yet deserving of attention. He had numbered them all and consecrated his mud shrine to their use.

While there are special days of worship, yet the temples are open day and night. Ming had much to learn concerning the deities whom he worshipped. Nevertheless, he was a lively boy and when kite-flying season came around, he was out with the other boys and men. Many a fine time he had playing games, such as the mud turtle, blind-man's-buff, hide and seek, the lame chicken, etc., with his friends.

At the age of six, Ming's father with a number of other men in the vicinity, hired a teacher and one friend began his studies. The fee for each pupil was two or three dollars in silver, one peck of rice worth from thirty to forty cents, and a hundred cash worth nine cents. In China, from ten to twenty pupils are enough to meet the expenses of a school. One of the men acts as trustee and he becomes responsible for the payment of the teacher's salary as well as for as much rice, fuel, tea, tobacco and paper as will supply his needs. Ming's teacher expected besides from
each pupil a present of cash amounting to from three to five cents at each of the six festivals of the school year.

Each pupil brings his stool, desk, the brush used in writing, the cake of milk, the inkstone, and set of books from which he studies.

The day that school opened (about a month after the new year), Mr. Lee invited the teacher and friends to a noon-day feast, after which the pupils assembled and Mr. Wang, the teacher, pasted upon the schoolroom wall a sheet of red paper on which he had written in large characters the name of Confucius. On a table set as a temporary altar before the revered name, were placed lighted candles, censers, three cups of tea, and some packages of molasses candy made into tubes, symbolic of the unobstructed mind.

Before this altar the teacher and pupils burned incense sticks and spirit money, and together they knelt and bowed the forehead to the floor three times. Then Mr. Wang informed Confucius of the day, month, and year and prayed for his favor. After kneeling again, the candy was distributed among the boys and they departed for the day.

The revered name remained upon the wall during the year and was worshiped by each pupil at all the chief festivals and other stated times. School lasted for about eleven months, through which were scattered many holidays. The Chinese course of study includes only reading, writing and composition. Anyone desiring to learn arithmetic, calculation on the abams and letter-writing must study these branches under specialists. Ming first learned to read and then committed in order three books of Confucius and two of memoirs. When he had mastered these he studied them with notes and commentary and explanation of his teacher. Then he studied them more deeply, with more extended notes, endeavoring also to get more light by reading the expositions of other authors.

The boys did not recite by classes, but each one as he got his lesson turned his back to his teacher and recited from memory. "Backing his lesson" as it is called.

When Ming finished these books he could recite them from beginning to end and not only that, but he could recite at any moment the whole of any passage whose initial words were mentioned to him. He learned to write, by first tracing over the characters given him and then copying till he could do this neatly. Composition, which is regarded as a real test of scholarship, is required at an early age.

It was Ming's desire to improve in literary work, so when he had finished in the village school he took and passed the higher examinations which were held at the district city and given by a district magistrate. This was followed by another, given by a chancellor from Pekin.

There was great rejoicing when Ming passed these examinations and had gained the degree of "Flowering Talent." But he had not yet reached the highest round, for he aspired to attain the ranks of a "Promoted Man" and "Advanced Scholar," for after these degrees he is what is known as "An Expectant of Office." Much hard work must be done to attain these degrees, and many do not go further than the first, but our friend was ambitious.

In the meantime, his parents had been busy finding for their son a wife. In the same city lived a family who possessed one child, who, much to their grief, was only a girl. Hearing of her, Ming's parents, through the efforts of a go-between, betrothed him to Ah Mei, when he was but a boy. This is the only legal way of getting a wife. After betrothal, at which time presents are exchanged, neither party has power to break the contract. But after marriage a man can divorce his wife for the most trivial matter, but death is the only relief a girl has if the union prove an unhappy one.

About a month before the day fixed for the wedding, cakes, money, etc., are sent to the bride's parents. The vexations of a betrothal and a wedding are so great as to have given rise to the proverb, "Don't say you have had trouble until you shall have married off a daughter or brought home a daughter-in-law."
The bridal chair which is of red was selected by Ming's family and sent to the residence, in the afternoon preceding the wedding day, attended by a band of music: some men carrying lighted torches, two carrying a pair of large red lanterns, and two or three friends. The chair covered with rich, red, expensive material was carried by four men, wearing black hats with red tassels. The windows, three in number, were painted.

About eight o'clock the next morning Ah Mei's elaborate toilet was completed and a thick veil of red cloth was thrown over her head. She was led out of her room and seated in the sedan, which had been brought up to the door. Unaccompanied by any of her own family, she was borne to her new home, amid the sweet strains of cymbals, drums, horns, and other Chinese musical instruments. The procession consists of a number of men carrying lanterns, banners, etc., each of which had a meaning. On arriving at the door of Lee Fung's home, Ah Mei saw her husband for the first time. She recognized him as the groom by his rich attire. Many were the ceremonies. Ah Mei was conducted to the inner room and was seated on the kung, where she sat all the rest of the day. The many guests were feasted.

On the second day the main ceremony takes place, that of worshipping the ancestors of the groom and making obeisance to the parents. During the second and third days all who choose may view the bride. Then the life of a daughter-in-law begins.

Many times the life is a hard one: she is the servant of both husband and mother-in-law and if harshly treated no one has power to interfere.

But Ah Mei's married life, though happy was not to last long, for her scholarly husband was taken very ill with pneumonia, and though the doctors did their best to cure him by the use of needles and other methods to drive the evil spirit away, the disease got the better of them and the Lee family found themselves mourning over their dead. All the family dressed in white, and the men did not shave their heads. A large wooden coffin was brought in which Ming's body was laid. The loud lamentations could be heard in the street. Mourners and mournful music were hired. As much fuss is made over a funeral as at a wedding. Paper houses, money, clothing, horses and everything that a person would need in life are burned, for it is supposed that when these are burned they will go into the spirit world and the dead will use and occupy them.

Thus Lee Ming Chwen ascended as a spirit into another world, and another ancestral tablet was added to the collection for his own little son to worship.

TO MY NOSE.

Knows he that never took a pinch,
Nosey, the pleasure thence which flows?
Knows he the titillating joys
Which my nose knows?
O. nose, I am as proud of thee
As any mountain of its snows;
I gaze on thee, and feel that pride
A Roman nose!   —A. A. Forrester.
“WHOW, how the wind blows!” exclaimed Kenneth Dutton, as late one night he suddenly rounded the corner at the Majestic building under the full glare of an electric light. He paused a moment to straighten his hat and catch his breath. Sleet was falling and the wind prevented his carrying an umbrella; and as he turned to face the storm, a little flutter of something white attracted his attention. He stooped and picked up a handkerchief that had been partly frozen to the walk by the December sleet. As he raised the dainty thing in his hand it gave forth a faint odor.

"Violets, by Jove," muttered Kenneth.

He walked on still holding the soiled piece of scented linen in his hand and fell to musing on its probable owner. When he reached his room, instead of striking a light, he sat down by a window through which came the fitful gleam of the street lamp that waved back and forth in the wind. Half buried in the cushions of his Morris chair, he sat and mused, still holding the dainty handkerchief. Suddenly he roused himself and bending low over it discovered in the corner the letter W.

The wind still blew the Detroit river into white caps, as next morning Dutton again turned the corner at the Majestic. Crowds of people were hurrying to and fro carefully picking their way over the slippery walks covered with ice from the last night’s storm. Little icicles hung from every figure on the monument that rose high above the cars that were darting along, with a never-ceasing clang of gongs, through the crowd. As a lady in a neat tailor-suit passed him, the wind blew across his face the scent of violets. He glanced up to see her board a north bound Woodward car. Quickly his mind reverted to the dainty handkerchief that, still scented with violets, lay in his pocket.

All day long through the busy crowd, Kenneth looked for the blue suit to which clung the same breath of violets that floated about him from the handkerchief of which at times he was painfully conscious. Another morning found Dutton watching everyone who passed the windy corner until he saw the same blue-clad figure hail again the north bound Woodward car. This time he saw her face. Just the face of a woman who loved dainty linen.

When alone in his office, Kenneth drew out from his pocket the handkerchief wrapped in tissue paper and examined its texture. Fine and even was the linen. Saturday morning he waited for her but he waited in vain. Monday morning he was late in reaching the corner—too late to see the lady—but Tuesday he was destined to be lucky again. At the usual time, she appeared at the corner and very soon he saw the car stop, and again she was away. Every day that week they passed upon this corner.

One night soon after, the Masonic temple was all aglow with light, as Kenneth Dutton walked up the street and entering the building made his way with the crowd to the Auditorium. Idly he looked about at the people around him, bowing now and then to some acquaintance until there came a hush and the magnificent music of the orchestra swelled out even to the streets below. As the great audience arose after the last applause, Kenneth remained in his seat until the large crowd should have passed out. When he at length started to go, a little group of people near him attracted his attention, and he saw the lady, whom he had met so often of late, was one of the number. Several gentlemen were standing near her; but as Dutton passed, he saw a handkerchief fall at her feet. No one of the group moved to get it so he quickly stooped and was about to hand it to her when one of the gentlemen took it, saying, "Thank you, sir, it is mine." Quick though his action had been yet he had seen the texture of the linen and the letter in the corner. With
a bow and a glance at the lady who was smiling slightly, he passed on, a hot flush overspread
in his handsome face.

"The dog," he muttered, "he lied." Then suddenly half aloud, "By Jove, her eyes are
violet!" The next morning saw the same two people pass each other, but in passing, the
violet eyes had suddenly met the brown and smiled a look of recognition. For the first
three, these two were mutually aware of each other. As day after day they passed they
grew to exchange both a smile and a bow.

"Well, old fellow, how are you?" said a
voice behind Kenneth as he walked along to
ward a corner to wait for a car, one Saturday
afternoon.

"By Jove, old fellow, how do you do?" and the
two men shook hands cordially.

"Do you wait here?"

"Yes, I am going out this way on business,"
answered Dutton.

At that moment his friend turned and ex-
claimed, "Well, what luck? How do you do,
Miss Woodbury?"

"Mr. Robertson, what a surprise!" and Dut-
tton turned to see the lady clad in the violet
scented blue tailor-suit. She smiled a quick
look of recognition at him that was lost on
Robertson who was saying, "Allow me, Miss
Woodbury, to present my chum of whom I
have told you so much, Mr. Dutton."

"When did you come, James?"

"Yesterday, and I'm coming up to call, Vi-
et," said Robertson.

"Yes, do. There's my car! Bring your
friend with you," she said quickly, and hurried
away.

"Well, well, old man, here I haven't been
back in this dear old city in twenty-four hours
and I met you and that girl. That's luck."

"Who is she?" asked Dutton, disinterestedly
as possible.

"She's an old friend," replied Robertson,
"that's all. There's the car."

"She's an old friend—that's all," repeated
Dutton to himself. "An old friend—that's all."

"How's business, Dutton?" Robertson re-
marked suddenly.

"Good! You haven't heard I've been taken
into the firm, have you?"

"No, well, that's luck! You'll be getting
married soon won't you?"

"Well, I haven't as yet decided," laughed
Kenneth. "Of course, you're soon to become
a Benedict?"—Robertson looked out of the
window and didn't answer for a moment.

"No," he said slowly, "James Robertson, Jr.,
the son of old Jim Robertson with all his money
is destined to live in single blessedness. I guess."

"So!" said Dutton, "How about Miss Wood-
bury?"

"I leave her to you, Ken. She's a fine girl.
daughter of Frederic Woodbury, you know him
—was in partnership with father years ago."

"No, don't believe I know him," said Dut-
tton, "but what is he doing now?"

"Oh, well, he's not doing much of anything
now. His health failed and he withdrew from
business. He has a son in California who is
doing pretty well. Last I knew he was trying
to get Violet to bring her father out there and
live. Her mother died several years ago and
she's come up without one, but if you ever saw
a lady she's one. Well, Dutton, I get off here.
I'll be leaving so soon again. I'll come over
Monday night and we'll go up and see Miss
Woodbury."

True to his word, Robertson appeared Mon-
day evening at his friend's room and together
they went to Mr. Woodbury's home. If Dut-
tton had thought that Miss Woodbury was beau-
tiful in a plain blue suit, he thought so the
more when he saw her in a gown less plain and
severe in outline and acting the part of hostess.
Robertson had much to tell of his travels from
which he had so lately returned; and Dutton
had a chance to carefully study Violet, who
perfectly unconscious of his close scrutiny, was
entirely at her ease. During a pause in the
conversation Kenneth said, "May I ask, Miss
Woodbury, where you've been going every
morning the last few weeks on a comparatively
early Woodbury and avenue car?"

"Oh, I'm a school matron, don't I look it?"
and she drew her head up with an attempt at
severity.
"I was going out to the building."

* * *

The gentlemen soon departed.

"Hum," thought Dutton, when he was alone again, "Hum, a school ma'am."

Morning after morning the friends passed each other with a kindly "Good morning." One day the car was long in coming. Violet stood waiting a little impatiently for the snow was so deep that for the earlier cars, running at the usual rate was out of the question, and she saw she would be late in reaching the school. As Dutton came along, he remarked cheerily, "Good morning, and why the cloudy brow, Miss Woodbury?"

"Oh, I'm a little afraid I'll be late," she answered.

As they stood chatting, Violet asked, "Has Mr. Robertson gone away again?"

"Yes, he left suddenly last week. He promised me another call upon you; but I fear unless I come alone, I'll have to wait for it a long time."

Just then the car came struggling along through the snow. Dutton waited for an answer to his remark, but Violet walked out to the track and then turned as she stepped upon the car, saying, "You may come alone if you wish."

Several days after, Dutton rang the bell at Mr. Woodbury's home, and was met by Violet herself who invited him in by the grate fire.

"How long cold weather lasts!" she said as they drew up their chairs before the cheerful blaze, "But I enjoy it, don't you?"

"Well, can't say that I do," replied Dutton, smilingly. "You see I was born in southern Kentucky and am used to a wa'mah climate."

"Were you born in Kentucky? I might have guessed it from your accent. Oh, say it again, please. "Wa'mah climate," she said leaning forward with a quick childlike gesture.

Dutton repeated the expression obediently with a half smile in his eyes.

"It's wonderfully pretty," said Violet, sinking back into her chair. After a moment's silence, she continued: "My brother, Fred, hasn't been home very long from a trip down there."

"Your brother?"

"Yes, he's a physician. This is he," taking a photograph from the mantle.

As Dutton took the picture, he said, "I've seen him somewhere, I believe."

"Yes, I—think—you saw him one evening at the Masonic temple. You picked up his handkerchief."

Dutton said nothing in reply to this, but thought "her brother, hum! What reason had he to lie about it?" They sat without speaking for several minutes until Violet said, hesitatingly, "Perhaps I ought to explain, Mr. Dutton, I don't wonder you mistook that for my handkerchief. I have several like it, but my brother is," and she paused a moment. Dutton raised his eyes. "Is—well a little eccentric about handkerchiefs. He prefers small ones. One day I purchased several plain ones with just the initial in the corner and he was so much pleased with them that he bought some for himself. Fred is very nervous and carries his handkerchief in his hands most of the time, so you see that's how he had it the evening of the concert."

"But don't you ever get them mixed?" asked Dutton a little amused.

"Oh, no, I've put a small v on mine and f on his, nearer the edge you see," and she showed him a daintily embroidered letter.

"I see your name and favorite perfume are the same," remarked her guest after closely examining the work. Does your brother enjoy that, too?"

"No, he doesn't. Violets are my favorites in everything," she said, and then hastily changed the subject, feeling that Dutton's last remark contained a little sarcasm. The evening passed in conversation about more serious things and at length Dutton rose to go. It was with a peculiar feeling that later in the evening he drew out his pocket a violet-scented package.

"Would he find it an f or a v?"

A careful examination satisfied him and with a sigh he replaced the package, saying as he did so, "I fear you are getting sentimental, Kenneth Dutton."
Next morning the young lawyer started earlier than usual for his office as he had an errand before he reached the Majestic. At the usual time the blue suit came in sight.

"Good morning," said Dutton as he approached. "It's such a cloudy morning I thought perhaps a bunch of your favorites might brighten things for you. Allow me."

"Oh, violets! How lovely!" and she buried her face in the purple flowerets.

Day after day, time was never too short for a little bundle of modest violets to exchange hands. As the weeks went by, Dutton was a frequent visitor at Mr. Woodbury's, where he spent many an enjoyable evening with Violet and her father. Often Dr. Woodbury would be at home during the evening, and then the conversation turned upon subjects which were of interest to young men who were parts of the great moving mass of the city. One evening when Violet and Dutton sat alone, she said, "Mr. Dutton, I'd a little rather you wouldn't give me any more violets, you see it——and she stopped in confusion.

"Yes, I understand," said Dutton quickly, "I most humbly beg your pardon if I have caused you any inconvenience."

Unwilling to commit herself, Violet kept silent and Dutton soon departed, bitterly reproaching himself. Purposely now he avoided meeting her in the morning. And one day in the spring they met in the old way and he held out to her a bunch of violets. "Violets! How lovely!" and she buried her face in the purple flowerets.

"Handkerchiefs!" she exclaimed and hid her blushing face a moment in her hands. Almost trembling she took each bit of lace and linen from the box, each one more lovely than the last. Twelve beautiful handkerchiefs! No, thirteen! A note slipped from the last, a plainer one.

"My Dear Miss Violet:—

If the gift be accepted with the heart and love of the sender, return to me this thirteenth handkerchief as my gift, for today is my birthday, too. Faithfully always,

KENNETH DUTTON.""

For a long time she sat in silence. Each little face in its blue velvet cap gazed wistfully up at her.

"My long lost handkerchiefs! Where did he get them?" And with beating heart she slipped a little flower from the bunch. Kissing it she whispered, "Aye Ken," and placed it within the folds of a much creased, much soiled handkerchief, to which still clung the odor of violets. On the envelope she wrote the address, "Kenneth Dutton."
THE NORMAL COLLEGE NEWS

PUBLISHED MONTHLY.

STATE NORMAL COLLEGE,
Ypsilanti, Mich.

Editor-in-Chief,
EDWIN S. MURRAY, '00.
Business Manager,
GEORGE W. GANNON, '01.

ASSOCIATE EDITORS.

MARIE NICHOLS,
G. D. WHITNOYER
M. EVERETT DICK,
BESIE B. GOODRICH '01,
JAY SMITH, '01,

Literary Societies
Local
Athletic

SUBSCRIPTION:

College Year, $1.00
Single Copies, .15

Rates for advertising furnished upon application. Address all orders for subscriptions, articles for publication, etc., to THE NORMAL COLLEGE NEWS, Ypsilanti, Mich.

PRESS OF THE SCHARF TAG, LABEL & BOX CO.

Entered as Second Class Matter at the Post-office at Ypsilanti, Michigan.

EDITORIAL.

The article in this number on the life of a Chinaman will be the more interesting to our readers when it is known that the author’s first home was in China and that she has been in America but a few years. It contains many facts of interest which cannot be found in books and shows in a clear manner the social status of the Chinaman of today.

Mrs. Hulst, whose paper on the teaching of English appears in this number of the News, is at the head of the English work in the Grand Rapids high school. Mrs. Hulst’s work has passed the period of theory and experiment, and the method advocated has proved its own success. It is unnecessary to state that Grand Rapids stands among the very strongest high schools in the state, and is exceptional in its English work.

History teacher (speaking of the Romans) “Yes, they were pretty good sort of men as men go!”

THE PROHIBITION CLUB.

Upon the presentation of the project of the organization of a Prohibition Club, Mr. Harry S. Warner, the intercollegiate secretary, declared the purpose of the organization to be in brief, the honest study of the question of the liquor traffic and a frank and fair discussion of whatever other questions may arise. The club was organized December 22, with Mr. Gill, president; Mr. Phillips, secretary, and Mr. Walter Smith, treasurer. The membership of twelve has now increased to twenty, and is now divided into two sections for purpose of weekly study and discussion. Both sections meet for joint conference once a month. Of all the avenues of approach to this question only those purely sentimental are ignored. The girls have also had one meeting for organization.

A REPORTER’S FIRST EFFORT.

A man killed a dog belonging to another man. The son of the man whose dog was killed proceeded to whip the man who killed the dog of the man he was the son of. The man who was the son of the man whose dog was assaulted by the son of the man whose dog the man who was assaulted had killed.—Free Press.

WOMAN.

When Eve brought woe to all mankind,
Old Adam called her wo-man;
But when she wooed with love so kind,
He then pronounced her woo-man.
But now, with folly and with pride,
Their husbands’ pockets trimming,
The women are so full of whims
That men pronounce them wimmen!—Anon.

PHYSICS.

There is no force however great
Can stretch a cord however fine
Into a horizontal line
That shall be accurately straight.

Pat (in a quandary)—Begorrha, now, I’m in a fine fix; I don’t know which is my Chinese laundry check or which my prescription!
Local and Personal.

Who was the girl who went to the woolen mill to get some corn-cobs for kindling?

Mr. Akva Jones is confined to his room with scarlet fever, thus necessitating the members of the Minnis club to seek other places.

Several of our teachers have not been able to meet their classes on account of illness. Among those absent have been Profs. Hoyt, King, Misses Roe, McCartney, Shultes and Pierce.

On the evening of March 4th the Normal Prohibitive Club will celebrate Inauguration Day in Normal Hall. John G. Woolley's best oration will be delivered by a member of the club. Dr. C. T. Allen will speak and temperance songs will be rendered by Conservatory students.

Miss Gertrude Elstner Woodard resigned her position as assistant in the Normal library, Feb. 1, to take a similar position as assistant in the law library in the Michigan university. Mr. D. L. D. Coolrich has returned to the Normal library to take the place made vacant by Miss Woodard as first assistant.

One of the librarians recently found Gulliver's Travels on the shelf with other books whose authors' names begin with G, having returned Gulliver to the fostering care of Dean Swift. The librarian was soon surprised by the request of a student to "reserve Gulliver's Travels, by Gulliver, as I have to write a thesis on."

By some oversight the names of Supt. Lewis, of Port Huron, and of Mrs. Lewis (née Ida L. Wall) were not in the printed list in the last News; among the attendants at the State teachers' association at Grand Rapids. Mr. and Mrs. Lewis are too good friends to the Normal to be willingly omitted. It will be remembered that fourteen of the Port Huron teachers attended the summer session at the Normal and the Normal is pleased to feel that Mr. Lewis is one of her most loyal sons.

I will be a hummer—the 1901 Aurora.

M. A. C. girls basketball game at the "gym" March 1. Come out and cheer your team to a double victory.

Miss Josephine Nevius who has been ill for the past week, entertained her father and mother from Ostego last Sunday.

The Shakespeare club meeting, Feb. 9, was held with Mr. Graves. Miss Skinner acted as leader and the play of Henry V was read and studied.

Miss Kate Thompson, instructor in mathematics here last year, has entered the U of M where she will take advanced work in mathematics.

All who wish an Aurora next June should hand their name to some one of the board, Misses Albertson or Best, or Messrs. Crook, Ziegen, Chapman or Wilbur.

The Junior girls, under the genialship of Miss Grace Major and her committee of assistants, are working with might and main to annihilate the Senior girls in the Showman Cup contest.

The next number on the Lecture Course is the entertainment by Max Henrich on February 28. Herr Henrich is assisted by his daughter and it is probable that his ever popular song recitals will be a feature of the course.

A library reference—Did you ever see Jordan's Winds cause Stevenson's Wrecker to get Reclus on the Ocean and cause Donaldson on the Brain in Martin's Humau Body, or consider the Outlook serious when absorbed in the Poole?

The Junior Class, which has been struggling with the problem of deciding which of its "all-star company" will stiltinate best on Class Day, has fixed upon the following constellations—

Salutatorian—Mr. C. P. Steimle.
Historian—Miss Emmie J. Parnater.
Poet—Miss Inez Clark.
Have you signed for an Aurora?

Sleigh-ride parties are right in season now—on Friday and Saturday nights!

Mr. Clifford B. Upton, '99, now attending the U. of M., visited Normal friends Feb. 9.

A question of etiquette—What time should sleigh-ride parties return on the following day?

It was one of our professors of physiology who telephoned over to the training school for "a model heart."

Miss Harriet Diller, '95, was a welcome visitor at the Normal January 28. Miss Diller is now living in Chicago.

We are pleased to note that Mr. T. A. Conlon, one of the Normal's many loyal sons, has opened an office for the general practice of law at 1413 Majestic Building, Detroit, Mich.

At a meeting of the Senior class January 31, the participants for class day exercises in June were elected as follows:

Salutatorian—Grace E. Clement.
Historian—Percy G. McWhinney.
Prophet—Margaret Graves.
Poet—Frederic Ziegen.
Essayist—Lena Knapp.
Orator—P. P. Mason.
Valedictorian—Lula Dukette.

Fraternities and Sororities.

PI KAPPA SIGMA.

Miss Emily Townsend is wearing the turquoise and gold.

Saturday evening, Jan. 19, the regular meeting was held with Misses Bird and Lowden on Ellis street.

Miss Gertrude Himebaugh was formally initiated into the secrets of the sorority. After enjoying a dainty chafing-dish spread, the toast-master of the evening, Miss Bird, was introduced and toasts were responded to by the following members: Miss Godfrey, "Prosperity;" Miss Godrich, "Friendship;" Miss Skinner, "Pleasures."

On the evening of Feb. 2, the sorority entertained Miss Walton, Miss Nellie Albertson and two former members, Miss Kate Thompson and Miss Lulu Loughray.

ZETA PHI.

The Zeta Phi sorority at its January meeting was entertained by Miss Conrad and Miss Plunkett. Mrs. VanTuyl and Miss VanBuren were present, and assisted in the ceremony of pledging of two new members—Miss M. Mowry and Miss Louise Clark. The usual spread and other social features made a delightful and satisfactory evening.

ALPHA SIGMA TAU.

The Alpha Sigma Tau sorority spent a very pleasant evening, February 4, at the home of Miss Louise Agrell. The rooms were decorated in the society colors and dainty refreshments were served. During the evening three new members were initiated. Mrs. Lyman has graciously consented to be our patroness and we hope to spend many profitable and enjoyable evenings together.

SIGMA NU PHI.

The Sigma Nu Phi sorority were at home to their friends at the sorority house Saturday afternoon, Jan. 16. Mrs. Leonard, Mrs. McFarlane and Mrs. Goodison assisted in receiving the guests. Dainty refreshments were served in the dining room where Mrs. Van Fossen presided at the coffee urn. A very pleasant afternoon was enjoyed by the many present.

Misses Charlotte Paton and Bertha Wolvin are wearing the Sigma Nu Phi colors.

ARM OF HONOR.

Last Saturday evening witnessed the initiation of three candidates into the mysteries of the order, Messrs. Davis, Faucher and Ireland. Messrs. Bowen, Morse, Murdoch and Wood were also present at the initiation, after which the boys went to the Dewey Café where a bountiful supper was served. Commander

The evening of Feb. 22d has been decided as the date for the annual function of the fraternity. The Hotel Russell at Detroit will be the destination to which the party will go by special car over the D. Y. & A. A. Prof. and Mrs. D. H. Roberts will chaperon the party.

**Literary Societies.**

**ATHENEUM SOCIETY.**

On the evening of Feb. 8, an interesting program was rendered by the members of the society, and after a recess the following officers were installed for the semester:

- President—Frederic Zedgen
- Vice-president—Ndam Doty
- Secretary—Emma Adams
- Treasurer—Hoyt C. Farnich
- Chaplain—Kieuc Dorra

**GRAPHIC SOCIETY.**

The Olympic society met as usual Friday evening, Feb. 8. Part of the time was given to the election of officers for the remainder of the year, after which a very interesting program was rendered by members of the society. Under the new corps of officers and with the aid of each member it should be comparatively easy to bring the society to its former standard. All old Olympics and others are invited to join us.

The officers elected are as follows:

- President—O. L. Balyeat
- Vice-president—Ellen Picher
- Treasurer—Richard A. Smith
- Secretary—Gertrude Cuddeley
- Editor—M. Everett Dick
- Executive committee—Francis Pollmer, Elsie Maxam, Miss Alger

**CRESCEENT SOCIETY.**

At the meeting of the society, Feb. 1, it was voted to amend the constitution of the lyceum by reducing the membership from 60 to 40 and make more strict regulations regarding attendance. It is thought by imposing a small fine to be paid to the treasurer for non-attendance, that the work of the members of the society will be more beneficial and a higher standard reached.

The following officers were elected for the remainder of the year:

- President—J. G. Gill
- Vice-president—Judith Thomas
- Secretary—Kate Morse
- Treasurer—James Melody
- Chaplain—Ella Smith
- Editor—G. D. Whitnower
- Usher—Robert Foreman

**Y. W. C. A.**

Wednesday evening, Jan. 30, a rare treat was furnished the S. C. A. at Starkweather hall. Dr. F. Howard Taylor, for ten years the only physician among fifteen millions of people in inland China, addressed the Y. W. C. A. in the rooms below, and Mrs. Taylor, formerly Gemalime Guiness, author of the "History of China Inland Missions" and "In the Far East" spoke to the girls. As she presented the sufferings of the women of darkened China in her earnest and interesting manner we were brought to realize all too much of the awful darkness of a heathen life and better understand the little value of our short life when subtracted from all eternity unless spent in the Father's service.

"A College Girl's Holiday" was shy presented by Miss Goddard at Starkweather hall Sunday afternoon, Feb. 3. Through her cogent and interesting words the students' Sunday was placed at a higher standard than ever before and the girls brought to feel that one day of the seven should indeed be consecrated to their Master's work.
The helpful talk given by Mrs. Roth, of Detroit, to a joint meeting of the Y. M. and Y. W. C. A. Sunday, Feb. 10, was a source of encouragement to all who heard it. Her subject, ""Trusting,"" was ably presented, coming as it did from her own deep experience, and by it we were led to know something of the peace and joy of a life given unreservedly to a father who plans for his child only that which is best and brightest. Special music furnished by Miss Watters also added to the pleasure of the hour.

Y. M. C. A.

The annual meeting of the Y. M. C. A. for the election of officers resulted in the following men being chosen:

President—H. Z. Wilbur.
Vice-president—J. E. VanAllsburg.
Corresponding Secretary—H. E. Rice.
Recording Secretary—J. E. Waldron.
Treasurer—S. I. Watkins.
Messrs. Wilbur, Watkins and VanAllsburg were selected as the three members of the Christian association board from the Y. M. C. A.

Every man should read the posters announcing the Y. M. C. A. convention at Ann Arbor, Feb. 21-24. The men having the details of the convention in charge have made preparation with greatest care. The speakers have been carefully chosen. We all ought to attend at least sometime during the assembly. It will surely be a source of spiritual uplifting.

N. C. A. A.

The boy's basketball team is now practicing every evening, getting into shape for the season's games. Manager Dick has secured two games with the M. A. C., the first to be played at Lansing, March 2, and a return game at Ypsilanti, March 9. In basket ball the team to contend with the disadvantage of a strange field of play which often destroys the good work of the team. The boys will also play a return game with the Detroit Y. M. C. A., probably at the annual athletic meeting of the Y. M. C. A.

About 25 men are now practicing twice a week in the gymnasium, getting into shape for the baseball season. The prospects this year are exceptionally bright and there will also be a strong reserve team which will afford excellent practice. From time to time lectures on the theory of the game are given so that when the candidates come to do their "practice-teaching" on the diamond they will have this additional help. Twelve new suits are to be ordered and the team will be well prepared, financially and physically, to win laurels for itself. Manager Stebbins has secured games with Albion, D. A. C., and Cleary College, besides the regular schedule with M. A. C., Kalamazoo and Hillsdale.

The girls of the senior and junior classes of the gymnasium are now organized and practicing for the Showerman cup contest which is to be held about the end of the quarter. Classes have been organized in club winning and various events and the girls are preparing for the 'great struggle.'

The girls' Star basketball team entertained the Reserves at supper at the Church House, Feb. 9. Among others present were Mrs. Burton, Miss Mann, and Messrs. Teetzel and Murray. This is but a partial reward for the good practices the Reserves have given the Star team and they deserve a share of the glory from the victory over the Lansing team.

On the afternoon of Feb. 1, the girl's basketball team left for Lansing to try their skill with girls from the M. A. C. It is very seldom that an athletic team receives such good treatment and is given such a good time as was our team as guests of the co-eds of the Agricultural College. But the purpose of the trip was to play ball, and from the time the referee's whistle was blown, both teams attended to business. The result, however, soon became evident for with three perfect throws the ball dropped in "Ypsi's" basket. And thus the game went, the score for the
first half being 11:0, and at the end of the game 26:0, in favor of Vpsi. Many of the N. A. C. players were as good individual players as the Vpsi team, but their team-work was sadly deficient. Contrasted with this, the excellent team-work of our team showed off to its best advantage. This is the result of about three months practice and the girls have a right to enjoy the results of their training. The line up was as follows:

- Right basket—Elfreda Bentner
- Left basket—inez Chuk
- Center—Alta Bradley
- Center—Eleita Fox
- Right guard—Mabel Cross
- Left guard—Carrie Stein
- Substitutes—Misses Major, Mercer: umpire, Mrs. Burton: linesman, E. S. Murray.

Some years ago a newly arrived girl was christened "Muriel." Her playmates called her "Mary." When she grew up she dropped the "r" and became simply "May." As she began to shine in a social way she signed her name "Miss Mae." About a year ago she was married and now she has dropped the "c" and it's just plain "Mae." And that's evolution!

In the rush of business, a poem, which was given us for publication became lost. We present, however, that portion which was left. It tells the story remarkably well:

A BAD CASE

girl
child
a girl
whirl
streaked
call
fall
ever
in
year
now
dear
ill
nailed
fuss
muss
separated.

—Bleez Military Academy Monthly.

A TRAGEDY IN THREE ACTS.

ACT I.
Quiet street.

ACT II.
Banana peel.

ACT III.
Fat man.

ACT IV.
Virginia Rev. — Ex.

A little breeze,
A suden quake,
An awful sneeze,
A bad headache.
Throat is sore,
Back will break,
Life's a bore,
Quinine take.
Doctor comes,
Brings his pills.
Fever runs,
Alternate chills.
Feel like dying,
Cure not hit.
No use sighing.
It's the Grippe.

Miss Snyder, in Corland Normal News.

REPORT OF THE JUNIOR CLASS "KICKER"

W. J. E.

A S LEGALLY installed in the office of "kicker" of the Junior class, I will proceed to personally that term in its truest sense and noblest calling: if not in its literal, physical, calisthenic sense, in a sense that will be truly characteristic of the pessimistic side of life and a personal trait of yours truly. The duties of this office are diverse and infinite, intricate and delicate, diplomatic and romantic, honorable and dishonorable, agreeable and obnoxious, but withal harmonious and essential. Among some of the most varied, allow me to enumerate a few.

In the first place, it is the duty of the "kicker" to "kick," whether in sunshine or sorrow, in pain or pleasure, in indifference or frivolity, in harmony or discord, in failure or
success, in life or death, it is his most sacred and imposing duty to "kick." It matters not if all is sunshine and tranquil, dreaming felicity; if rivers flow with milk and honey, and you are seated on a couch of gold in the land of corn and wine, fed by a Providential hand: if all is gold that glitter and nature is a fairy-land of charm, dream, magic, enrapture, enchantment and ecstatic delight, with fairies, elves, nymphs and sylvan deities to minister unto your wants and a divine Providence to keep close vigil while you sleep. In all these various stages of heavenly happiness it is your profound duty to "kick," and "kick" with unabated zeal and relentless vengeance.

Duty number two is to "kick" harder and with ever increasing and ceaseless ardor. Duty number three is to continue the the good work, fired by a fanaticism. It is also his duty to "kick on" and criticize all class organization, class administration, and general class management and preparation, no matter to which class and individual or mass reference is to be made. It is a well known and undeniable fact, however, that the Junior class is above reproach, beyond criticism, and having reached the goal of perfected perfection, is no longer subject to the whims, fancies, darts and insinuations of public gossip: but only as a matter of courtesy will it be censured if it is at all.

But the Senior class, which is only nominally senior or in any sense superior, must receive her just deserts. In their vanity, "they cannot see themselves as others see them," but are blindly groping in oblivion, ruled by habit and imitation; not seeing the larger scope and broader view, they confine themselves to the limits of the nominal Senior Class. Volumes would fill what they do not know and facts slip from their grasp like water through a funnel, with no coercive, cohesive or coherent power; their class spirit is so weak that it seems almost "spiritual;" their colors so tame that if waved by a Senior would not flag a wheelborrow. The class girls are so affected in their tastes that pure air even clogs their throats and they have colds as a result. The boys are so puerile and wishy-washy, physically and otherwise that a diet of shadow-food would be an appropriate menu. Like the prodigal son, they often make a home run. Their yells would do no credit to a 10-year old boy and are so flat that many cannot "sing" them.

It is a lamentable fact that so much paper has been used to describe such a small affair and lest that we shall call down judgement upon us for violating the old proverb—"A willful waste calls for a woeful want"—we shall conclude our remarks about the Senior class, for they are as "sour grapes" and "small potatoes." And now just a word in behalf of the Juniors; they need no words of condemnation but rather commendation. Our Junior girls are modern model Maud Müllers, Joan d' Arcs and Annie Lauries. In a sense of maidenly beauty, purity, humbleness, simplicity and innocence our girls are modern Maud Müllers. In a sense of heroism, gallantry, dignity, and cultured maturity, fit for any field of action, they are Joan d' Arcs. In a sense of queenly carriage, perfect symmetry and courtly bearing, capable of loving and reciprocating the same, they are the modern Annie Lauries of Max Welton.

There is no need to deprecate the efforts of the Junior boys; they need no words of condemnation but rather commendation. Our Junior boys are full of snap and tact, "with a heart for any fate," will make his mark in this world if he has to fall in mud or mire to do it. And when the time shall come for him to put on the cold armor of death, he will fearlessly voice the sentiment of the poet in "lying down to pleasant dreams" to sleep the sweet peace of the just in "The Isles of the Blessed" in "The Land of the Hereafter." And when the bugle call of Gabriel shall resound throughout all quarters of the known world, they shall be gathered "as a hen gathereth her brood for the night," from the utmost bounds of the earth, from the remote solitudes of the interior and from the deep, dark, fathomless depths of the abyss, from elementary and fragmentary substance combined into one harmonious whole then to be crowned with a diadem of eternal glory on the everlasting shore.
**Exchanges**

**LAUGH A LITTLE BIT.**

Here's a motto just your hit—
Laugh a little bit.
When you think your trouble hit,
Laugh a little bit.
Look misfortune in the face,
Bake the blightest rude situation;
Put to one it will yield its place.
If you have the wit and grit
Just to laugh a little bit.
Cherish this as sacred writ—
Laugh a little bit.
Keep it with you, sample it,
Laugh a little bit.
Little ills will sure beside you,
Fortune may not sit beside you,
Men may mock and fame deride you.
But you'll want them not a bit
If you laugh a little bit.

Heat travels faster than cold—anybody can
catch cold.

A certain teacher says she has great trouble
in making John Wright write right.

A man who won't spend money for education
is like one who tries to save by using
poor seed corn.

My mother found my little brother putting
his stockings on wrong side out this morning.

What did she do?

Turned the hose on him.

It's been four years now, said the deserted
lady, since he left me and his happy home.
I remember it just as well as yesterday—how
he stood at the door, holding it open till six
flies got in the house.—Indianapolis Press.

A countryman saw for the first time a
school girl go through her gymnastic exercises
for the amusement of the little ones at home.
After gazing at her with looks of interest and
compassion for some time he asked a boy if
she had fits.

"No," replied the boy, "them's gymnastics."

"Ah, how sad," said the man, "how long
has she had 'em?

To err is masculine—to forgive is feminine.

Economy is a good thing but 'tis poor pol-
icy to set a hen on one egg to save eggs.

It is useless to worry. It is also useless
to tell one 'tis useless to worry.

Said A to B, "I C U R
Inclined to B A J."

Said B to A, "Your very worthy friend,
Shows signs of sad D K.

Dentist—"Will you have gas?"
Ole Reuben—"Wa-al, I swow! We don't
know much about gas' t hun. I guess you'd
better give me kerosene."—Ex.

Can you make a sentence containing every
letter of the alphabet? Here are some ex-
amples: John quickly extemporized five tow
bags. Jack P. Brady gave him a walnut box
of quite small size.

An old man when passing a little boy sell-
ing papers on a street corner remarked:
"Aren't you afraid you will catch cold these
cold nights, my little man?"

"Oh, no," replied the boy. "Selling pa-
pers keeps up the circulation."

The following letters are inscribed on a
stone tablet placed over The Ten Command-
ments in an English country church yard.
They can be deciphered with only one letter:

```
PR S V Y R P F C T M N
VR K P T H S P R C P T S T N.
```

"Persevere ye, perfect men!
Even keep these precepts ten."

---

**YPSILANTI OPERA HOUSE.**

**COMING ATTRACTION.**

**Heart of Maryland**

**February 21**
BERANEK & ARNET
Fine Custom Tailoring

Goods warranted as represented or money refunded. Goods sold by us kept in repair one year free of charge.

Pants Pressed 10c
Suit Pressed 50c
Over U. S. Express Office.

Pilbeam's Photo Studio
125 Congress St.
PHOTOS OF EVERY DESCRIPTION
Portrait, View and Enlarging in all styles.
Photo Supplies and Finishing for amateurs.

CompletelyParsed Caesar
Gallic War, Book I.
BY REV. JAMES B. FINCH, M. A., D. D.
CLOTH—$1.50 POSTPAID—400 PAGES.
The Latin words in the Latin order just as Caesar wrote them: with the exact literal English equivalent of each Latin word directly under it (interlined); and with a second, elegant translation in the margin; also with Footnotes in which every word is completely parsed, and all constructions explained, with References to the leading Latin grammars. Each page complete—Latin text, interlinear literal translation, marginal flowing translation, parsing—all at a glance without turning a leaf.

HINDS & NOBLE, Publishers,
4-5-6-12-13-14 Cooper Institute, N. Y. City.
Schoolbooks of all publishers at one store.

FOR SALE
A Fine New
American Encyclopedia,
8 Volumes.
A large discount is offered for cash and
The News Sent Free
For the Year.

Inquire of Edwin S. Murray of
George W. Gannon, or call at
THE NORMAL NEWS Office, Room 46,
and examine them.
Students are taken

WILL FIND NOTHING SO TRIVIAL AS AT

Trim & McGregor's

WEBSTER'S INTERNATIONAL DICTIONARY
NEW EDITION JUST ISSUED
NEW PLATES THROUGHOUT

Now Added 25,000 NEW WORDS, Phrases, etc.
Rich Bindings 2364 Pages 5000 Illustrations
Prepared under the direct supervision of W. T. Harris, Ph. D., LL.B., United States Commissioner of Education, assisted by a large corps of competent specialists and editors.

BEETR THAN EVER FOR GENERAL USE.

Also Webster's Collegiate Dictionary with variable Scotch Glossary, etc.


WE ARE STILL
at it

WE are still doing good
Printing at reasonable
prices.

The YPSILANTI COMMERCIAL
24 Washington Street

Pianos for Rent

PRICES TO SUIT YOU.
TELEPHONE OR WRITE.

Ann Arbor Music Co.
205-7 East Washington.
ADVERTISEMENTS.

First National Bank.
STUDENTS WELCOME.
Ypsilanti, Mich.

WE ARE HEADQUARTERS for 1000 things to help make your rooms look like home. Our line of Fancy China, Medallions and Novelty Goods is complete and up-to-date. Also our line of Lamps will please you. Call and look around. See us for prices on Bazaar Goods.

5 and 10c Store, 125 Congress St. 'Phone 324. Free Delivery.

Ypsilanti Savings Bank,
Cor. Congress and Huron Streets,
YPSILANTI, MICHIGAN.

Students, Buy Your FLOWERS...
Where you can have them Fresh. I have a good supply at all times.

Charles F. Krzysske,
'Phone 26. 205 S. Washington St.

TRY Chase & Sanborn’s Choice Teas and Coffees.

G. B. DUNLAP.

To the Deaf.
A rich lady, cured of her Deafness and Noises in the Head by Dr. Nicholson’s Artificial Ear Drums, gave $10,000 to his Institute, so that deaf people unable to procure the Ear Drums may have them free. Address,

No. 5878c, The Nicholson Institute, 780 Eighth Avenue, New York, U. S. A.

Buy Your BAKED GOODS from

CLARK AND GASS
And Get the Best.
119 CONGRESS STREET.

Come in and let me show you my New Stock of

CHOICE FRUITS AND GROCERIES.
Teas & Coffees a Specialty.

Only Two Doors South of Post Office

F. H. HENRY.

Students of the Normal College
Who need anything in

Groceries, Baked Goods or Confectionery

Will find their best interests Served by calling at

Amerman & Scott.

STUDENTS!
....Leave orders at....

416 Brower Street,
....or....

Normal Book Store,
....for....

GENERAL DRAYING.
Students' Work A Specialty.

E. D. MAYBEE, Drayman.

Call 'Phone 14.
ADVERTISEMENTS.

H. D. GROSE,
The Normal Photographer.
410 Brower St., Opposite Main Entrance.

Views, Club and Class Pictures, Interiors and Highlights. Finishing Amateur Work a Specialty.

First Prize in Washington Fair Contest.

Office Hours: 11 to 12 a.m.; 1 to 2 p.m.

1881. THE WHITE FRONT. 1900.
105 Congress Street

We have been in the Grocery Business over eighteen years at this stand, and during this time we have advertised a great deal with the Normal Boys and Girls.

We invite you to give us a share of your patronage, and we will give you good Groceries in cut while you are getting an good Education.

Don't forget that you can reach us by both Telephones.

Our delivery leaves at 8:00 and 11:00 a.m., and 4:00 p.m.

A. A. GRAVES. The Grocer.
105 Congress Street, Ypsilanti, Mich.

New State Telephone 124. Bell Telephone 94.

Ernest Seton-Thompson

As a student of nature and animal life, is beyond all question the foremost man of the times. An inborn love for, and the tireless and accurate pursuit of his chosen work has accomplished much. The mechanics in the employ of The Scharf Tag, Label & Box Co. are probably not "born to their work" as was Mr. Thompson, but there are some good ones there, nevertheless; their machinery is all of the latest and best and you can rely upon good and quick service and the naming of an honest price on all work taken to them.

Pearl St., Ypsilanti.
...If in doubt as to whether your....

Eyes

...Are giving you good service, ask....

HEGLUND,
The Graduate Optician and Refractionist.

New Building
With All Conveniences.

Suites and Single Rooms
Furnished, to Rent.

MRS. E. M. NEWTON,
Newton
404 Ballard Street,
Near Cross.

Hing Lee
CHINESE LAUNDRY
Opposite the Postoffice.

J. P. WESTLAKE, Tailor,
Over Densmore's Clothing Store. Suits made to
order, up-to-date and prices are right. Satisfaction
guaranteed. N. B.—In connection Miss
Lizzie Maegle will make Tailor Suits, make over
Coats, Furs, etc.

Students
Are invited to inspect our
stock of
Shoes.
See for yourself that we have the BEST
QUALITY for the LEAST MONEY.

Chicago Shoe Store.

STUDENTS
I have just what you want in
STUDY TABLES, BOOK CASES,
DESKS, STUDY CHAIRS,
ROCKERS OF ALL KINDS.

J. E. MOORE & CO.

H. FAIRCHILD.
Proprietor of

City Meat Market.
Dealer in
Salt, Fresh and Smoked Meats,
Poultry, Game and Fish.
Special attention given to Students' Trade.

No. 14 Huron St.

TRUNKS AND BAGGAGE
Carried to all parts of the City.

H. CALBERT, 423 Perrin Street.

Come in, Fellows!
We are located opposite the Hawkins
House at the old stand. You are always
welcome. Our place has long been the

Headquarters for Students
The Finest Three-Chair Shop in the
City. Shampooing and Hair Dressing a
Specialty.

READER & KEUSCH.

The Central . . .

The leading Prescription Drug
Store of the city

DUANE SPALSBURY.

112 Congress St.
ADVERTISEMENTS.

BUY OUR
BAKED GOODS
And Be Satisfied.
GRIEVE
BAKING
CO.
Phone 215. 40 Cross Street East and
234 Congress Street.

WANTED
All the Normal College Trade.
We guarantee all our work in the
Tailoring Line.
BOYCE, The Tailor.
Phone 139 2 E. Cor. Congress and Washington
Up Stairs.

CALL AT
WALLACE & CLARKE'S
FOR
Library, Parlor and
Dining Tables.

Wallace & Clarke,
308 Union Block.

THE PURITAN SHOES
Are the Best on Earth.
E. E. Trim & Co.,
Sole Agents for Vipilanti.
Also all other Lines of Shoes are Sold
Cheaper than the Cheapest.
E. E. TRIM & CO.

Home Market
127 Congress Street.

Home
Fed
Bred
Slaughtered.

OYSTERS, FISH AND GAME IN SEASON.
VOIGHT & ROGERS.

Students
Come in and get weighed and if
You do not gain one pound a day
It is because you do not
Get your Meals from

F. C. Banghart's
Meat Market
I was established in 1886.
I sell nothing but home
Slaughtered Meats of the very
Best Quality.
F. C. BANGHART,
Meat Market, 207 Congress St.
Michigan State Normal College.

Five Courses are Offered.

(1). A Preparatory (Second Grade Certificate) Course—one year.
(2). A Five Year Certificate Course—three years.
(3). A Life Certificate Course—four years.
(4). A Life Certificate Course (for H. S. Graduates) two years.
(5). A Degree Course (for H. S. Graduates)—four years.

Expenses are Moderate.

The registration fee is $3.00 per term; $9.00 per year.
Board may be had for $1.75 to $3.00 per week.
Rooms rent for 50c. to $1.00 each.

Three Hundred Graduates and Undergraduates, go into the schools of the State annually, as teachers, from the Kindergarten through the High School.

For the Year Book or further information send to

Elmer A. Lyman, Principal,
Ypsilanti, Mich.
Or to the Clerk of the Normal College.

1901.—Summer Quarter.—1901.

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

I can please you.

WATERMAN, Photographer.

Medal awarded at State
and National Convention, '98,
for posing, lighting and grouping.

I sell amateur's supplies, Kodaks,
Plates, Paper, Cards and
all Chemicals, Finishing for the trade.

Fountain Pens

Waterman's Ideal, $2.50 to $5.00.
Parker's New Jointless, $2.00 to $4.00.
Ypsilanti and others, $1.00.
All Guaranteed.

C. W. Rogers & Co.

Books. Drugs.

118 Congress Street.

We Have Everything

The students require. Come in and make
yourself at home with us.

Look up your friends in our Students' Register. It is the most complete Register in the city.

Buy your Fountain Pens of us. We pay you back the money if the Pen does not suit you.

J. Geo. Zwergel

THE NORMAL BOOK STORE.