1901

The Normal College News, June, 1901

Eastern Michigan University

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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. Optical science up-to-date is practiced by us. If you have trouble with your eyes, call on

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

S. E. 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"

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102 Congress St.
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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.

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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.

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And Be Satisfied.
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BAKING
CO.
Phone 215. 40 Cross Street East and
234 Congress Street.

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All the Normal College Trade.
We guarantee all our work in the
Tailoring Line.
BOYCE, The Tailor.
Phone 339 2 R. Cor. Congress and Washington
Up Stairs.

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

Wallace & Clarke,
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THE PURITAN SHOES
Are the Best on Earth.

E. E. Trim & Co.,
Sole Agents for Ypsilanti.
Also all other Lines of Shoes are Sold
Cheaper than the Cheapest.

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127 Congress Street.
Fed
Bred
Slaughtered.
OYSTERS, FISH AND GAME IN SEASON.
VOUGHT & ROGERS.

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

F. C. Banghart's
Meat Market
It was established in 1886.
I sell nothing but home
Slaughtered Meats of the very
Best Quality.

F. C. BANGHART.
Meat Market, 207 Congress St.
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I have just what you want in
STUDY TABLES, BOOK CASES,
DESKS, STUDY CHAIRS,
ROCKERS OF ALL KINDS

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Proprietor of

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Distributor in
Salt, Fresh and Smoked Meats
Poultry, Game and Fish.
Special attention given to Students' Trade.
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TRUNKS AND BAGGAGE
Carried to all parts of the City.
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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
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Specialty.
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First Prize in Washtenaw Fair Contest.
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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 to eat while you are getting a good Education.
Don't forget that you can reach us by telephone.
Our delivery leaves at 8:00 and 11:00 A.M., and 4:00 P.M.

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Telephone 124.

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make your rooms look like home. Our line of Paint
China, McMillian and Novelty Goods is complete and
up-to-date. Also our line of lamps will please you. Call
and look around. Prices on every good.
5 and 10c Store, 125 Congress St.
Phone 324. Free Delivery.

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

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FLOWERS...
Where you can have
what Fresh, have
a good supply at all
times.
Charles F.
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State Phone:
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TRY Chase & Sanbourn's
Choice Teas and
Coffees.
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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.
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"Satin Puffs," "Honey Cocoanuts," or
"Maple Squares"
AT
F. H. HENRY'S,
Next to P. 0.,
They are Delicious.
You will also find a full line of "Lunch Material"
Potted Ham, Corned Beef, Mackerel
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Who need anything in
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or Confectionery
Will find their best interests
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Phone 123.

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Leave orders at...
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for...

NORMAL BOOK STORE,
for...

GENERAL DRAYING.
Students' Work A Specialty
E. D. MAYBEE, Drayman.
Call Phone 14.
Students

WILL FIND NOTHING SO TRIM AS AT

Trim & McGregor's

Taken

Flash-lights and Groups any Size Desired

Leave orders at 606 Ellis, 122 Congress, or Normal Book Store.

Phone 174 or 374-2 rings.

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Goods warranted as represented or money refunded. Goods sold by us kept in repair one year free of charge.
Pants Pressed 10c Suits Pressed 30c
Over U. S. Express Office.

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Makers of Up-to-Date Photos,
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Maker of the Famous "Delicious" and "Bittersweet" Chocolates.
Acknowledged by all to be the finest confection on the market.

FRESH. PURE. DELICIOUS.
Our Ice Cream, Ices and Punch are leaders, making new customers daily.

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Fifty Profitable Occupations
For boys and girls who are undecided as to how to earn money.

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New York City

Semi Book of All Pub.

Pianos for Rent
PRICES TO SUIT YOU.
TELEPHONE OR WRITE.
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205-7 East Washington.
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DIRECTORY.

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Vice president, Edna Doty.
Secretary, Emma Adams.

Olympic Society.
President, O. E. Balyeat.
Vice-president, Ellen Pilcher.
Secretary, Gertrude Greeley.

Crescent Society.
President, Joseph Gill.
Vice-president, Edith M. Thomas.
Secretary, Kate M. Morse.

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Vice-president, Alice M. Hunter.
Secretary, A. O. Goodale.

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President, E. C. Kittell.
Vice-president, O. E. Balyeat.
Secretary, Harry Rice.

CHURCHES OF YPSILANTI.

Catholic—Corner Cross and Hamilton Streets. Rev. Father Kennedy, Pastor.
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The following also won the cup for class club swinging:
Murray, Whitcomb, Stitt, Travis, Van Allsburg, Melody, Fuller, Whitney.

This makes the third successful year that the Normal has won this cup and it therefore belongs to us permanently. In the hammer throw Edmonds broke the intercollegiate record as well as his own by throwing it 113 ft. 5 in. Few other records were broken, but altogether the meet may be said to have been a very successful one.

The closing exercises of the women’s gymnasium were held last Friday evening. As is usual at these exercises standing room was at a premium, and the girls did excellent work along the various lines, reflecting great credit on their instructors. The work of the class in Physical Training 9, or those who have had three years of the work, deserves especial mention. The military marching and aesthetic gymnastics were very good while the mass dumb bell drill given by 126 girls on the floor at once, showed great mark and precision among the first year people. The ever popular basket ball game between the Stars and Reserves resulted in a score of 18 to 8 in favor of the Star team. This is the team which defeated the Lansing girls, 26 to 0 last February. This year’s Reserve team gives promise of being a winning team next year against all comers. The following program was rendered:

**PART 1.**
- Ring March and Run...
- Balance Exercises
- Mass Dumb-bell Drill
- Fan Drill
- Apparatus Work

**PART 2.**
- Military Marching
- Indian Club Swinging
- Irish Lilt
- Aesthetic Gymnastics
- Hoop Drill
- Basket Ball — Stars vs. Reserves

**THE TRAINING SCHOOL.**

The closing exercises of the Training School were held Friday morning at 10 o’clock. A large audience filled the hall and enjoyed the well rendered program:
- Spinning Song — The school.
- Characters from history and literature — Sixth grade children.
- Recitation — Ethel Allen.
- Song, “The Froggie’s Singing School” — Second grade.
- Kitty’s Arithmetic — Fanny Brady.
- Action Play, “A Visit to the Country” — First grade.
- Song, “The Boating Song” — Fifth grade.
- Recitation, “Do Your Best” — Percy Colvan.
- The Kindergarten Band — Selection.
- Japanese Song — Fourth grade.
- The Flag Dance — Second grade.
- Recitation, “The School” — Marjorie Travis.
- Song, “The Woodpecker” — Third grade.
- Bar bells — Eighth and ninth grades.
- Musical dumb-bells — Fourth grade.
- Song, “Where the Fairies Dwell” — Seventh grade.
- Flag Salute.

We know of nothing so well calculated to put the reading public out of humor as to begin a very interesting account of some scientific discovery, replete with interest, and just as the reader’s mind is thoroughly imbued with the subject and a gigantic effort being made to grasp it in all its bearings, away goes the author in some patent medicine or new fangled hair renewer; for instance, Carboline, a deodorized extract of petroleum, as now improved and perfected, which, by the way, is an article of genuine merit, and has really done wonders in the hair producing way, as hundreds of certificates from well known citizens amply testify.
N. C. A. A.

At a recent meeting of the Athletic Association the following officers were elected for the coming year: President, Joseph Gill; vice-president, Fred. J. Sorell; secretary, Carey H. Ireland; treasurer, Prof. S. R. Laird; basket ball manager, W. A. Whitney; base ball manager, J. E. Van Allsburg; M. I. A. A. director, C. P. Steinle.

At a meeting of the base ball team, Mr. Phillip B. Dennis, our star first baseman, was elected captain for next year.

The beautiful gold medal offered by S. E. Dodge, the jewelers, for the best batter on the team was won by Mr. L. E. Righeter, who has been playing center-field. It was one of Righeter's many hits that saved the game at Kalamazoo.

Probably the hardest fought game that has been played in the intercollegiate for many years was between the Normals and Kazoo's at Kalamazoo, on June 1. It took 15 innings to decide the winner and the Normal team finally won out, thereby keeping their percentage 1000. The following is of interest: Struck out by Sherman, 7; Shaw, 6. Hits off Sherman, 9; Shaw, 12.

The base ball season is now over and the Normal has proven that its base ball team is one of the star teams of the state. Though they were defeated in the final game at Hillsdale, yet they feel justly proud of what they have done. Out of eight intercollegiate games the Normal lost but one. No other team in the M. I. A. A. has so good a percentage.

The prospects for a strong team next year are also very good. Smith, who has been playing left field and alternate pitcher, has shown up finely this year. Will Gannon will probably catch. Capt. Dennis will be at his old place at short stop, and Ireland at third base.

On Friday morning June 7, about 150 left on a special train for Hillsdale to attend the fourteenth annual field day of the M. I. A. A. With a base ball team with a percentage of 1000, a winning club swinging class and a speedy track team, our prospects were very bright for winning laurels. The weather, however, was very cool and the base ball diamond—was composed of sand, swamps, hitching posts, creeks, picket fences, with the battery on the crest of a little hill. Together with this fate was against us, especially in the fatal first inning where the game was lost.

On Friday, Albion won from Olivet by a score of 6 to 5, the former making four scores in the ninth inning.

On Saturday the great event was on and Albion with about 400 rooters, succeeded in pulling victory from defeat. After the first inning each side made five scores, thus dividing honors about equally, both teams playing fine ball. The score:

Albion .......................... 11 0 0 0 2 0 2 0 1--6
Normal .......................... 1 0 0 0 4 0 0 0 0 0--5

In the other events we were a little more successful, although there were several surprises and disappointments. The following are those who won medals for their work:

Fraser, quarter mile bicycle, second.
Edmonds, hammer throw, first.
Edmonds, shot put, second.
Walsor, mile walk, second.
Murray, individual clubs, second.
Whitcomb, horizontal bar, first.
Whitcomb, high kick, second.
Paine, horizontal bar, second.
Paine, feather weight wrestling, second.
Kogner, light weight wrestling, second.
Wolfe, heavy weight wrestling, second.
PETERS, L. F. STEBBINS, MANAGER. TEETZEL, COACH. RIGHTER, C. F.
SMITH, R. F. KING, S. S. GANNON, 2d B. GASS, CAPT. C. SHERMAN, P.
DENNIS, 1ST B. IRELAND, 3DB.

INTERCOLLEGIATE RECORD.

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Fraternities and Sororities.

PHI DELTA PI

The last party of the year given by the fraternity was held in Light Guard Armory, on the evening of March 14. Several of the old members were back and the excellent music, floor, and dainty refreshments added materially to the pleasure of the occasion.

On the evening of June 15, the boys of the fraternity with their ladies were royally entertained at a farewell meeting with Prof. Hoyt. It is to be regretted that our patron will not be with us next year as his many suggestions have been of invaluable assistance throughout the year. This has been a most successful year, and with a full membership of twenty active members, the fraternity has been able to be of great good to all whom it esteemed worthy to become its members. Twelve members are expected back next fall and with such a start the success of another year seems assured.

PI KAPPA SIGMA

The marriage of Miss Lulu Loughray, formerly secretary of the Conservatory of Music, to Mr. T. A. Conlon of Detroit, occurred June 16th, at the home of the bride's parents in Milford. The following members of the Sorority were present: Mrs. Burton, Misses Skinner, Stevenson, Bird, Lowden, Thompson, Todd, and Goodrich.

The following Alumna members are expected for commencement: Miss Mae Harper of Washington, Miss Mayboll Treadgold of Pontiac, Miss Rose Perkins of Ironwood, Miss Gertrude Mitchell of Hillsdale, Mrs. Keene Phillips of Grand Rapids, and Mrs. T. A. Conlon of Detroit.
was called a few years ago, and we can say truthfully that it would be a relief to Ypsi if they would look elsewhere for teachers.

The Aurora for 1901 is something of an innovation. It excels all previous numbers of the college annual in the number of plates used, the quality of paper and is strictly up to date in every respect. The editorial work is of the best and in general design is truly representative of every phase of college life. No student should leave Ypsi without one of the handsome souvenir volumes, and no loyal student will. You will always regret it unless you buy one. They are on sale at the corner store. Buy one before you leave!

The Normal Year Book for 1900-1901 is now ready for distribution. It will be noticed that especial stress is laid on the advanced courses and urges teachers to better prepare for their work. The degree is now given for one year's work in residence after the life certificate and diploma and three years' successful teaching. There are several interesting items among the statistics, some of which are given below. The "year" extends from July 1, 1900 to July 1, 1901.

Enrollment for the year, men. 298
Enrollment for the year, women, 1200
Number entering this year, 621
Number who have taught, 737
Total enrollment (deducting those counted twice), 1348
Total enrollment in Training School, 321
Total attendance in College and Training School, 1670

WHERE WE GO.

The following is an incomplete list of those who have secured positions for the following year. It will doubtless be of interest to many who will scatter after having taken two years or more of work together.

Clara E. Carson, Latin and German, Mendon.
Estelle V. Withey, seventh grade, Coldwater.
Esther Tice, fifth and sixth grade, Decatur.
A. L. Phillips, superintendent, Bronson.
J. H. Kempster, grammar grades, Bronson.
Lola Secor, grades, Bronson.
H. R. Dumbrille, science, Traverse City.
Helen A. Albertson, 8th grade critic, Normal, Mt. Pleasant.
Estella C. Schneider, Mt. Pleasant.
Rena M. Townley, grades, Coldwater.
A. J. Dann, superintendent, Lake Odessa.
C. A. Graves, superintendent, Dexter.
W. N. Isbell, superintendent, Fowlerville.
P. P. Mason, superintendent, Reed City.
G. W. Gannon, Manila, Philippines.
A. O. Goodale, Manila, Philippines.
M. Josephine Osgood, high school, Minneapolis.
Sarah J. Brooks, high school, Birmingham.
E. C. Kittell, principal, Watrous.
H. Z. Wilber, superintendent, Marlette.
E. J. Van Deventer, principal H. S., Ithaca.
E. L. Hayes, principal ward school, Reed City.
A. Beryl Miller, first grade, Ypsilanti.
Grace Hammond, first grade, Pontiac.
Bessie Goodrich, sixth grade, Pontiac.
Jennie Bull, grades, Pontiac.
Helene Pretty, grades, Dexter.
Elizabeth Hamilton, assistant H. S., Cheboygan.
Elsie Maxam, grades, Crystal Falls.
Nellie Carpenter, grades, Owosso.
Leila P. Best, sixth grade, Jackson.
Loresta Sprang, grades, Morrice.
Josephine Nevs, Latin and German, Nashville.
Cora A. Reeve, third and fourth grades, Flint.
Carrie L. Yutz, Latin and German, Dexter.
Nellie Pakes, grades, Duluth.
Lula Dukette, grades, Mendon.
France Conrad, Latin and German, Reed City.
Elsfreida Betzner, grades, Woodmere, Detroit.
Ira M. Moore, superintendent, Hart.
F. H. Sooy, superintendent, Milan.
T. Goodfellow, superintendent, Belleville.
P. G. McWhinney, superintendent, Hesperia.
E. R. Rice, superintendent, Blissfield.
Local and Personal

Commencement week!

Mrs. F. C. Burton will study at Howard during the summer.

Miss Louise Petit entertained her sister from Buchanan last week.

Miss Ida Davis of Chicago has been visiting Miss Josephine Nivens.

Miss Myra Parsons was the guest of Miss Bishop at the Sigma Nu Phi house, May 31.

Miss Clara Kardale was recently called to her home by the sudden death of her father.

Miss Edith Todd entertained the Shakespeare Club, Monday, June 17 at 417 Ellis St.

Miss Margaret Goodrich of Kalamazoo was the guest of Miss Goodrich for a few days last week.

Mr. and Mrs. F. R. Pease attended the wedding of Miss Lila Laughray and T. A. Conlon of Milford.

Misses Minnie Real '93, Maude Hathaway '93, and Laura Ferguson of Ann Arbor visited Normal friends last week.

Miss Isabelle Woodman of Grand Rapids has been visiting her aunt Mrs. Woodman and renewing old acquaintances at the Normal.

Prof. C. O. Hoyt and family will leave in a few weeks for Europe, where Prof. Hoyt will study during the next year. His address after August 1 will be Jena, Germany.

Mr. Ray N. Gould of the class of '93 who has been studying for the past year in Ann Arbor, has been elected to the principalship of Kalamazoo High School. This place was made vacant by the resignation of Prof. S. O. Hartwell.

Ypsilanti graduates from the U. of M. this week are Horace S. Routell, James A. Campbell, Irving L. Hunter, Adelaide Parker, Grace A. Strang, A. B.; Andrew H. McDougall, B. S. (engineering); Wilbur P. Bowen, and Frederick R. Corton, M. S.

Welcome to our visiting alumni.

Miss Angie Sherwood '93 has been visiting Miss Buell.

Miss Jessie Kohler entertained her father and mother from Lapce last week.

Yes, the fever has struck Ypsi! The boys are enjoying to the utmost the short waist, but the girls seem to be a little cooler with their net waists!

A dull student in Latin has difficulty with the following sentence: "Rex fugit." He translates, "The king flees." Teacher--"The verb "fugit" is in the perfect tense. Insert "has," the sign of the perfect. Student readily translates it, "The king has flees."

We are pleased to note that Prof. B. L. D'Ooge and family are expected to reach home July 1 or 2. The degree of Doctor of Philosophy, summa cum laude, has recently been conferred upon our favorite language teacher by the University of Bonn. Ypsilanti friends must now greet him as Dr. D'Ooge.

Mrs. A. Lodeman gave a very pleasant afternoon reception on Saturday, June 15, at her house on Chicago Ave. The guests had the pleasure of seeing the beautiful oil portrait of Dr. Putnam, which Miss Hilda Lodeman has just completed for the Senior class gift to the college. Dainty refreshments were served on the lawn.

On the evening of June 22, Miss Anna Stevenson entertained a number of her friends at a most enjoyable lawn party at 417 Ellis street. Dainty refreshments were served and the guests enjoyed themselves in the odors from a grotto of roses and honeysuckle. Among the guests present were Misses Rose Perkins, Laurel Harper, Mr. and Mrs. T. A. Conlon.

The Normal is again to lose one of its best teachers, this time from the geographical department. Prof. C. T. MacFarlane has been called to Brockport, N. Y., to accept the position of principal of the Normal School. This is the place to which Dr. D. E. Smith
EDITORIAL.

Volume XX. Number 9, of The Normal College News is now put before the public. It is with mingled feelings of pleasure and regret that we write this, our last editorial. Though with this we sever our connection with the paper, our interest in its welfare will continue.

During the past two years which "ye editor" has served on the paper, there have been many experiences which in after years will be looked upon with a feeling of satisfaction. We have learned to appreciate its columns and are better able to understand what it means to put a magazine or book before the public. Many kind remarks of commendation have been extended to the paper for its success, for which we return our sincere thanks. But we accept these commendations only in so far as they are for work honestly and faithfully done; nor to ourselves do we take all the credit.

Our associate editors have done all that was asked of them and not once during the two years has the faculty interfered with anything that has been published. We have endeavored to keep The News independent in all matters; no society prejudices, no class feeling has been admitted intentionally. We have tried to make each department interesting and so far as possible instructive. Our greatest criticism has been that the paper was dry. To this we simply say that we hope you may get a chance to make a similar college paper of forty pages full of things of great interest to everybody.

We wish to thank the business manager for the promptness and business-like manner in which his affairs have been conducted. For the neatness in the appearance and design of the paper we are indebted to our printers, The Scharf Tag, Label & Box Co. The work has shown for itself and in every instance has been a credit to the office. We have found Mr. Coe and the compositors in the office, prompt and willing to accommodate, and we feel grateful to them for the patience and forbearance with which they have endured the whims of "ye editor."

Since our last issue the business manager for 1901-02 has been appointed. Mr. Clemens P. Steimle of Atlantic Mine has been chosen to look after the business affairs of the paper. Although the editor has not yet been chosen, we feel sure that The News next year will not be a disappointment to anyone. Send your name and address to the business manager before you leave and keep in touch with your Alma Mater next year.

The article in this number on "The Tendencies Toward Sectionalization," was written by a fourteen-year-old student in the eighth grade of the training school. It was written in four days as a summing up of the work of the period of which it treats and shows the remarkable results which may be obtained by reviewing history as related in periods rather than abstract facts.
and such party, mentioning his own, has already begun to see the demand and expediency of placing in their platform a plank upon which you and your fellow reformers may stand. Now this statement will be equally true of any of the leading parties, since they all try to incorporate those useful outside minorities.

Follow up with a résumé more or less detailed of some of those magnificent talks you have heard in teacher's history. If you give anywhere near a faithful reproduction of them you will be a jewel, and fairly glistening with ideas of progress and reform. This will really do you more service than to be able to say honestly, that your party is the same as that of the man on the board, ascribing the cause to a heritage left you by paternal ancestors dating back to the days of Thomas Jefferson, or Fremont and Dayton.

Permit me to hasten matters by giving you a position, in imagination. It will cost you much less in time, money and worry, and is, in fact, the only way some of us will ever get a position. To get this position you have had to run the gauntlet of opposition from all sides.

One source has been from the inexperienced university graduate, whose reputation has been obtained through the possession of a sonorous vocal apparatus, and a strangely devised banner which have been coordinate and double-compound service on the baseball field. Such rare attainments elicit unstinted commendation from his faculty, and such competition is the source of slight uneasiness.

It causes much less of concern, and sometimes even a direct interest to learn that there is a fossil in the field, or on the ground, as you prefer, who bears geological evidence of having existed in the Three R age, the age in which the cane, the beech and the birch flourished in wild confusion. Upon a closer inspection this fossil bears abundant evidence of having the ripple marks of the tide of time in the cranial strata; also, his cerebral convolutions are not so deep as in the more recent species.

In the next act of this grim drama, you are elected. The disappointed candidates and their friends have vied with each other in passing uncomplimentary remarks about you, the school from which you are a graduate, the course there pursued, and many other things, until in direct opposition to their aim and intent they have flattered each other into good humor.

May long however, those extraordinary qualities of intellectual brilliancy, superb social standing, devout religious life, and consecrated educational career which friends and faculty favorites thought they saw in you, and about which they have so gratuitously and profusely written, will be put to a rigorous test. Your career with patron, pupil, and board is about to begin. Now, beloved, if you have ever had a successful experience in pulling the strings to get to be class president, class orator, etc., it will all aid you in the discharge of your further duties. Remember that educational arc lights have usually manipulated the wires by means of which they are luminous. To you, who are experienced, your political or diplomatic ability will be readily recognized and commented on. It will be the highest compliment you can pay to the Normal to have it said of you, that you would be a very poor stick but for the careful training here received. Some of us are thus going to be the rascals of having almost miraculous ability attributed to the present faculty.

By judicious management on the part of each, you may be as free from political complications as this paper is devoid of bibliography. Above all never be guilty of appropriating any of this unpatented device from this uncopyrighted manuscript. It will serve you like the seven-league boots, and will run you right out of the profession.

In considering whether or not you will be allowed to express your political preference to the world at large, the brilliant aspirants of this class have but one cause for serious alarm, and that is that the president of Brown University, whoever he may be, will not be permitted to state his political views.
fugitive slave law was also passed, which aroused the indignation and wrath of the North. The rigid and most unusual provisions were as follows: A fugitive was not permitted to testify; all cases were to be decided by a judge without a jury; all persons were to aid in the capture of a runaway slave should an officer call on them to do so; all persons attempting to conceal or aid a fugitive was to be punished by a heavy fine and even imprisonment. At once the North cried defiance at such an outrage and in many of the northern states "Personal Liberty Laws" were passed which were intended to prevent the execution of this outrageous law. At this time "Uncle Tom's Cabin," written by Harriet Beecher Stowe was published. This made a great sensation and was widely read. It presented slavery in a light in which few had looked at it before and at once the cry from the North arose declaring this fugitive slave law to be "unjust, unconstitutional and immoral." From this time on the slavery question gradually changed from a political to a moral one.

SHOULD THE SUPERINTENDENT BE A POLITICIAN?

Read Before the Class in School Supervision.

C. B. WHITMOYER.

SINCE school boards are sometimes composed of men espousing the same political creed, and since they prefer to select a man affiliated to their party, it would seem a very desirable part of a superintendent's professional equipment to be thoroughly versed in the science of government. Not indeed narrowed down to the views and aspirations of some one party, but, like the wily journalist who adjusts his convictions to suit the party press from which he receives the highest financial tribute, so also, should the broad-minded prospective superintendent acquaint himself with the traditions and tenets of all the political parties. Then with this fund of information regarding political movements, he would be able, with much secret satisfaction, to congratulate himself on being an educated man, that is, one who is able to adjust himself to his environment.

When applying for a position, some member of the board—to whom you may appear above the ordinary in intelligence, and whose impression of you is of the sort to feed your vanity—he, feeling sure that no such moral, social, or intellectual excellence exists outside his party, may be emboldened to ask you straight out what your politics are, confidently expecting it to be the same as his own. Now my young friends, i.e., young in superintending, if you are furnished with some of that penetration of mind which this pedagogical department has to give away, this question will be no surprise to you. You will previously have ascertained the politics of each one on the board.

In case you may not yet have the data well memorized, you had better pass the time away—while innocently drawing the said data from your pocket—in saying that you must confess you are but little inclined to discuss politics, (meaning of course just now, and with him). By this time, having consulted the slip of paper, you know how he stands. If you agree with him, tell him so, it will do you both good. He will exclaim in animated admiration, "I thought so."

If you find he is opposed to your ticket, you might tell him that you advocate the principals of the Union Labor Party, whose chief aim is to give work to the unemployed, (meaning yourself, of course). If now by any psychological process you can get the connection with the instruction you received in the history department you should continue this ambiguous exordium by saying that such
New Mexico and Upper California. The Rio Grande was fixed as the western boundary of Texas. By this treaty 522,563 square miles of territory were added to the United States, but because of some difficulty regarding the real southern boundary another treaty was negotiated by Cadwallon in 1853. By this treaty 45,535 square miles more of territory were added.

To the people who were hungering for land this was very popular, but it seemed to the Whigs a democratic war, "a war for slavery and for the extension of slave territory."

From the beginning of Taylor's administration slavery played an important part in the difficulties of the country. The people in the South complained of the difficulty of catching slaves when they once escaped into a free state, of the constant agitation of the slavery question by the abolitionists and demanded that the new territories be opened to slavery. In the North the feeling was just as strong. The people complained of the slave trade in the District of Columbia, claiming it to be disgraceful to the country; they also declared that it was the duty of Congress to forbid slavery in the territories.

But at this stage an unlooked for event happened, which led the people of California to attempt to govern themselves without the aid of Congress. This was the discovery of gold. The good news traveled fast and soon people came pouring into California from every direction. The order-loving men, of those who immigrated there, were very much shocked and displeased at the lawless condition of the country. They formed a government of their own, and, by the advice of Taylor applied to Congress for admission into the Union as a free state. Thus when Congress met in 1849 they found the subject of slavery had got deeper into politics and a number of very important questions were put before them. These were: Should California come in as a free-state? Should New Mexico and Utah be organized as territories without reference to slavery? Should the claims of Texas to the lands in dispute be granted?

The most bitter of the people on both sides thought secession the only remedy, but the most clear-headed men believed some arrangement or compromise should be made. And now Henry Clay, the "Great Pacificator," as he had come to be called, came forth with a compromise. The conditions were: the organization of the territories without reference to slavery; that Texas should give up her claims to the land in dispute and receive $10,000,000 for so doing; that all slave trade in the District of Columbia should be stopped though slavery should be allowed; that a new and strict fugitive law be enacted.

These measures were opposed by Taylor, who though a slave-holder was opposed to the extension of slavery, and by Seward, who made the greatest speech of these debates and also by Calhoun. Calhoun's last speech which he had carefully written out was read for him on account of his feebleness and inability to give it himself. In it he declared the nation to be clearly divided into two sections and that a careful balance must be kept between these two, because if the North over-balanced, the result would be that the interests of the South would be endangered and also the safety of slavery. The compromise, however, was warmly defended by Clay and Webster and also by men who feared a division of the Union. Clay and Webster made great speeches about it. Webster caused a great sensation throughout the country because in it he apologized for slavery and denounced the abolitionists as disturbers of the country. His motive for doing so had never been clearly explained, though it was probably fear of secession. However it was, as a result he lost his position as a great leader, for his influence was gone.

The majority of both Northern and Southern people were in favor of this compromise of 1850, and it was passed by Congress and became a law after the death of Taylor and Calhoun. In the same year California entered the Union as a free state. A new and stringent
for the Mexicans would have nothing at all to do with him.

Then, without consulting Congress, Polk instructed Gen. Taylor to lead some troops into Texas and take a position on the left bank of the Rio Grand. Taylor obeyed, but when the Mexicans heard of his coming they too sent out some troops and an engagement followed in which a few Americans were killed and which was the beginning of the Mexican war. When Polk heard of this he sent a message to Congress saying, "War exists, notwithstanding all our efforts to avoid it—exists by the act of Mexico herself. Mexico has passed the boundary of the United States has invaded our territory, and shed American blood upon American soil." Congress then called for 50,000 volunteers and appropriated large sums to meet the expenses, declaring that war existed "by the act of Mexico herself."

The President sent two later messages similar to this one, and Abraham Lincoln then introduced in the House of Representatives his "Spot Resolutions." These called on the President to "indicate the exact spot where this had taken place and to inform the House whether or not the "citizens" had been armed soldiers sent there by the President's own orders."

The four chief projects of the Mexican campaign were: An attack on Mexico from the North—this was to be under the lead of Gen. Taylor; an attack on the city of Mexico—this was led by the commander-in-chief, Winfield Scott; an attack on New Mexico—this was entrusted to Gen. Kearney; and lastly a fleet of American vessels which had been sent to California when a probable war with Mexico first presented itself was to attack California.

Gen. Taylor coming down from the north into the enemy's country won victory after victory. At Monterey, a strongly fortified city, with his troops numbering about one-fourth of those of his opponents he successfully defeated them. But Scott needing more men to aid him in attacking the capital with-drew some of his men and Taylor was forced to cease his good work.

The conquest of New Mexico was also a success. Kearney after getting it entirely under the control of the United States and leaving troops to guard it, started across the country for California. When he reached there he found this country to be already under American control.

The winter before, Fremont, who had been sent by the United States on the third exploring tour in the west, crossed the Rocky Mountains and passing into California found the Americans there objected very strongly to the rule of Mexico and claimed to be oppressed by the present Mexican Governor. Fremont took up their cause and with the aid of Commodores Sloat and Stockton captured the whole of California without any difficulty whatever and then set up an independent government.

Knowing that the Mexicans would fight with more obstinacy when their capital was attacked, Scott determined upon a new way by which to do this. In the spring of 1857 a large naval force sailed for Vera Cruz, the port of the city of Mexico. After keeping off Scott's forces for four days, San Juan de Ulloa, the strongest fortification in Mexico surrendered. Scott then began his march to the city of Mexico, and having by far the best troops he captured all the towns and cities on the way without any serious resistance. On September 14, 1847, Mexico surrendered and this practically ended the war. It was a very difficult matter to arrange and agree upon terms of peace with Mexico. She had never shown any disposition to part with her territory while this was the fundamental cause of the war, and now that the United States had gained control of the most fertile of Mexican possessions she did not intend to give them up.

At last a treaty was arranged at Guadalupe Hidalgo, a small town near the capital, by which the United States agreed to pay Mexico $15,000,000 and to assume the claims held against her by American citizens to the amount of $3,500,000, and receive in return
Year by year the Democrats grew more opposed to the tariff. In South Carolina Calhoun was the great leader and declared that Congress had no right to pass such a law and that any state to which it was displeasing might nullify it. In 1832, hoping to pacify the South, Congress passed a new and very low tariff.

But it was not the tariff, only the principle of it, that Carolina was fighting against. A convention was held which declined the tariff until and void, and that if the United States attempted to collect it by force she would secede from the Union. President Jackson, though opposed to the tariff meant to have it enforced as a law of the United States. He thereupon issued his widely approved Nullification Proclamation, sent a naval force to Charleston Harbor to collect the duties and warned the people of South Carolina that no matter what the risk, the laws of the United States were to be enforced. At this crisis Henry Clay came forward with a compromise. By this, the tariff was to be gradually reduced till 1842, when it would practically be a tariff for revenue only. This compromise passed Congress and became a law. Both the North and South claimed the victory, the former because free trade had not been wholly established, and the latter because it had not given up and still maintained its principles of state sovereignty.

By the treaty with Spain, 1819-21, the United States had gained Florida and the western boundary of the Louisiana purchase was fixed at the Sabine river. The South wishing to extend slavery saw an attractive field in Texas, but they were prevented from settling there through fear of Spain who then owned that territory. In 1821, Mexico, after fighting for independence for a number of years, was set free by Spain, and now that Mexico owned Texas a man named Austin obtained permission to bring in settlers from the United States. Accordingly, many American settlers taking their slaves with them migrated to Texas. Their purpose was at first only industrial but afterwards became governmental. In 1824, Mexico abolished slavery but these people still kept their slaves, and when becoming alarmed she forbade the Americans to settle in Texas they poured in faster than ever before. They then wishing to throw off the yoke of Mexican rule and hoping to be admitted into the Union, rebelled against her, and under the generalship of Samuel Houston won the battle of San Jacinto. The next year Texas applied to Congress for admission as a state into the Union.

Tyler, who belonged to neither party, was enabled now to commit an act which otherwise he could not have done. This was entering into a secret treaty of annexation with Texas. But the Senate rejected the treaty and nothing was done in Congress about the matter for some time. The financial condition of the new power, however, together with the poor government soon led her creditors to curiously discuss this same subject again. Also the land holders whose land was worth very little under the Texan rule and whose leader, J. C. Calhoun, put his whole mind and soul to the accomplishment of this object, pushed the annexation of Texas in every way.

At the next election James K. Polk, a Democrat, was elected and this was taken as approving of the great question before the people. In the last hours of Tyler's administration he prevailed on Congress to pass a resolution in favor of it, and after signing it himself immediately dispatched a messenger with the news to Texas. By the addition of this new territory, 262,290 square miles of land were now open to the extension of slavery.

But the annexation of Texas meant more than most people of the United States thought for. She claimed all territory east and south of the Rio Grande, while Mexico insisted that the Neches river was the boundary. The adoption of this claim meant a probable war with Mexico. President Polk sent an envoy to Mexico, but he went on a fruitless journey.
FOR many years no serious discussion of slavery by Congress had taken place and many of the leading men of the day believed that slavery would gradually kill itself. But the invention of the cotton-gin, the immigration westward, and the Louisiana purchase made their hopes fall. The first of these made slavery very profitable in the South, while the second opened a new and wide field for its extension. And, while the people of the North were working for the abolishment of slavery, in the South it was growing ever stronger. To the original thirteen, nine new states had been added alternatively, first a slave and then a free, or first a free and then a slave until at this period the number of free and slave states was equal, giving each section of the country an equal voice in the Senate.

When, therefore, in 1818 the Legislature of the Missouri territory applied to Congress for admission to the Union a great question forced itself upon the country; should or should not the territory beyond the Mississippi be slave soil? If it was not the South would lose all influence in Congress; if it was it meant the continuance, increase, and spreading of slavery.

A bitter controversy ensued. The South held that each individual state had the right to decide the question of slavery for itself without any interference from Congress and that any slave-holder had the right to immigrate to the new territory and take their slaves with them. They being as much their property by law as were their horses and cattle. The North held that Congress had full control of the territories and that any regulation that she made for the admission of a new state should be binding. Thus the struggle continued for two years. The Republic became "a house divided against itself."

At the end of that time a bill was introduced by J. B. Thomas of Illinois by which Missouri was to be admitted as a slave state, but that slavery should be forever forbidden in the territory of the United States north of the 36° 30' north latitude. Through the efforts of Henry Clay this bill was passed and became a law in 1820. After this, the famous Missouri Compromise, the South permitted Maine to enter the Union, having refused to do so until the Missouri question was settled. This compromise put off for a number of years civil war and for a time allowed the great subject of slavery to sleep. But when this same question awoke again it had but gained a new strength from its rest and was more irrepresible than before.

Owing to the great amount of immigration westward some means of more rapid communication and improvement in mode of traveling became necessary. The North and West having many interests in common both united in asking for internal improvements at the national expense. But the South had no use for them and therefore was very much opposed to them. Meanwhile the different states had been building railroads and canals at their own expense. The most important of these was the Erie canal started by Gov. Clinton of N. Y. This connected the Hudson river with Lake Erie and lessened the time of travel between Albany and Buffalo one half, also reducing the rates of freight.

In 1828 the internal improvements at the national expense and a tariff for the protection of home manufactures became national issues. The Democratic-Republican party which existed in Monroe's administration divided; those who were led by Clay supported these issues and called themselves National Republicans, their opponents were called Democrats.
deeper significance of the season. Not until the last moment do we realize how strong are the ties that bind us to our Normal College. Now it takes on a charm before unknown and we realize how imperceptibly as the growth of thought, the love of its familiar scenes has grown upon us. They will be forever dear to us. Here have been developed the finer impulses to thought and to noble feeling, and a new interest created in the beauty and love of nature, of art, of literature. With this knowledge of an awakened love, we raise to a newer and fuller existence and to a realization of the possibilities of the future.

Members of the Faculty:

It is gratitude, not custom, which has caused each succeeding class to linger with you over this farewell hour. From you, indeed, the parting seems a real one since we may no longer seek of you the advice and instruction which has always been so kindly and so freely given. We go to join those who have previously said these last words. You remain to send after us those who will aid in the general uplifting. We go to seek the glory of our God, our country, and our college. If we succeed, we will have made the highest return in our power for your personal interest in us; if we fail—for our comfort we will have the assurance that you sympathize with us. To you, then, we bid farewell.

Members of the Class:

Our college course at times may have seemed long and wearisome, but today it is over. For us there is no present; all is past or future, and it remains with us to make our lives what we will—failure or success. Today we believe, success. Farewell!

We meet at one gate
When all’s over.
The ways they are many and wide
And seldom are two ways the same.
Side by side may we stand
At the same little door
When all’s done;
The ways they are many,
The end—it is one.
Glorious victories to be won:
New occasions bring new masters;
Leaders rise from out the throng
Like the Davids of disasters,
Created by the breath of song.
Only he who is prepared
Can become the peoples' king;
Of him alone who has bestitred
Will the future centuries sing:
Grasp the scepter ere it pass thee
Like the bridgroom in the night;
Ever watchful stand and fearless
Strike for freedom and for right.
We have great men all around us,
Though the times are not so pall
As to dim the lesser actors, and
Cast their shadows on the wall.

Be prepared for each new moment,
That it sees thy task well done;
Let the next ne'er see thee idle;
Let it see a new begun.
So through life with steady plodding
Let thy peace be on thy brow;
Let no evil cross thy labor
But the highest be thy vow;
Till at last thy lagging footsteps
Halt beneath the low thatch roof;
And the Weaver of Life's Tapestry,
Gathering up the warp and woof,
Thanking thee with praise full measure,
Lights thee onward with his beams:
Then on couch of well-won leisure
Lie thee down to peaceful dreams.

VALEDICTORY.

LULA DUKETTE.

STRENUOUS action, either of nature, of
individual man or of nations, generally
follows upon a brief moment of repose. Some-
times it is the relaxation after strong effort,
sometimes the conscious throwing aside of
inflexible rules and immutable principles to
walk undisturbed, seeking in fancy's realm,
the sweet haven of peace and quiet to the
weary soul.

So we would pause on this beautiful day in
June as we utter this valediction.

Farewell! What a depth of feeling in that
one word, yet how few realize its true sig-
nificance. Too often our farewells are either
hollow or false. Our lips say 'good-bye'
while our faces and our hearts belie us. How
often, too, we say farewell when there is no
parting.

The college student on his graduation day
thinks on the severing from old friends, old
scenes of pleasure and pain, habits that are
dear, and places that are loved, and he mur-
murs that sad word, farewell. But here he
errs; he seems to feel a parting where there is
none. He forgets that though he no longer
greets the same faces nor walks the old
familiar paths, they have not passed from his
life. He has been graduated but he has not
left college. No man who has absorbed even
a tithe of that which is great and noble and
true in his college education can say farewell.
His life is woven with that of his Alma Mater.
He passes from study to action and the higher
the ideal he places before him, the more
closely is his life united with that of his
college.

A man is judged by his actions. The
world's scrutiny is an impartial one; its
judgments are severe. It views a college man
and places its price upon his college; his life
is a mirror which faithfully reflects his college
training. Thus, upon leaving our beloved
Normal we have a double duty to perform: to
realize the ideals which have been placed before
us; ideals which aim at the fullest develop-
ment of self in every way—physically,
morally, and intellectually; and to bear our-
selves in such a way as to reflect credit on
our Alma Mater. Thus we may be of the
many who have already said their farewells
and gone forth from these halls, and by their
strength of character and integrity have raised
our college to its present standard.

With the commotion and excitement attendant upon Commencement, we are too
prone to be but passively aroused to the
With fiercer clangings of its wilder might
In mock-pretense to guard their unguarded flight,
And slinking slowly, sateiate with war,
Shall view the resolute child-men reign or evermore.

Truth may o'er be crushed and broken
By the wiles of mighty wrong;
Noble deeds full oft are twisted
Like the guards upon the oak,
And are clothed in blackest visage
By the envious Norse-feud, Loke;
Yet that truth will soon be spoken
In the hallowed realm of song,
And that deed at last will quicken
In the breast of heroes strong.

Though, if weak the trembling worker,
Yet with noble aims imbued,
Still remember: they are born
Seeds may rise to do great good.
All great deeds had small beginnings;
All great men were once mere babes;
And through fire, or careful winnings
They attained their treasure-glances.

So thou, too, may rise to greatness,
And by laboring through the nights,
Strike the rusted chains from custom.

Kneel the world to nobler heights.
Never distracted, never despairing,
Pressing toward toward the goal,
Fear to do no deed of daring—
Rather fear to clinch the soul.

Youth is hope. Its optimistic breath
Of visioned centuries disturbs the brow.
That grovel in the dimarchic gloom
It vain endeavor to outskill grim death
By mystic compounds drawn from Minerva's spring,
And live a Trust—forgetting that the doom
Of earth is on the Tablet at his vows.

The saint who strives the guiltiest child,
The mother tender, with her first-born child,
And every being thrown from out the womb—
While Youth, with glowing eyes of prophecy,
O'turns the dismal past, in the wild
And furious turmoil, struggles with the law
That makes the lower mortal more divine;
Upholding high the cosmos of the soul
That never dies. He feels the sudden slings
Of dissolution not the hier of grief
Where conqueror weans spread wide the grave's dark jaws.

But, as the dim and echoing past has rolled
Its ponderous years into the chaos of a dream,—
Upraising man unto a high estate—
So shall the whirling cycles of the years,
Like mighty suns reflecting thrice the gleam
Of some mysterious central deity,

Again dispell the exiled Adam's tears
Who struggles wistfully against his stern fate,
And lift him up, disguised of flaxen clay,
Into the dazzling glow of heaven's(issetless day.
Youth knows no bounds, far in his eager mind
He flies the pathless sea and leaves all fear behind.

Lord of the past, with future unlimited,
The very elements bow in fierce and tumultuous hate
Yet dare not disobey his calm but stern mandate;
While in the hollow skies he tears the clouds,
And calls the glowing thunders from the air,
And with all these, a Dove, he comes arrayed;—
His life inherits all that life could dare.

Then have the future with as stern a front
As ever rock-ribbed fortress gloomed toward the sea,
Look not in your red cloaks for guidon won,
Nor dream fantastic glories in thy impassioned brain:
For thee, thy battle has but now begun,—
The strife must end in death, or victory.
So stand upon the deep and dark abyss
One faltering moment, then with calm and pious trust.
Launch out to wing the unfathomed blue
And wield the scimitar bravely for the just.

Plunge into a broad and higher sphere
A fiercer strife of knowledge then to wage,
And jeopardize all that thou holdst dear.
To achieve the nobler purpose of thy age.
Ope thou the volumes of life and read the page
That spreads its mystic signs before thy eyes,
Like hieroglyphics from that mythic race
Long dimmed by time, who knew of things we fear,

For there inscribed in symbols half divine,
Yet half of earth and therefore incalculable
Are written down in deeds of heroes at all time—
Though some bold heroes are to fame delete,
And wrinkled niches in the corridors of fame
Have long forgotten many a Titan's name;—
Ponder well these musty age-dimmed names
And note that he is not the greatest lord
Who carves his brothers with his screaming sword,
But he who with internal faith sublimes
Will live unknown, except by deed and word.

To some, the unborn to the true ideal
Of noble truth and blessed manhood's sphere.
Let Alexander break the murderous blade
And to his books a peaceful savant go;
And let the friars, ever worked, plodding jade
Lift high his eyes to heaven, that he may grow
Full fleet like Him on whom the storm
From out foul Judas' guilty Temples blow,
And be a man—a brother to his God.

The world sweeps on, and progress is the sound
That raises heaven-born temples from the ground.
Mighty questions must be solved;
Dauntless deeds must yet be done;
Empires builded, thoughts expanded;
I
Sluggish this pen, and dull this mind,
To carve such words of burning, livid fire
As rouse the over-anxious, eager soul
Of ardent youth, from languorous earth's desire,
And lead this broadening life from high to higher,
Until all baser dross is cast behind,
Like misspent longings faintly brushed away
For brighter thoughts of Nature's holier day,
In noble God-wrapt striving for the goal.

Life is doing. The golden hours are crowding past,
Each with its diamond moment in its train;
Nor fate, nor prayer, nor man, nor God,
Can halt the throng, or call them back again.
A wrong is done, 'tis done for aye;
Nor bitter wailings, tears, nor vain regrets
Can stop the pain that stings full deep and fast
Until the dawning of the everlasting day.
No deed is lost. The past is dead,
And mouldering in the grave of long forgotten years;
But yet, like mural monuments up-built high,
Or like the granite needle—pointing towards the sky
For thousand years in grim Thotomes' land,
And then transported far to unknown climes
On living ships, and set with alien kind—
Still bids its mission to the modern mind,
So thoughts will live, and lingering in the night,
Point other struggling thinkers towards the light.

And what if dismal gloom o'ershadow all?
The home is lost; a voice is gone;
A song is stilled upon a loved one's lip;
Or heart can joy no more in golden dawn,
For from the sombre bier you lift the pall
And press an aching cheek against a marble face:
A heart is numb; and oh! the dreary, desolate void
That follows as you grieve from place to place
Unsoothed, uncomforted, alone; a sad
And melancholy exile from the sound of joy:—
While all around thee, wealth of life expands
And Nature spreads her silver threads abroad
To ravish e'en the poorest outcast slave
And make him better, then, to bear his load.
Those joyous trills of liquid music swell
Not from yon tiny throats to mock thy loss;
Nor beats the golden sun with fervid ray
Upon thy low thatch roof, to ruthless wave
A brighter glory o'er thy head, and cause the gloom
To pall more dark and sombre in thy room;

But rather, with the love of nature full,
To warm thy chilled heart into new power;
To brighten every sad and sobbing hour;
And fill thy soul with tender music sweet and low,
That e'en thy colour takes a soft ethereal, glow
Which makes thee nobler, purer, and content
To bear the sorrows— which are heaven-sent.

I cannot but be saddened at the thought
Of coming age — the death of hope. The deep
And awful longings that arise
Within my breast and bear me to the skies
Of great desire and high ambition—bought
By the hard endeavor, toiling while the sleep
Of lust and sordid fear hangs on the brow
Of cowering kern—shall all soon end
In dust. The grovelling clod with grime o'erwrought
Shall drop his hoe and sink again into the clod;
The flowers shall scent the woodland air, and die;
And e'en the mighty oaks spread out their arms
That stayed the storms of thousands years,
And mould low again into the green,
Soft award, like fading lights across a moving screen.

Yet shall man live! No cringing brute
Can lift his vision to the vault above
And know the deity of self. No being
Can tread the trembling earth with mighty foot,
And filled with the knowledge of the love
That rules the season's ampler growth,
Rise above the baser elements of earth,
Unless it be a soul with deity imbued;—
A higher life with broader, nobler girth
Than grunting swine and slimy things that blight.
E'en though the evil triumph in the night,
The melting sun of faith will drive away
The reeking horde; and swords of Day,
With edges whet by love for truth,
Will high upraise the bulwark of the throne
That ne'er shall fall—the throne of soul,
Of life ennobled by high sacrifice.
Then shall that roaring lion of Albion's lands
Crawl cowering to his distant gloomy den,
While o'er and round his bone-bescattered lair
The skeletons of murdered hopes shall be
Re-carneted, and rise full-free eternally.
And e'en yon dastard eagle's vulture flight,—
That strong-winged bird of many nations,—
Shall halt before the winds of coming peace,
Forget to drown its low-browed children's moan
remedy will be, "It is the only hair tonic I ever used."

Miss Skinner, as president of a girls' college in the East, will be greatly loved and admired by all who know her.

To those who have witnessed his unusual grace and unprecedented abilities for inventing new steps it will not be a surprise to learn that the Parisians hearing of his great success as dancing master in America, will summon Mr. Dick to their gay city to teach their children how to walk and dance in the most graceful fashion.

Mr. Ewing will run a special hack line for married ladies and "Us Frat. Boys."

There were a few characters in one corner of the stone which the Normal genius studied for a long time before he could determine their meaning. But at last he succeeded in making out the name "Lena Knapp," but the rest of the name was broken off.

Miss Axtell will gain world-wide reputation as a hypnotist. The psychology classes of 1907 will be greatly rejoiced one day at the announcement, "you need not prepare any lesson for tomorrow as Miss Axtell, a former graduate of the Normal, will give the class a demonstration of her hypnotic powers."

Miss Best and Miss Nevins after teaching a few years will enter the Law Department of the University, but being the only ladies in the class they will find it difficult to keep their thoughts on their studies because of the flattering attentions paid them by their classmates.

During the last days of the Pan-American exposition thousands of sight-seers will have an opportunity of gazing upon the well-known features of our classmate, Clyde Paine, as portrayed by Miss Lodeman. This picture will be quite the center of attraction in the art gallery, copies of it will be found in every daily newspaper and all the magazines, and later it will be found among the Perry collection. Finally some shrewd advertising bidders, realizing the attention attracted by this picture and thinking to turn this attention to his own use, will follow the example of the Queen Quality Shoe House, and every school child may possess a copy of this famous portrait by cutting from the magazines the advertisements for Williams' Shaving Soap.

With great difficulty the name was deciphered—Jay Hole Smith—but because of another defect in the stone his future could not be discovered.

How proud I was of the class of 1901 when I learned that two of its members are to hold places on the Normal faculty. Miss Anschütz will become Mrs. Burton's successor, and when Miss Muir resigns to take a position in the University, Miss Clement will be called to take her place.

Knowing Mr. Mason's powers as an orator, I was not surprised to find out from the stone that he would win great notoriety at the next election making stump speeches for Bryan and advocating Woman Suffrage.

Other marks could be made out indicating that from this class are to come famous ministers—but perhaps it was my imagination that led me to think the name here was Clinton—prominent physicians, eminent lawyers, sturdy farmers, and many happy wives.

But whatever the future holds in store for us let us remember that

"There is a tide in the affairs of men, Which taken at the flood leads on to fortune; O'erleaped, all the voyage of their life Is bound in shallows and in miseries."

We are now standing upon the threshold of womanhood and manhood with all the promise of life before us. It is our duty to seize every opportunity for good which comes to us and to bend every effort to make the best use of our abilities.

"Not enjoyment, and not sorrow, Is our destined end or way; But to act, that each tomorrow Find us farther than today.

Let us then be up and doing, With a heart for any fate; Still achieving, still pursuing, Learn to labor and to wait."
CLASS PROPHECY.

MARGARET GRAVES.

HOW many sleepless nights and restless days have I experienced since I began to realize the length and breadth of the task before me. Had I been foretelling the future of ordinary mortals I would have given the matter little thought, but as I pondered over the extraordinarily brilliant past of the members of the class of 1901, bearing in mind the theory of evolution, I became more and more overwhelmed by the realization of what futures must come from such a past. I have spent days and days in watching the flight of birds, thinking that omens which determine the career of such men as Caesar and Pompey would surely prove efficacious in the case of my classmates. But in vain. I even consulted the oracle at Ann Arbor—Mrs. Johnson. But to no purpose.

When I had completely dispaired of ever being able to find anyone or anything to throw any light on the subject, an express package came. On opening it I found that it contained a stone covered with strange marks. At first I didn’t understand what it could be, but soon I received a letter from a friend who was spending a year abroad. While poking around among the old ruins at Nineveh she had come upon this stone which had been left by other excavators as worthless; but her woman’s curiosity prompted her to send it to me with the hope that some of the great geniuses of the Michigan Normal College might be able to ascertain its meaning. There was one genius here who, I felt sure was equal to this task; my estimate of his powers was correct, and what was my joy when I found the strange writing to be none other than a description of the future career of my classmates!

Fragments had been broken off from the stone and the excavator’s pick had marred it in such a way that many of the characters could not be deciphered. Then of course the stone was inscribed many thousand years ago, but as nearly as could be made out from careful study this seemed to be the meaning of the hieroglyphics:

Miss Bessie Goodrich will become the sweet, womanly wife of a United States senator, and because of her winning ways she will soon become a leader of Washington society.

Mr. Goodale will gain a world wide reputation through his efforts in behalf of the Philippines. The future statesman of the Philippines will proudly ascribe to Mr. Goodale, in whose school they received their instruction, the honor of having made their civilization what it is destined to be.

As nearly as could be made out from the stone, Mr. Stebbins will within a very short time become manager of a vaudeville in New York, where thousands will be attracted by his popular rag time music.

Miss Albertson’s abilities as an editor are so well known to the class that you will not be surprised to learn that after many successes with smaller magazines she will be invited to become editor of the Popular Science Monthly.

Mr. Gannon’s great desire for office will at last be satisfied, and when a government is established in the Philippines he will become alderman of the fifth ward in Manila.

Mr. Sherman getting a position in a school where he is given no opportunity to work out his own originality, will become disgusted with school teaching and in a few years many Normal girls going down Congress street will stop to read this sign:

ALBERT E. SHERMAN,
Sole Agent for Sutherland Sisters’ Hair Tonic.

On entering the well furnished parlors they will meet the affable gentleman, whose strongest argument in favor of this wonderful
COEDS.
Senior Class Day Essay.

LENA L. KNAPP.

There seems to have been no subject more capable of exciting and holding attention among thoughtful people in America than that of co-education.

We are constantly invited to pause and consider the progress of the world during the last one hundred years. With each reflection we are more deeply impressed with the wonders of change which has been worked in every department of life and in all divisions of society. If any phase in this progress can claim any more attention than another I believe it is that which has wholly altered the positions of our American girls from that which they occupied a century ago. Great is the contrast between the old and new generations. Our grandmothers were content to sit at home all day doing prodigies of needle work or laying up stores of preserved fruits, while their descendants are now knocking at the doors of universities. The principal reform therefore which has been accomplished in woman's education is her admittance to all the sources of moral development from which she was formerly excluded. At present nearly all the western colleges and universities admit women to their entire course of study and in the east the old conservatism is rapidly being overcome. Among the first to grant this privilege was Oberlin College, and even our own University of Michigan can be counted among the pioneers.

Professor Moses Coit Tyler, in 1870, said of the event, this year is likely to be a memorable one in the history of Michigan and possibly through its reflected force our experience may tell somewhat on the general history of the universities throughout the country. The year began by a very significant announcement on the part of the regents, that no rule exists in any of the university statutes for the exclusion of any person from the university who possesses the requisite qualifications. Everyone understood what that meant. It was the shy and blushing way which these gentlemen had of saying to the knowledge seeking "Pegotties" of the whole country "Barcus is willin'."

It amuses us now when we consider how many years it took the University to screw its courage up to the point of making that very diplomatic proposal to the ladies; how long in fact it stood shaking and trembling at the mighty effort and what disasters and convulsions dire, in earth and sea, and sky were dreaded when at last the declaration should tremble into words.

President Angell quoted as saying, "the fear which some persons expressed in advance, that the admission of women would result in lowering the grade of work or in giving a sort of effeminacy to the spirit of our institutions," has proven wholly unfounded. We are constantly and rapidly raising our requirements for admission and so our standard of work. The first years enrollment in the University numbered twenty-eight women, while they now form about one quarter of the whole attendance. This is but a fair example of the progress of the co-educational movement.

It is no longer a struggle on the part of the co-ed to maintain her position in the ranks of the student body; she has proved her right to the heritage, and if today there seems to be a question as to the "survival of the fittest," it is our brothers who have reason to fear. What better illustration have we than in our own Normal College where their minority is but a subject of common jest.

The co-eds of today form no small factor in the institutional life of the new century. She has wrought her way from an abject position to one which commands the admiration of all right thinking people; she has demonstrated her power to adorn and to elevate every sphere into which it has pleased God to admit her.

Womanliness is not such a frail and precarious element as some people seem to imagine—that it is endangered by association with manliness. Another Princess!—she hath made herself "her own."

"To give or keep; to live, and learn and be
All that not harms distinctive womanhood,"
These evils must be corrected else our civilization is insecure. Reason demands that we be not satisfied with the achievements of the past. There must be further progress. The principle so early proclaimed upon our shores must here find a yet higher development. Its evolution must not be delayed. We remain a true democracy only as education becomes democratic; only as its culture becomes universal.

SALUTATORY.

GRACE ELOISE CLEMENT:

TO ALL the dear friends present, to the citizens of Ypsilanti, to the faculty of the State Normal College, and to the students attending its halls of instruction, we, the class of 1901, extend a most cordial welcome.

We appreciate the interest manifest by your presence here this afternoon; we appreciate your kindly feeling toward us, on this, our Commencement Day. This day to which the senior class of 1901 has long looked forward with the greatest enthusiasm and pleasure.

When we entered this institution it was with a certain degree of timidity and fear, for leaving, as we did, our homes and dear ones, we came into the midst of strangers. But ere many weeks had passed we found ourselves surrounded by many congenial students and teachers. And now after months and years have sped happily by, and after the many processes of intellectual endeavor, this day thrills us with delight, though we find it difficult to realize that we have reached the time when we have been deemed worthy to receive that which is to indicate the accomplishment of our purpose. Thus on this day is your presence especially strengthening to us, as we are about to start out into life with its many duties and privileges.

We are glad, dear friends, to feel that this is not the first manifestation of your interest in our class; as for the Juniors, throughout the entire year, they have shown their interest in us; sometimes in observations, which occasionally partook of a critical nature, sometimes in attempting to assist in our meetings, and often in anticipating our plans, but we are glad to believe that their motive was one arising simply from pure affection and deep and sincere interest in their more experienced brothers and sisters.

And indeed we are happy to find ourselves again in the presence of our faithful and considerate instructors, who from our first entrance into this institution of learning until the present hour have never failed us, though we have called upon them almost constantly for mental, moral, and social support; and if there may be in our future histories, any good degree of success, we shall never fail to attribute it largely to the help we have received from this college.

Indeed it gives the class of 1901 infinite pleasure to realize that we are not in the presence of strangers who at the most might look upon us with respectful indifference, but we are, on the contrary, surrounded by our friends who will rejoice in whatever of prosperity may come to us, as the years go by.

Would you know of our wonderful past? Then you have but to listen to our most competent historian, who will reveal, ere many moments, the details of our remarkable growth and development.

Would you know, also, of our brilliant future? Then I pray thee, give ear to our prophetess, who by her keen insight into the coming years will enable you to ascertain accurately and definitely just what the future has in store for each of us.

And now there only remains to me the very pleasing duty to welcome you; but not until the future ages have rolled away, not until each of us has finished our life's history, not until the class of 1901, some time, some where, joins the Father's class above, will we know why we, this day, extend to you this most heartfelt and abiding welcome.
truer conception of what life means, realize their mutual dependence, the labor problem will solve itself. In arousing and shaping this consciousness the school may find a field of useful work.

The problem of our dependent classes has been too long regarded from the material side alone. Its solution, however, is spiritual. True it is that material wants must be supplied, but "life is more than food, and the body than raiment." There is danger that in ministering to the material we may rob the spiritual. Inspire our slums with a broader, more comprehensive view of life and their ignorance and poverty will disappear. Were half the wealth that is expended in enforcing the stern authority of the law, or in philanthropic projects for furnishing material comfort, utilized in bringing to these people right influences, the results would be far more satisfactory. Proper education would make them no longer a public burden; but that education must needs be two-fold—of the hand to make them self-sustaining, of the intellect to inspire them to higher lives.

We hear much today of the evils that threaten to undermine our national structure. Charges of corrupt politics, bribery, and official misconduct are freely made. Ward politics has become a synonym of dishonesty. Political influence is too often regarded as a part of one's stock in trade. Anarchism and socialism seem to be gaining ground although we wonder how in the light of our present civilization such things can exist. The cause is evident. If a large number of our people are excluded from the spiritual treasures of humanity and condemned to narrow, sordid lives, we must expect them to be influenced by low motives, to be controlled by vicious interests. If we leave them ignorant of the higher principles of life we need not wonder that they are actuated by baser ones. If they are not taught the worth of suffrage, the value of citizenship, why should we wonder that they fall a victim to the wily political schemer or economic theorist? Inspire them with the spirit of true living, cultivate in them a moral independence, and these other baser interests will appeal to them no more.

If our reputation for progress is to be sustained; if we are to solve the problems of the present as we have those of the past; if we are to attain a higher civilization in the future; it is imperative that the forces of our educational system should be organized upon a broader basis. If there be no higher stage of evolution then our system is inadequate to meet the needs of our land.

One great class, the wage earners of today, is receiving little aid from our public schools. The children of this class are obliged to leave school early and take up the work of life. How necessary that the best instruction should here be given! Yet, in general, the contrary is true. Entrusted to poor teachers, the work of the child is fragmentary and he leaves school with no idea of that all-pervading unity which alone inspires to truer life. He must take his place in a world of particulars, unable to find their true relations. Why wonder if he becomes the tool of the unscrupulous.

Our scheme of education will never be complete until some means are devised for reaching these people and putting them in possession of the great world of nature and of culture. This is a problem that must be solved. It is not sufficient that new schools be planned unless there be a corresponding improvement in the instruction given. The great need of the day is a class of better trained, more highly cultured teachers, willing to assist in elevating the so-called laboring classes of our land. Our states have prepared abundant means for the training of teachers, and yet almost beneath the shadow of our normal schools and universities, children are being instructed as were their grandfathers. There still exists, almost everywhere, a large amount of incapacity. The schools are dominated by partisan politics, teachers are licensed without special preparation, and entrusted with a work whose importance they cannot comprehend.
training. We boast of our great universities with their ample facilities for rounding out the individual and inspiring in him the broadest culture. Harvard, Columbia, Michigan, may well take rank with the most classic schools of Europe. Freedom has done for these what time and authority can never do for those. Authority has been the curse of education in Europe, freedom has been its inspiration in America. The lessons of the former have not been wholly lost; profiting by the errors of the Old World the New has based its systems upon a higher, freer plane. A broader scope has been given the individual, who untrammelled by church creed or political dogma is left to search for truth wherever truth exists. Here do we see in a large measure the culmination of that principle of educational liberty of which Luther dreamed; that principle which inspired the gentle Pestalozzi, aroused a Friebel, a Herbart, and gave ardor to that prince of American schoolmen, Horace Mann.

Thus may we trace the growth of education upon our continent—an onward, upward progress of evolution. From the elevation we occupy today, we gaze upon the past and note the path by which we have ascended. The clouds through which the old philosophers caught but faint glimpses of the heights lie all below us. Around and above is the air of political, moral, and intellectual freedom. The theories of the educational pioneers here seem to blend, to unite into one harmonious whole. Here we are prone to pause and seek no routes for further progress. But such an act would indeed be narrow, egotistic, and unbecoming a thinking people. A careful survey of our present social life reveals a lack of harmony, an absence of that unity towards which all evolution tends. Much has been done that deserves the highest commendation, but even greater work remains to be accomplished. If our nation is to retain the high position it now occupies, there must be a readjustment of social life in conformity with the spirit of democracy, and this readjustment must be made through the agency of the public school.

We pride ourselves upon advancement, forgetting that the whole world rests upon a higher plane than it did a century gone; but evolution is not sufficient unless it be a conscious process. A tenet of our nation announces the equality of all mankind, and yet within our borders class distinction is not unknown. The relations of capital and labor, of rich and poor, of consumer and producer, are subjects pertinent to the time. How to arrest the growth of our dependent classes and make them self sustaining; how to check the inroads of those vices which are supping our national strength; how to aroused a sentiment that will neutralize the teachings of anarchism and malignant socialism: all these are vital questions and demand our most careful consideration.

As long as men have different endowments and tastes there must necessarily be different grades of education. Close your eyes to the truth if you will, boast of our pure American democracy, but the fact remains that avenues of culture are today open to the rich man’s son that are barred to him of more lowly birth. Our schools may be free to all, our colleges may open wide their doors and bid the student enter, our universities may represent the highest wisdom of the age, but for what does all this count unless our youth be led to realize their need? That one whole world does not extend beyond the farm or workshop sees in these higher things nothing that appeals to him. High education cannot be forced upon him who does not desire it, and until some means are found to give to the laborer’s son as intelligent a glimpse of life as is afforded the rich man’s son, class culture must of necessity exist. It is easy to cry, “educate the masses,” but experience has proven that something more than schoolhouses are needed to bring about such results. Not until the instruction in the schools of our rural and manufacturing districts is made of as high a character as that in the so-called cultured sections or exclusive private schools, can we hope to erase the lines of class distinction. When both rich and poor, from a
was the ideal of the colonists. "With matchless wisdom they joined liberty and learning in a perpetual and holy alliance, binding the latter to bless every child with instruction, which the former invests with the rights and duties of citizenship. They made education and sovereignty co-extensive by making both universal." The churchman in Virginia, the Puritan in Massachusetts, the Catholic in Maryland, the Quaker in Pennsylvania, as well as Dutch and Swede, Spanish, Sauaceu and French Hugenot, were all actuated by the same desire for a system of popular education. This desire found its expression in the primary and grammar schools of the early colonies as well as in the more pretentious institutions of higher learning. Crude as these schools may seem to us today, yet they were far in advance of the time—the pioneers of the Western educational world. Their methods, though not modern, yet breathed the air of progress and wanted only time to make them di\.

With the spread of settlements the influence of the school was increased. So rapidly did it grow in importance that it was early recog\nized by the colonial governments as a distinct institution. Provisions for its maintenance were made by law; its control was taken from the church and vested in the civil power: the first great steps in its final emancipation.

At the close of the colonial period the value of the public school as a national institution had been demonstrated. Statesmen had come to look upon it as the origin of their liberties. Careful students of government regarded it as the safeguard of the nation. The public papers of the time are permeated with its influence. The congressional conventions of 1787 and 1789 committed the nation to its support, declaring it "necessary to good government and the happiness of mankind,"—the sentiment of the thinking element of the nation.

The framers of our constitution, as well as those entrusted with the early management of our government, were largely products of American schools. They had witnessed the practical results of free schools and with ardor sought their promotion. Franklin and Jefferson projected schemes for educational advancement. Washington dreamed of a great school system culminating in a national university at the seat of government, and urged the establishment of schools "as an object of primary importance," declaring that if public opinion is given force it must be enlightened. Thus in its infancy was our nation fully awake to the importance of public education. The structure of our government rests upon the bed-rock of individual freedom, but the principle which makes that freedom possible is found in an intelligent citizenship, the product of the public school.

During the one hundred and twenty-five years of our national life this essential has not been overlooked. Whenever public lands have been thrown open to settlement there has been the free school been established. It crowns the hills of New England; it dots the fields of the central plain; it decks the rolling prairies of the West; it clings to the precipitous mountain side, brightens the openings of the dim Alaskan forests, and adorns the pleasant valleys of our mild Pacific slopes. And yet on to other shores both east and west; in Cuba and Porto Rico, in Hawaii and the Philippines, wherever the American flag has been planted, there is felt the influence of the public school. Its value can scarce be overestimated. It is everywhere the symbol of progress. Under its sway broken and dismembered sections have felt the thrill of new life and attained to heights unsought before.

We pride ourselves, and justly too, upon the opportunities offered in our land for securing a liberal education. There are no difficulties that zeal cannot surmount. Birth has no rank; ecclesiastical differences are ignored; poverty is no barrier to him who truly seeks advancement. We are proud of our many colleges, and well may we be. We point with pride to our numerous law, medical, and normal schools, and we have great reason for so doing. We speak with ardor of our institutes of technique, of mecha\n\nual and scientific
growing rich. They say by the way of parenthesis, that he was so stingy and mean that he would chase a fly all around the room for a grain of sugar. Riches are impossible under such conditions. Such a man may accumulate money, he may possess it, but he is not rich. If then in view of the conditions of the power and weakness of money we would find reasons for believing that the American republic will live, when other republics have not lived, we must seek for intellectual and moral causes of permanence which are comparatively new in the world, or at least which have much fuller play in recent than in older times, and remember that “righteousness exalteth a nation.”

A PHASE OF EVOLUTION.

H. Z. WILBER.

EvOLUTION is life. Life is but a process of evolution. The law of evolution, at first advocated by extremists alone, is receiving its widest application at the hands of conservatives. Modern science has caught its inspiration and worships at its shrine. Society is permeated by its spirit and finds a unity not sought before. Its acceptance has strengthened the bonds of institutional life, given permanency to political systems, and furnished the key to social progress. The world’s great movements but represent the combined influence of events insignificant in themselves alone. The student of the past studied the individual movements; the student of the present must study as well the events from which the movements grow.

To study our present civilization merely from its outward visible form is to gain but a superficial knowledge. To know it fully, deeply, one must study carefully the agencies which have produced this civilization. Such a study can but impress one with the consciousness of a unity pervading all. The student of the past studied the individual movements; the student of the present must study as well the events from which the movements grow. To study our present civilization merely from its outward visible form is to gain but a superficial knowledge. To know it fully, deeply, one must study carefully the agencies which have produced this civilization. Such a study can but impress one with the consciousness of a unity pervading all. Beneath our culture’s polished surface lies a hidden principle whose development marks that culture’s progress. The gradual unfolding of this principle constitutes the history of our race. Our whole institutional life, educational, religious, political, and social, is the result of a process of evolution dating from the birth of man. It matters not if we are unable to trace every phase of this evolution. So intricately interwoven is the fabric of life that we often have difficulty to detect the particular warp for which we seek. The same event may mark an epoch in various lines of evolution. It is only by repeated differentiations that the various lines of progress become apparent, though their origins may have been identical.

The development of public education in America has been the unfolding of a great principle. Its progress from untried theory to practical application constitutes a distinctive phase of evolution. Early in the seventeenth century the oppressive measures enacted by the governments of Europe, led to the colonizing of America. The monarchs of the old world, clinging to the ideals of medieval times, had sought to stifle the growing spirit of free thought among their subjects. As a result many of the oppressed found a home in the new world where tyrannical monarchs were unknown. On such a soil, unfettered by traditions of the past, the undeveloped principle of freedom found new root and began a greater growth. Having caught a glimpse of individual liberty these early colonists fostered those institutions which were most conducive to liberty. In the most desirable part of the settlement stood the church, but soon beneath its shadow grew up the public school. The theory of popular education was not wholly unknown in Europe but it was far from being universal. In America, on the contrary, popular education
that harm comes from money itself. It is not money, but the undue love of it, which is the great evil. It is this passion for money in itself, money at all hazards and money quickly, that brutalizes the human. For it men trade in the life blood of their fellowmen. It is the most brutal war that the earth ever saw. Let us now consider briefly the weakness of money. Let no man believe that money in itself is the power that rules the world. There was never a greater blunder, a sadder mistake. As a matter of fact, money in itself is the weakest thing on this earth. It cannot even make a gentleman. We see strutting down the streets of a great Western city a man who suddenly became possessed of a fortune of one million dollars. He purchased his paper from the newsboy on the corner, and in his grandiloquent way, when the little fellow handed him back his change, returned it to the boy, saying, "Keep your money, sonny, keep the change, take it and buy a cake of soap to wash your face." The little fellow drew himself up and handing back the money indignantly replied, "Take your pennies and go buy a book on etiquette and learn to be a gentleman." The possession of money does not even imply that a man is a gentleman. It cannot make a home. A man may own houses by the possession of money, but money in itself cannot build a home. I know men who own scores of houses but do not have a home. To possess a house is one thing and a home is another thing.

The poor man who believes he can buy it with money makes as grave a mistake as the millionaire who tries to construct his ideal in the palace on the crowning hill. It is said that the Irishman who was so ugly that he could find nobody who would marry him in the old country, came to America, to try his fortune. As he walked down the street he saw a sign which read, "Families supplied." He went in at the side door and asked the clerk if families were supplied there. The gentleman behind the counter replied that they were. He ran his hand into his pocket, drew out his greasy wallet and began to unroll his money. He said to the clerk, "I will take a wife and two children." This impossible story but states in the concrete a truth so simple and yet so hard for man to learn, that the brightest dream of the soul of man cannot be had in life for money, silver, gold or greenbacks. Wealth is not a question of arithmetic merely; it is a question of capacity, of power in the possessor. Suppose Mr. Rockefeller had deposited his $100,000,000 in the bank. How much now is he worth? He is worth the face value of the count, $100,000,000. Why? Because the community gives to this metal the supposed value. Wealth is power over men. Money is wealth in proportion as it represents power over men. The true value of money is a communal value. It is one that is bound up with the heart blood of a whole community. It is one that comes in and through the community. No man therefore has the right to do what he pleases with what he may possess. A man's money is not simply his own. It belongs in a sense and a higher sense to the community. No man has a right to do what he pleases with what he may possess.

A man only has the right to do not what he pleases, but what he ought to do. Money is power. All power is trust. A word from the lips of man, backed by manhood, can do what all the gold on earth cannot accomplish. Money is a mighty power, but manhood is a mightier one. Rome you will remember at one time kept the development of man as her direct object, as the goal, as an ultimate end to be achieved: but when the riches of the world began to flow into her coffers, she forgot the main object. Let us not do likewise. We should ever keep prominent in mind the great truth, "That the customary laws and even the fundamental institutions of any country are molded and modified by the every day life and thought of its people." Money is so weak that it cannot even give a man wealth. We are apt to confuse wealth with money. A man may have money and yet not be rich. Real riches are one thing—money another. I heard of a grocer who was
mortar, stone and cement and iron and steel have back of the material which attracts the eye a deeper spiritual meaning. The material is but the incarnation of great hopes and noble faiths. Vast buildings and extensive railroads may represent crude efforts. They are great, not for what they are, but for what they promise, for the ideal of which they are the dim outline. As a nation we should study the money problem, and we should be among the first, if not the first, to solve it.

God has given us wealth as to no other nation on earth. By the last census America had more money than Great Britain, on whose empire the sun never sets, whose flag floats in every sea and whose ships ride proudly at their anchors in every harbor of the world. We have now wealth enough to buy one half the known world, lands, houses, kingdoms, scepters, empires, and then have money enough left to carve a new nation out of the undeveloped west. One of the first things that strikes me in the study of this question is the fact that money is the mightiest power moving in modern civilization today. Allow me to make this statement, that Washington is not the nation’s capital, in the power manifested in the making and unmaking of the history of governments. The center of the government of this century is not where congress sits to make and unmake laws, but it is to be found rather at the commercial, the money center. Washington is a beautiful city. It is handsomely laid out. It has some grand boulevards, some beautiful homes. It is pleasing to the eye. We have located there some elegant buildings, including a very handsome capitol building, which has a handsome dome, with a figure of liberty on its summit. And other beauties too numerous to mention. But, is a common error and a popular superstition to suppose that there is the real seat of government. If you wish to find the center of government of America, go to New York City, walk down Broadway until you reach Trinity church and turn into the narrow lane to the left. Walk down this narrow lane, between those mountainous buildings that rise toward the sky, and as you walk the length of Wall street you have traversed the main corridor of this nation’s capital. Wall street is the center of the government of America. It has been so for a generation, and never was it more truly the center of government than today. You may say that we elected Mr. McKinley president of the United States by a majority commonly termed a political cyclone. True enough. All that happened, and Mr. McKinley is in the presidential chair, with his cabinet about him and the government is running along its usual course. If Mr. McKinley had dared to stand up before the world before the election and say in so many words that he was opposed to the money policy of the governing kings of Wall street, he would now be practicing law in the city of Canton, O., as a private citizen, and the onerous burdens of the executive office would be on other shoulders. No president has been elected in this nation within a generation who has not been in perfect accord with the kings of Wall street on the money question. Also money is the greatest power that gives direction to the social world today. There was a time when ancestry counted, when pride of ancestry was the basis of organization of so-called high society. Today that power is money. It does not matter where a man made his money or how he made it, so he has it. "Possession is the standard of measurement for the social world today." Nothing succeeds like success is one of their brutally crude but vital mottoes. The whisky manufacturer, the brewer, the ward politician who has stolen his money, the Napoleon of finance who has recked a thousand homes by his gambling schemes, the man who kills pigs in Chicago and the man who owns real estate in New York, all take their seat in the same banquet hall. There is no aristocracy of brains and of moral worth today in the regnant circles of modern society.

Money is the magic power that dominates the social sets of the present century. Don’t misunderstand me, in citing you to some of the evils of money by thinking that I mean
T• TURN the search light of a full discussion upon this great subject would require an elaborate volume. I shall therefore, give only a general outline to show how the power and weakness of money contribute to bring about certain conditions that now surround us in this country and other countries of the globe. The children of Israel, if they were the first to make and worship a golden calf, certainly, have not been the last people guilty of this discrediting of the true god for the image made with human hands. The problem of the possession of money is the problem of later days of the nineteenth century. The problem of money is in fact the problem of modern life. It is the one question with which we are all intimately concerned from the very beginning of life to its close. It costs money to be born into the world, and under the present tariff schedules it costs more to die. From the beginning to the end it is this everlasting money question with which mortal man is confronted. The money issue is the one magnet around which all other problems at last do center. Man's interest in money seems to be the power by which he can be tested both physically and morally. Our own nation has been and is most vitally interested just now with this tremendous problem and its possible developments. We are in the throes of a possible panic that will be an epoch making event in our history. Men are studying the money problem as never before, and they are studying it from the bottom to the top. The question of money involved in the issue of gold or of silver as a standard opens finally the broader question of the right of money to exist.

We are brought face to face with the theories promulgated by the great French and German socialists of the past century. They will not be settled in one day. They will not be settled in one administration or two. In the world of politics it is the problem of the future for the profoundest statesman. Personally I do not decrie wealth or its accumulation. I do believe that it is a crime for any man to bring a family of children into the world and not provide for them. I believe that there is a sin which a man may be guilty of that is worse than the attempt to get money. (It is the vice of the spendthrift.) Wealth, in fact, has its deep spiritual significance, when accumulated by proper ways and sought in the proper spirit. The fact of accumulated wealth does not necessarily signify a material aim or a brutal tendency. As a nation we are the richest people in the world. But for all that as a nation we held our breath when Baring Brothers in London, a firm of private bankers were about to fail. But we are not for that reason to be regarded as the crudest people. We have vast piles of buildings, vast systems of railroads, whose very vastness, our foreign critics have told us, indicate a coarse view of life. The greatest piles of brick and
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