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It Is Folly!

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Mrs. K. L. Stone.
IT WOULD seem that there has been ample time to adjust, not only the general principles, but the smallest details of the education of our youth. One wonders that any more remains to be said on the fundamentals of the matter at all. Still we are in the arena debating with enthusiasm the questions of expediency touching the place of man in society, the future of the race, and the welfare of the country. These questions are settled with extreme slowness, but we approach perfection only as we are restless under anything less. Hints of inadequacy from thoughtful men and women have been recognized bearing upon the point which Dr. I. W. Howerth in the October Journal of Pedagogy expresses in these words which he quotes: "Our present system of elementary education does not rise to the moral requirements of the age; it stands too largely for the development of the memory for the purpose of making money, to the neglect of the nobler spiritual qualities."

There is no sound basis of education, but in a sound philosophy. There is no sound philosophy not stated in terms of spirit. Then there is no sound education that is not of the spirit. Spiritual advancement is a function of life more than is earning one's bread. The one is an object; the other is a means. Whether we accumulate many dollars or none is, in the larger sense, of little note; but we are vitally concerned with the education of our spiritual nature. That is the education that helps us to be, and stands for fullness of life. We are to be more than logicians and scientists, more than calculators and inventors on the qui vive for a more expeditious means of converting nature into property. We are to seek the higher issues of life which come from the heart. Heart-culture is sacred and glorious. A power and a reality attaches to it to which mere mental and commercial efficiency is a fleeting breath. Enduring strength and permanent vigor come from it. Men and nations that cultivate the heart are the men and nations that push forward the car of civilization. A being is greater as a man than as merely a scholar.

Add to sympathy the amenities; to the amenities the ethical and moral proprieties art; to art literature; to literature commerce. This scheme might be made permanent. Instead, we make the latter compulsory and all the rest electives. We begin at the top of the pyramid and build downwards. We are accustomed to regard impressions upon the retina which are top side down as right side up. Says Prof. Liddell, editor of the Globe edition of Chaucer: "The basis of our culture is still aesthetic. The ancient idea of 'beautiful' conduct imparted chiefly through the medium of 'beautiful' letters and 'beautiful' arts, a cult of belles lettres and beaux arts, is still its ideal. It is still founded on the notion that the primary need of man is a need for beauty and not a need for knowledge, that satisfying this need is furnishing the guide to the proper conduct of life.'"

Time spent in the cultivation of good manners and in wooing the finer virtues, further than incidentally, is thought more or less wasted. It delays material headway. For
the amenities and the fine arts one is referred to those who have acquired leisure. It is found too frequently they too have passed over the sacred essentials in youth; as of questionable value towards commercial efficiency. As a result we have rather bad manners, to speak considerately, and little art save what we buy. In the heterogeneous scramble for what we term the "essentials" there is little room for the small courtesies, and even ethics are brushed aside in efforts to outstrip competitors. It is something akin to savagery, that gains the prize at all hazards whether it be a policeman's badge or a senatorial gown. The savoir faire is so foreign to the rank and file that a struggle is likely to be the outcome of an attempt to be polite. Many a man feels out of place in almost any society in which his wife would be glad to take him. Richard Watson Gilder characterizes the fumbling unfortunate thus: "He stares, he acts as if indifferent, or arrogant, or surly, when it is only that the right word or the right gesture is not in his mind or habit." The sweet springs of generosity in action have dried up, and life's pleasure has dried up with them. That is the logical outcome of the inclination to seek first the kingdoms of the world in the expectation that the heavenly graces will he added. See that the boy first of all is courteous. Having shown courtesy, interest follows, with a fair chance of respect, reverence, and the entire ascending scale of heart-attitudes in its wake. Let him show an attitude of indifference and it suggests the descending gamut. Once he lapses into the attitude of superiority, self-sufficiency, or any other than a courteous one, he is encouraging the native tendencies to selfishness that harden his nature eventually till he can not unbend to the real pleasures of life. Where he has an investment there he has an interest. An investment in courtesy to his fellows is the surest way to enlist his interest in them and yields a better income than gilt-edge securities. In a word it makes life complete. I am glad Dr. Canfield has written these words in the Educational Review: "Wanted! a teacher who can instruct the boy how to get life—a far grander thing than to get a living."

As to art, it is the medium through which find expression all those manifestations of our inner life which defy scientific formulation. You may call them aesthetic, poetic, artistic, spiritual, divine, or what you may. Wordsworth calls them "These instincts before which our mortal Nature Did tremble like a guilty Thing surprised," and places them among the intimations of immortality. Whoever has not the power to visualize, in some manner, these inward manifestations, to embody his spiritual conceptions in the guise of form—painting, poetry, sculpture, architecture, beautiful conduct, or music—is practically speechless so far as his spiritual contribution to the world is concerned. Not to train the child in some form of artistic expression is to neglect the child and the interests of civilization. Provide the child with a convenient medium for the expression of the best that is within it. Thus permanency is given to the highest beauty of man—his artistic moods—which would else be evanescent. Art is not an abstraction any more than is language. It is something tangible and real and represents man at his best. It has an ethical content and portrays the highest ideals of achievement—beauty, honor, duty, love. These are the highest ideals of the race. In every child there is this instinct for artistic creation seen in its play. Be it far from any to question a child's curiosity, its love of the fanciful, its imagination, but let them run and encourage them. Art education recognizes them as primary essentials. It should be the plan of elementary education more and more to develop these powers and give them free play.

The aesthetic and spiritual content of a noble language and literature gives a cultural uplift well enough recognized. Nobody admits that anything less than the ability to use English beautifully is a tolerable basis for American culture. The truth is already established, but it is to be seen how far short of it we have fallen. We have not the appreci-
ation we profess, broadly speaking, for stylists like Bryant and Emerson, else patois and the dime novel could not be regnant. Mr. Howells says: "A vulgar literature is because a vulgar taste was, and a vulgar taste for it will be because a vulgar literature was.' In the light of these facts it would tax an avowed optimist to predict when we shall recover our standards. That time waits upon a transformation of the public temper form that of a Leiter to that of a Sévigné. In the meantime we should look upon the matter pretty much in this light, that not to be conversant with idiomatic English undefiled is a stigma that ought never to attach to an American. Our pride of culture ought to enable us to say, as did France at one time, that fine writing is at such perfection that every chamber-maid knows as much about style as does a modern Academy. The ideal is that classic English pervade the air so that the people unconsciously inhale it.

If commercialism were confined to its legitimate field the spirit of art would still meet deterring circumstances enough in its growth. Iconoclast that it is, to invade our studies and our studios and make spoil of our idols. Like an octopus it insinuates itself into every domain of activity disdaining not to obtrude its greedy tentacles in the sacred realm of literature, now become an arena in which literary hacks scramble for the palm of catering successfully to the public taste. President Super, of Ohio University, says that until the present generation men wrote because they had something to say; now most of them write because they hope to produce something that will sell. Literature has yielded its old-time prerogative and become a slave; it does not direct the taste, but follows it. The supposed sphere of our literary publications is to preserve the traditions of a generous culture and to foster the artistic spirit. They are supposed to subdue vulgarity, obviate glaring misconceptions of life, and temper a too rampant spirit of commercialism. Their editors, having the most dictionaries at hand, having an acquaintance with all the best authors and having, supposedly, an acquaintance with custom and usage back to the ancients, should be preeminently fitted to guard our standards and fix our customs, much as the Academy did for France. On the contrary they have removed the ancient landmarks which their fathers have set. They have presumed to follow in the footsteps of Bryant, but the greed of trade has led them in pursuit of false gods. The dime novel is in good literary society and flourishes in the best periodicals. The majority of our youth are coming up without any definite notion of a standard language, but can hardly escape the impression that provincialisms are classic. Pure English has surrendered to a taste that makes a provincial lingo or a patois the vogue. Practically the bourgeois are our academicians.

If one sought the motive principle this formula would seem to contain it: Money is paramount, station is more than life, applause is more than culture. The principle impels activity in spite of higher ideals, and implies pretty much that the race takes care of itself and civilization gets on as it may. Lower impulses impel where the higher ought to lead. To educate is to get the motive force in front—to create ideals. The natural use of money, one would suppose, is to protect ideals; but so inveterate is the fear of want that the relationship between money and ideals is reversed, that is, ideals are shaped with reference to income. If time is taken for higher education the object would seem, in many cases, additional power to command a salary. This principle is found lurking behind learned university titles. This idea is crystallized in this title to which the Saturday Evening Post recently devoted a page: "Dividends Paid on College Parchments." Money even offsets shortcomings, moral and aesthetic. Accessories, too often, are more than the individual. The loaves and the fishes have magnified themselves to the dimensions of an eldorado and a monopoly. We are too tense to absorb much culture; too strenuous to develop great art. From the cradle the boy is haunted with the precept that the early bird gets the worm.
He inhales the American spirit from the word "push." He grows up trembling with fear at the chances of his going through life without being able to command the respect that fortune brings. He feels that to fall short of material success is a humiliation. Success is so presented to his mind as to involve, if attained, a moral failure; success of the military, combative kind getting ahead of other people, outwitting them and amassing money. Such a principle is a kind of burdock which is choking our ivy-growth of culture.

In epitome the matter might be stated thus: We may wait upon kings, artists, authors, after we are grown, but they cannot give us manners, art, or style. We may buy books, paintings and statuary, but the possession of them does not give us culture. The adequate vehicle for culture is a ground knowledge of English, a specific schooling in the proprieties from the nursery up, a keen eye and a trained hand gotten from actual writing, sketching, painting or modeling. There is a prejudice that these studies are the occupations of idlers — those who have none of the serious things of life to think about. The sentiment seems pretty much that it is useless for pupils to pursue such studies seriously because only geniuses make anything out of them. The result is practically we avoid cultured elements while young and trust later experiences to furnish them. Our yearning for culture makes us admire the qualities of the gentleman, the artist, but our later experience shows us they are only as beautiful garments we have neglected to wear until they are outgrown. The nursery and the primary school are the vital factors in education. Their influence upon civilization is not to be approached by that of the college and the university. Still we go founding higher institutions with pomp and pride, and think of the elementary school as rather too small for much attention. We must fashion our human clay while it is pliable.

A POEM

without an E.

John Knox was a wight of wondrous might,
And his words ran high and shrill,
For bold and stout was his spirit bright,
And strong was his stalwart will.
Kings sought in vain his mind to chain,
And that giant brain to control,
But naught on plain or stormy main
Could daunt that mighty soul.
John would sit and sigh till morning cold
Its shining lamps put out,
For thoughts untold on his mind laid hold,
And brought hot pain and doubt.
But light at last on his soul was cast
Away sink pain and sorrow,
His soul is gay in a fair to-day,
And looks for a bright to-morrow.
"Everything is fair in love and war."

"Alice, I love you." The words were not original, strange, surprising or unusual. The speaker had no copyright, patent or caveat upon them. He had not been the first to use this expressive but stereotyped sentence and it was not likely that he would be the last.

But this particular person who spake these particular words at this particular time had thrown his whole soul, force, and being into that expressive little phrase, and it seemed to his love-filled mind that the whole world depended upon them.

Upon the satisfactory reply to this rather subtle assertion hung the entire action of the universe, the correct movement of the planetary system; that without the answer which he so beseechingly expected the sun could not continue upon its daily course; day could not follow night, or night day; time could not continue nor eternity begin. Without that answer the very life of all being would end, and expiring, leave everything dead indeed.

But many another ardent lover undoubtedly has thought the same at many a previous time, and having received an evasive, rejecting and dejecting answer, has still survived, and perhaps found to their surprise that nature did not stop in its course to redress his presumed wrong,—yes, and even perhaps in after years, in looking back upon that little episode they have come to actually rejoice (just a little it may be) that they did not receive the answer so longingly expected and desired.

Well, 'love makes fools of us at all times,' and this Normal lad, though honest in his intentions, was not the exception which was to prove this universal rule. His entreating eyes were looking into her blue ones as he gracefully, like the knights of old, knelt in true lover fashion at her feet—and buckled on a pair of nickelplated skates, giving an extra strong pull at the unruly strap (which almost made her wince) to emphasize his remark.

She looked at him thoughtfully and speculatively for a short time,—as it was ticked off by the clear click, click, of the neighboring skaters,—for she was a cool Normal girl, given to reasoning and weighing all important questions carefully in a 'what will be the benefit to myself' balance, and besides, the thermometer hovered with exasperating tenacity to that little black dot which marks the beginning of all heat or cold, but she said not a word.

He bent close for the expected answer and soon became impatient at her silence, for although her face was flushed with the ennobling love which he thought he felt,—his toes were becoming decidedly cold from this inactivity, and he longed to take her arm and glide o'er the smooth expanse of crystal ice above the paper mill, spread out so enticingly on all sides.

"Alice, I love you," he entreated again with just a tinge of impatience in his voice.

"W-e-l-l," slowly filtered through the rosy lips of Alice, as she gazed dreamily over the glassy expanse of glaring whiteness, which was dotted here and there by fast gliding, phantom-like forms that seemed to be joyfully disporting themselves, arm in arm, under the silvery moonlight.

That little word 'Well' spoken with just that particular intonation and emphasis, expresses volumes; and evidently Alice did not wish to compromise herself without more authentic data to go by.

"Alice, again I say, I—Will you—May I hope—Can I—Oh, hang it all! Alice I love you! and, although it's colder than blazes, I wish to have you as partner for—this skate,'"—and he stopped.

She looked up, a little pettishly it may be, at this sudden close of his proposal, for she
expected something more serious, but the frown quickly changed to a light laugh, like that of tinkling bells, as he continued—"And Alice I wish you as partner through life. Yes or no?"

The impetuous lad pounded his fingers together with great force, not to emphasize these words, as they were filled with meaning, but to start the blood circulating in his fingers, they being almost numb with cold.

It was a cold courtship and Alice made an answer becoming to the time, locality and condition of the atmosphere.

"Frank," quoth she, "I will be your partner for the skate else I would not have come down with you. Coter, I am getting to be quite chilly sitting here in the chill December blast," as the poets say.

"Not an inch will I stir until you answer my other question," said Frank decidedly.

"You'll freeze," answered she, as she looked at his flushed, set face, and started to rise.

"But not alone," and would you believe it, the rascal thrust her back onto the snow-covered log.

"Come Frank, don't be a—a fool," said she with a little anger in her voice at having her will set aside so easily. "Oh, there is Arthur." Raising her voice she called. "Arthur, come here, I want to skate, and Frank refuses to skate with me."

A tall, well-dressed young fellow, with fur cap, and skating jacket buttoned close to his chin, responded to this invitation with quick and accurate stroke, gliding rather than skating, to the pair.

"Hello, what's the trouble?" he questioned as he came up.

Frank looked up at him and something like the French word for Mrs., minus the first syllable, escaped his lips for he had not the nature and suavity of the hero of a modern novel, but was merely human. He had not expected this interruption and responded rather bluffly.

"Nothing of importance! Skate slightly hard to adjust! Thanks. No assistance needed!" and rising, he turned to Alice with the words—(he had evidently changed his mind in regard to freezing) "Well, Miss Alice, come on, you promised this skate with me, besides that is the reason that you came down with me you know," quoting her own words.

He bowed as low as the skates and smoothness of the ice would permit, and gallantly assisting her to her feet (for she was far from a swanlike skater), he crossed arms with her and off they glided as she smiled a coquettish good-bye to Arthur, who understood, now mentally vowing to get even and push his suit and answer at every opportunity.

The evening was fine, though cold; the ice was exceptionally glittery and smooth; the air, laden with the frosty breath of winter was clear as crystal; tiny flakes of silvery frost were floating about like minute brilliant diamonds, which seemed to be darting here and there in their joy and freedom. The stars looked down from above like loosely scattered brilliants on a background of rich black velvet, and the moon cast a cold white light upon the scene.

The river presented a gala appearance with its hundreds of swiftly-flying skaters, lashing here, gliding there, and anon moving off in graceful pairs; and rippling peals of joyous laughter floated up to the heavens on the wintry air as some unlucky skater, more venturesome than the others in attempting a fancy stroke, or perhaps less expert in the graceful art, made an awkward plunge and coming down upon the hard and uncompromising surface with an unexpected thud, glided the balance of the distance on some portion of his anatomy.

Skating seems to be the most graceful and fascinating of pastimes for the winter months among the Normal students, and notwithstanding the keenness of the air, healthy and refreshing enjoyment seem to abound. It seemed to be the pastime of fairies, surely Frank felt it to be so as he skated with long and measured stroke over the frozen waters with Alice clinging so confidingly to his arm.
By the earnestness of his manner it could be readily seen that he was pressing his suit, as well as her hand, with vigor; but she, with smiling lips and sparkling eyes, as though to tease him into madness, remained obdurate to his appeals.

Suddenly Frank espied a tall, graceful, girlish figure speeding with dignified and easy stroke toward them, and recognizing the movements, knowing full well the vulnerable point in a woman, a brilliant ruse entered his head. He determined to try it.

Swiftly, with dexterous motion, he took away his support from the arm of Alice, making it appear to others that she had stumbled and was about to fall. This was not exactly the courteous thing to do, but thinking that 'everything was fair in love and war' he pretended to assist her to keep her equilibrium but in fact was assisting her to fall; and then, after assuring himself that there was no danger of being run over by other skaters, he tumbled her upon the ice in an awkward heap, and fell down with a merry cry beside her.

A ripple of laughter and good natured banter rose from the surrounding merry-makers at this mishap, and the skater whom Frank had discerned approaching, was compelled to swerve to one side so as not to be mingled in the heap.

"Well, Alice, I thought you could skate," quoth Frank banteringly. "This is indeed swan-like, sylph-like, phantom-like. As the old quotation is

"Over the shining waste we fly,
Till weary we lay down our lives to die,"

"but this isn't the place to lie down,—even if you are tired. If you can't skate better than—By Jove, there's Margie. Isn't she a beautiful skater? Jinks! She's the best skater, for a girl, that I ever saw!" and nodding in her direction with admiring eyes he shouted, "Hello, Margie! Come here and pick us up!"

Alice looked in the direction Frank indicated, and saw Margie for the first time. Frank's ruse had worked well. The fall combined with the delicate sarcasm which was but illy concealed, purposely of course, on Frank's part, had disturbed her temper somewhat, and the little shaft of jealousy, that green-eyed monster which has so much to answer for, had reached its mark. A frown settled quickly over her flushed face at the praise thus openly given to another, and to one, it was whispered, that Frank was showing some attention, so she quickly said, as Frank sprang to his feet to assist her to arise, "Frank, don't tell the girls about this fall. I don't see how it happened. I think you are real mean for laughing," with a little pout for Frank was laughing. "I am going home now for I'm cold and have had enough of skating."

"No. Let's wait a little. I didn't know that Margie was here," answered Frank with a satisfied laugh as he saw the petulant light enter her eyes again. He knew that he had won his point.

"I am going home, Mr. Frank," said she decidedly.

"Oh, but you haven't answered my question. Is it yes or no? Besides Margie—" He got no farther for she forgot that she had treacherous skates upon her feet and tried to stamp her foot to emphasize her determination but alas, the ice was fickle and smooth and she would surely have fallen had not Frank caught her in his arms.

"I hold you here until you say Yes, now Alice."

"Well, I suppose it must be yes," came from the muffled folds of her cape, after a moment's hesitation.

As she was set upon her feet again by the sly Frank, she hastily looked around expecting to see the graceful Margie gliding toward them, but Margie beyond a hasty and recognizing glance in their direction had not stopped in her arrow-like flight, and was far out of sight in the gloom of the distance, not having understood the words which Frank had called to her.

Frank chuckled softly to himself as he unbuckled the tightly drawn strap from the foot of his Alice (he had the right to call her 'his' now), and drawing her flushed face close to his ruddy cheeks, he—but that is another story.
Frank never told her, however, that he was responsible for that fall upon the ice that winter's night, but when giving advice to others, he always remarks, "You've got to know your girl, if you expect to win her."

As to whether they lived happy ever after, the historian says not, but it is to be presumed that a courtship under such cool circumstances ought to bring great happiness and warmth into their future lives.

THE RESTIN' SPELL.

Whoo, Bess! Let's rest in the shade awhile,  
For the sun's got burnin' hot,  
And me and you since the break of day,  
Have been plowin' in this here lot,  
And we've fairly aurned our restin' spell  
And a coolin' drink from the old stone well.

Down goes the sweep till the bucket hits  
On the gravel stones below;  
Then up it comes, while the cool stone drips  
With the drops that o'er it flow.

Cold water and truth, as I've heard tell,  
Are mostly found at the bottom of the well.

Well, ain't that good! When a feller's tired,  
And the sweat rolls down his face,  
There's nothin' 'll rest him up so quick  
And resign him to his place.

As a coolin' drink from a brown gourd shell,  
Drawn pitkin from the bottom of an old stone well.

The French may sing of champagne and wine,  
And the Dutch may praise their beer,  
And Pat of whisky may sing his song,  
But to my mind and taste it's clear  
That nothin' of which anybody kin tell,  
'S as good as the water from the old stone well.

Get up now, Bess! We're ready to move  
For another spell at this corn,  
We must finish this lot this afternoon  
And be ready for othar in the snow.

Then we'll miss this water at our restin' spell,  
For that lot's not up to the old stone well.

—A. R. Robinson.
Introduction.

The Reformation, preceded by the Renaissance, was instrumental in breaking the bonds of authority. People began to think for themselves; began to investigate the Bible and to interpret it for themselves. While the Renaissance began in Italy in the 14th century, it gradually spread to and over western Europe. As a natural consequence there were many who objected to the conventional form of worship; forms and ceremonies of the established church of England. They wished to have the church purified, as they said. Hence they were styled Puritans.

The Puritans were oppressed by those in authority. The forms and ceremonies of the established church were authorized by law, and consequently the Puritans, when they worshiped differently, were considered law breakers and were persecuted and oppressed. Many of their ministers were silenced by the spiritual courts. As the persecution continued and became more severe, many of the Puritans resolved to migrate to America, where they might worship in accordance with their ideals.

I. THE PURITANS HAD A RELIGIOUS PURPOSE IN COMING TO AMERICA.

The ancient and legal method of government of England was suspended by the King (James). He sought to rule by arbitrary power. All public affairs were directed by the king and his council. The king claimed the right to raise taxes by any means he wished. Religious affairs were conducted in about the same manner as political affairs.

Dr. Laud was bishop of London and prime minister. He sought to govern the church in an arbitrary and illegal a method as the king was endeavoring to govern the State.

Since the reign of Henry VIII, the church of England was separated from the church of Rome. The king was the head of the established church in England, just as the Pope is the head of the church of Rome. At this time, i.e. during the reign of Charles I, Land tried to unite the two churches, disregarding entirely the rights of conscience or the laws of the land. "Not only the pomp of ceremonies were daily increased, and innovations of great scandal brought into the church, but in point of doctrine, many fair approaches were made toward Rome."

The Puritans, who were professed enemies of everything that looked like popery, were to be suppressed or driven out of the land.

The extreme measures of the king and the prime minister brought much business to the spiritual court. A great many ministers were suppressed and silenced for non-conformity and their families driven to want. There was no relief from these harsh measures, nor any prospect of such. The Puritan's sun of hope was sinking farther and farther below the horizon, the clouds were gathering thicker and thicker and threatening a violent, political as well as a religious storm. Neal says, "This put them upon projecting a farther settlement in New England, where they might be delivered from the hands of their oppressors and enjoy the free liberty of their conscience which gave birth to a second grand colony in North America, commonly known by the name of the Massachusetts Bay."

Several gentlemen of means and influence obtained a charter, dated March 4, 1629, within which were written the charter members of the company. The charter constituted, not only those whose names were written within it, but all those who should afterwards

*May's Parliamentary Hist. p. 22.
join them, a body politic by the name of the Governor and Company of Massachusetts Bay in New England. Hence the charter made the plantation an organized political body.

The charter also granted them the power to elect a governor, a deputy governor and eighteen assistants or magistrates, who were to hold meetings monthly, and the power to make such laws as they thought fit for the good of the plantation, "not in conflict with the laws of England." Neal says, in his history of the Puritans, p. 299, that "free liberty of conscience was also granted to all who should settle in these parts to worship God in their own way."

"Liberty of conscience" then did not mean the same as it does today. It meant that the Puritans should be free to worship God as they thought right, free from any interference in behalf of bishops and in accordance with the Puritans' interpretation of the Bible.

The Puritan's purpose in coming to America is again made manifest in the writings of Cotton Mather concerning Richard Mather, who having been suspended for non-formality, drew up some arguments and reasons for his removal to America, which are indeed the very same as those that moved the first fathers to cross the Atlantic.

I. A removal from a corrupt church to a purer.

II. A removal from a place where the Christian religion and the professors of it are persecuted, unto a place of more quiet and safety.

III. A removal from a place where all the ordinances of God can not be enjoyed, unto a place where they may.

IV. A removal from a church where the discipline of the Lord Jesus Christ is wanting into a church where it may be practiced.

V. A removal from a place where the ministers of God are unjustly inhibited from the execution of their functions to a place where they may more freely execute the same.

VI. A removal from a place where there are fearful signs of desolation, to a place where one may have well grounded hope of God's protection.*

When certain complaints were made against the colony by divers discontented persons, to the king and council, Winthrop quotes the king as saying that his majesty did not intend to impose the ceremonies of the Church of England upon us, for it was considered that it was the freedom from such things that made people come over to us.† Therefore, we may conclude that the main intent and purpose of the Puritans in coming to America was to enforce their religious beliefs.

II. THE CHARTER FURNISHED THEM THE INSTRUMENT FOR CARRYING OUT THEIR RELIGIOUS PURPOSE.

On the 25th of August, twelve gentlemen among the most eminent in the Puritan party, held a meeting in Cambridge, in England, and resolved to migrate to America and settle in New England, provided the charter of the Massachusetts Bay Company and the government established under it could be transferred to that country. On examination it appeared that no legal obstacle stood in the way. Accordingly some of the old officers that did not wish to take part in the migration resigned their places, which were immediately filled by new leaders. John Winthrop was elected governor and Thomas Dudley deputy governor.

The removal of the charter and government had been discussed very quietly by the members of the company. It had been first suggested by Cradock a month before final action was taken. The final action was taken, August 29, 1629. When after a full discussion concerning the reports had been made, "when by the erection of hands it appeared by the general consent of the company that the Government and Patent should be settled in New England, and accordingly an order to be drawn up to that effect."‡

The charter does not specify where the council should meet. It left to the company

*From Cotton Mather, by Wendell, p. 15.
†Winthrop, also Neal's History of N. E., Vol. I. p. 89.
‡Young's Chron. p. 84.
the determination of the place of meeting. This those wise and skillful Puritans saw and took advantage of, as there was nothing in the charter to hinder them from carrying out their principles and purposes.

The king, being busied with home affairs and his own troubles, did no doubt neglect to study the instrument carefully. There is no question, however, but that his idea was to extend commerce and his own dominions, and secondly to convert the Indians to the English religion. The company, on the other hand had a different purpose, and it was shrewd enough not to reveal to the king or his ministers its true intent. The king had been granting commercial companies and probably considered this colony a means to that end.

Moreover, the company had the charter in its possession and intended to retain it. In fact, the king said in the commission for regulating the Plantation, "We do give unto you and any five or more of you, power and special command over all the charter, letters patent, and rescripts royal of the regions, islands, etc., etc."

After fully satisfying themselves that the charter could legally be taken to New England, the company began to make preparations for the voyage. In due course of time the expedition was completed and sailed in a fleet of six vessels with 350 passengers. They took with them cattle, horses, farm implements, and implements of war, a large quantity of ammunition and provisions. They arrived on the 24th of June following and settled at a place they called Salem, which means in the Hebrew, peace.

The charter gave them, in clear and distinct terms and without limitation, the right to admit new members. Persons thus admitted became full and equal members of the company, and it was the exercise of this right by which they converted, what was originally a royal act of incorporation for business and commercial purposes into the constitution of a free and noble commonwealth.

It also gave the company sovereignty over its territory. The admission of the people of the plantation into the company gave that sovereignty to them. Having the charter in their possession and rightfully holding under it they claimed and exercised absolute self-government. Further it granted (1) power to determine franchise, (2) power to elect officers and (3) to make laws.*

Hence, by a careful study of the charter, it shows conclusively that it furnished the company with full power to carry out a religious purpose.

III. PRACTICAL AND ACTUAL WORKING OUT IN THE COLONY OF THIS PURPOSE.

(1) The charter made this company a body politic with a constitution.

We may reasonably infer that the original draft of the charter was made by counsel employed by the company and submitted to the lawyers of the king for their inspection. It would hardly be expected that the king’s attorneys would undertake anything of so much of a private character attached to it. It was very carefully and skillfully drawn up so as to confer powers without giving offense. It is not to be supposed or presumed that the grantees were ignorant of its full scope and meaning.†

They had a purpose which was no doubt religious, and it was for this purpose that they had the charter so drawn up and to make them a body politic with full powers of government. There was nothing inserted in the document to hinder them from carrying out their purpose.

This purpose could best be carried out if the charter and government should be in America rather than in England. The Puritans, realizing the uncertainty of the future, and (1) "In anticipation of a future want, resisted the insertion of any condition which would fix the government of the company in England." Hence the patentees did not break faith with the crown, which is so stoutly maintained by some.

*See Charter in Preston’s Doc.
(2) An oath was administered to every officer of the company, as well as to every freeman. All the forms and ceremonies of an organized government were to be gone through with. For the oath of officers and freemen, see Young’s Documents of N. E. As soon as the charter was brought over and laws were made in accordance with it, the company ceased to exist as a corporation and became the legislature of the colony.

(1) Founding a church.

"Religion being the chief motive of their coming over into these parts they resolved to settle that in the first place."

The first intention of the Puritans was no doubt to establish a theocracy and hence the first legislation was to promote their religious convictions and views. The Bible was their statute and the Law of Moses their code. Almost everything they did was based upon the authority found in the Bible. The prosecution and killing of those whom they thought bewitched was justified by the Bible.†

Many ministers, graduates of universities, were among the early settlers. The ministers were educated and were above the average in intelligence. This gave the clergy a great influence and power. Endicot’s little company at Salem, heralding the great emigration to the Bay, "entered into church estate" in August, 1629, having sought the advice, help and sympathy of their Plymouth brethren. Thirty persons who desired to be of the communion, signed the covenant, which was drawn up by the first pastor of the flock, the Rev. Mr. Hutchinson. The covenant members of the Salem church ordained their pastor and teacher. This was an innovation, surely, and a long step in the direction of the "freedom of worship," which they sought. The ordination heretofore was done in England by the bishops. So we see the church was to be absolutely non-conformist. The first church at Boston was organized under its own covenant, with its own appointed and ordained teacher and deacons. As the population increased, and as immigrants continued to come over, having been forced out of their native country by the heat of the Laudian persecution, the churches increased, so that after a lapse of the first twenty-one years there were thirty-five such churches in New England.

(2) Admittance of new members.

The charter provides and expressly allows the company to take in new members. There is no limit to the number that could be taken in. Therefore the company could admit all those persons of like-mindedness and could legislate along those lines which it thought best, in accordance with its principles, desires and purposes.

(3) The first legislation was religious.*

The charter gave the company the power "to make, ordain and establish all manner of wholesome and reasonable orders, laws, statutes, and ordinances," which it thought best suited for its welfare and government.

In accordance with this many of the first laws were of a religious character. Blasphemy, by law, was punishable with death. Magistrates and elders of the church were exempt from pole tax, while ministers were freed from all taxes.

A law was enacted that children were to be catechised once a week. In 1631 a law was passed, enacting that no man should be a freeman of the colony unless he was a member of some church.

(4) Laws were also enacted against such persons whom the colony considered dangerous to its best interests, religious and spiritual. At no time and in no place did the Puritans show their purpose more than against those persons who differed from them in their religious ideas and convictions. Such had to conform to the Puritans’ ideas of religion or be banished from the colony. Among those first sent away are the Browne brothers, Morton, Gardiner, Radcliff and many others, most prominent of whom was Roger Williams.†
The founders of New England builded better than they knew. Many of their principles are the warp and woof, not only of our National Constitution, but of many of our State Constitutions. The very principles of government ‘‘for the people and by the people’’ were put into practical use by them. The impetus for education and culture for all was inaugurated by the Pilgrim Fathers of New England.

The New England towns were founded upon three leading principles. 1. Freehold land regulated by the best usages of many centuries.

2. A meeting, the local and social expression of religious life and family culture.

3. A representative, democratic gathering corresponding to the old folk mote of the Germanic races.*

*Weeden’s Hist. of N. E.

THE NORMAL NEWS.

AN HISTORICAL SKETCH.

THE NEWS is now completing the first score of years of its existence. It began as a monthly pamphlet of ten pages in 1881 and from that time it has met with unusual success and progress as a college paper. The names of the contributors to The News in past years form an interesting study as do also the subjects treated. Its pages have been open to the pure and good and its policy to represent with perfect impartiality and fairness the various phases of college life. It has also served to foster an interest among students in their relation with the college and has done a great service in keeping the alumni in touch with their alma mater. We add here a list of those who have gained valuable experience in the work of editor or manager during these years.

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IN SPITE of what seems to be rapid progress in educational methods, the best educators everywhere complain of the mechanical, line and measure system, still predominant in our public schools.

The necessity, or apparent necessity, of a uniform curriculum and a uniform grading in these schools has led to most laborious efforts in the arrangement of each year's program of study for each grade, a program which will insure the accomplishment of a certain amount of text-book work in the given portion of time. The natural consequence follows that teachers are compelled to use the most of their energies in an attempt to bring their classes up to the standard indicated by the required number of pages in history, grammar, arithmetic and other studies. The amount of knowledge and culture obtained by this process depends almost entirely upon the unaided, or natural, mental capacity, or mental activity of the pupils. Certainly no good teacher can teach properly, much less secure the best results possible to her, by this rote system.

"My mind has no time to rest and recuperate and to accumulate strength, to devise better means of teaching, or to develop originality;" said a bright teacher the other day, "there is always some routine work for the school-room awaiting me."

The teacher is made a sort of slave or intellectual machine to force the minds of the children into the required grooves, or to crowd their brains with the prescribed intellectual pabulum. And bad as the operation is for the teachers, the effect upon the pupils is far worse.

The continuation of the cramming process in connection with the increased attention given by the people at large and by legislators to the cause of education, indicates that in the desire to improve our public school system, those in authority have carried their supervision so far as to produce an artificiality of method almost wholly antagonistic to a better movement—in the direction of nature-studies, and the more natural methods they demand.

In this attention to nature study, however, human nature seems to have been to a great extent overlooked. It is a good thing to cultivate children's faculties of observation, and to encourage them to discover for themselves the facts of nature offered daily to their notice. No doubt their powers of thought and reason are at the same time in some measure cultivated. But it may be questioned seriously whether results at all adequate to the time expended are obtained in the direction of that mental discipline and intellectual acquisition, more directly represented by studies which appeal to the more abstract qualities of the mind.

To some extent the natural process is now applied to studies requiring abstract thought, notably in the language work where the greatest advance has been made, the last decade, in popular education. Yet even here the complaint goes forth of too much work for the end achieved.

The one essential question to be answered by public educators is, "Do the graduates of our public schools enter life thoughtful men and women, rich in useful knowledge and capable of weighing circumstances and events, and of acting with the wisdom which springs naturally from a habit of deliberation? Or, are they merely the possessors of what they may remember of a stated amount of book-knowledge crammed into their brains during their ten or twelve years of school life?"

It will probably be denied that this cramming process still dominates our public schools. It will be generally admitted, however, that state boards of education and school superintendents maintain what appears
to be a too minute oversight of schools and teachers; yet it will be said that such oversight is required, because there are still too few teachers who can be more widely trusted to properly educate a child.

If such a condition exists, when can something better be expected? Our public school teachers are, for the most part, educated largely in our public schools. It is the law of political economy, moreover, that supply follows demand. Good teachers, teachers who know for themselves how to bring about the best results of their educational work, will be had when they are called for by a proper educational system.

The truth is teachers are far better than the public school system indicates. Through their individual, independent efforts, in spite of the hampering effects of a too artificial system, the schools are kept on the up-grade with the hope of continued progress.

If State Boards would confine themselves to general outlines and plans of study, and demand that certain results be manifested in the direction of general intelligence, by pupils who have finished their school course, teachers worthy of the name would be encouraged to work out results in the way best suited to their individual capacities, and they would aim at quality—thoroughness and certainty of permanent acquisition, rather than at quantity, or the number of books or pages devoured, or other like apparent proofs of education accumulated during school life.

RESPECTABILITY.

My wardrobe isn't quite so scant
As once it was I own;
My check is larger, when I eat
At restaurants—alone!
But something's gone that gave to live
Its final, happy touch.
Oh, give me back again the days
When nothing mattered much!

Some people smile and bow to-day
Who frowned or looked aside;
Some doors that never opened then
Are swinging free and wide;
Yet, mid the smiles and bows, I feel,
Sometimes, a sudden clutch
Of longing at my heart for days
When nothing mattered much.

To-night I spoke with scorn of some
Who follow still the path
I used to know so sadly well,
The way that leads to wrath.
I spoke—and yet my spirit yearns
For comradeship of such,
And hungers for the careless days
When nothing mattered much.
MRS. TRUEMAN used to believe in the heroic method of house-cleaning, which, being interpreted, means preserving a profound silence upon the subject of annual cleaning, keeping the whole performance a profound secret from her husband, and watching the clock for the hour of his return, so that when it appeared dangerously near she might sweep out of sight and hearing all signs of scrubbing and cleaning, and jump into a becoming dress and regulation "sweet smile" in which to receive him, of course saying never a word concerning the superhuman efforts she had made in cleaning and rearranging. Sometimes she had the triumph of entertaining at tea or dinner "one of the boys," whom Tom had brought home for a "decent meal" because his wife was cleaning house. But in this last spring ended forever this heroic method in the house of Trueman.

Mrs. Trueman had just silently completed the cleaning of the house from cellar to roof, and sat at noonday with red, chapped hands folded, as she contemplated the immaculate lace curtains, hanging in snowy folds from the sitting-room windows. Then entered her husband with two letters, one of which he gave her, saying, "Invitations to Mary's wedding. You can go as well as not, and leave the baby with mother; but this is just the busy time at the store, so I'm afraid I can't go."

We omit the sentimental remarks that followed. They were a model little couple, not accustomed to wandering off on solitary excursions; but two days before the wedding found Mrs. Trueman starting on the little journey, and the baby and his father staying at "mother's."

Mrs. Trueman had expected to remain away a week, but became so homesick that she made her adieu and arrived at her own door just four days after her departure therefrom.

"Just leave my trunk on the porch, Mr. Green. The key is at auntie's, and you can't get in."

"Oh, uo, ma'am, the door isn't locked. Don't you see the door open behind the blinds, and there's something hanging out of the bedroom window."

"Why, so there is! What can be the matter?"

Mrs. Trueman ran up the steps and pulled open the blinds, while dreadful visions rushed through her mind of house-breakers, or the death of Tom or the baby. Her alarm was increased when she found the upright piano half obstructing the entrance, while the open parlor door revealed a bare floor, and her precious lace curtains twisted up after the fashion of horses' tails on a muddy day.

"What in the world is the matter?" Why, Tom, what has happened?"

For, as she gazed at the dismantled room, Tom, with familiar whistle and echoing step, made loud by reason of bare floors, approached from the side porch, trailing over his shoulders the parlor carpet. He was in his shirt sleeves, and his hat was much battered, and tilted on the side of his head. Behind him, carrying another carpet, came a short, stout colored man, who was saying:

"Yes, sah, get 'em in before the showah and we can put 'em down at our leisure."

Mr. Trueman's cheery whistle ended in a sort of surprise and consternation, as his wife's voice smote his ears and he beheld her bodily self standing in the doorway.

"Hallo, Allie, what the dickens brought you home to-day?" he exclaimed, dropping the carpet and striding towards her.

"I was so homesick to see you and baby. But what are you doing, tearing everything up? And my lovely clean curtains tied up like horses' tails, and I washed and ironed them my own self, just last week!"

Tom reached her in time to kiss away the tears, while the colored man stopped in his
advance with the carpet, and the carriage-driver stood smiling at the front door."

"There, there, darling, don’t cry! I am so glad you came! Don’t scold. Just go over to mother’s and see the baby, and I’ll have everything right in a little while."

"But what are you doing, Tom?"

"Why, cleaning house, to be sure. You see, it struck me the other day, as I was going along, that all the neighbors clean house every year, and have things hanging out to air, and we never have done it. It didn’t look dirty to be sure, but some of the fellows were asking me if you didn’t ever clean house. I said we hadn’t kept house long enough yet to need it; but it set me to thinking that there has been so much mud this spring, things must be rather stiff underneath, and I would just clean it out and have everything shipshape when you came back. I thought you would be pleased. I’m awfully sorry you came just in the midst of it. But I’ll hurry round, and you need not do a thing. I declare, I almost backed out when I saw how clean everything was, no dust in the carpets, or under ’em either. It just proves what I heard father say, that so much cleaning is all a whimsy of the old ladies."

Mrs. Trueman, having a wondrously sweet temper, did not scold; but she explained her heroic methods, and in future will allow Mr. Trueman to participate in the house-cleaning.

Laugh, and the world laughs with you;
Weep, and you weep alone;
For the sad old earth must borrow its mirth,
But has trouble enough of its own.

Sing, and the hills will answer;
Sigh—it is lost on the air:
The echoes bound to a joyful sound,
But are slow to voice your care.

Rejoice, and men will seek you;
Grieve, and they turn and go;
They want full measure of all your pleasure,
But they do not need your woe.

Be glad, and your friends are many;
Be sad, and you lose them all;
There are none to decline your nectared wine,
But alone you must drink life’s gall.

Feast, and your halls are crowded;
Fast, and the world goes by;
Succeed and give and it helps you live,
But no man can help you die.

There is room in the halls of pleasure
For a large and lordly train;
But one by one we must all file on
Thro' the narrow aisles of pain.

--E. W. Wilcox.
THE DIAGRAM: ADVANTAGES AND DISADVANTAGES IN ITS USE.

X. A. BARBOUR.

EVER since the loop system of diagramming published by Clark, something over fifty years ago, a greater or less use of this device has been employed throughout the country in the teaching of English Grammar. About twenty years ago the Reed and Kellogg system superseded Clark's, and the latter system has enjoyed an unprecedented popularity. Through this popularity the device has been greatly overworked, made an end instead of a means, and we are at present in the midst of a strong reaction against any crowning of it whatever. It is condemned and altogether discarded by some excellent and successful teachers, judiciously used and pedagogically defended by other equally excellent and successful teachers. The strongest condemnation so far as I have observed, comes from university professors with no experience in public school work or in teaching young students, and from those superintendents and teachers who have observed unsatisfactory results from its misuse. The writer, after twenty years of experience in teaching either foreign languages or English, in grammar school, high school and college, has no question in his own mind as to the pedagogical soundness of a judicious use of the diagram. In November, 1896, the whole subject was quite thoroughly discussed before the Michigan Schoolmasters' Club, and it may be worth while to quote the opinions expressed at that time by Superintendent *W. S. Perry, for twenty-five years superintendent of schools at Ann Arbor, and by *Dr. B. A. Hinsdale, Professor of Pedagogy in Michigan. We quote directly from the report in the School Review of February, 1897. Dr. Hinsdale, addressing himself to the question of diagramming, said that he tested it by his own experience. The simple system of diagrams in Clark's grammar, used by a good teacher, had helped him materially in getting a firm hold of the English sentence, and so of analysis. He had also found diagrams serviceable in teaching grammar and was confident that he could again use them with effect. Diagrams are only a mode of exposition, not a substitute for thinking. The same might be said of the syllogism which is only a slow box. One reason why teachers of grammar have favored diagrams is that they save time. Twenty pupils could put twenty sentences on the board while one pupil was orally analyzing his sentence, and the competent teacher, almost with the sweep of the eye, could tell whether they were right or wrong. No doubt diagrams could be abused and had been abused. They had been overdone. But the "abuse" argument was a dangerous one to use. The syllogism might be abused in teaching formal logic. The maps used in teaching geography are very misleading. Geometrical figures sometimes mislead. He had known a student who was nearly through college to actually measure a figure on the blackboard to show that the theorem was not true. Diagrams need not mislead or conduct to mechanical teaching, and he was in favor of their judicious use."

Superintendent Perry said: "The diagram has successfully resisted all attacks upon it for a generation, and has vindicated its right to a prominent place in the teaching of grammar. This is an age of pictorial teaching, and he who can skillfully use the crayon to make clear the relations of an abstruse theme is most happily equipped for his work. William T. Harris says that grammar is the most abstruse and difficult of the common school branches, and at the same time the most disciplinary. Nor is the disciplinary value lessoned when we call into service the cye through the medium of the diagram for a readier way to grammatical relations. Is
this method not rather in accordance with the best pedagogy of the day?

All the sciences are dependent upon the diagram for their fullest comprehension, some of them to a large degree. The strongest objection to the diagram is that pupils are sometimes misled by it or blunder in its use. But I venture the contention that the average grammar school pupil uses his diagram in analysis quite as effectively and to the point as the high school pupil does his geometry. *It is not too much to say that grammar as a productive study has been made possible in the seventh and eighth grades by the diagram.*

In brief conversation with Dr. Dewey, Professor of Psychology in Chicago University, about the time of the above discussion, he said to the writer that he had no doubt as to the wisdom of using some sort of diagram in teaching English grammar, though he was not familiar with the system under discussion.

It should hardly be necessary to remind the student that these opinions come from men of high rank in the profession of teaching, and that, too, along three lines of investigation and study, psychology, pedagogy, and practical experience in school administration. Taking up Superintendent Perry’s question: “Is this method not rather in accordance with the best pedagogy of the day?”, our purpose requires a brief statement of the advantages and disadvantages in the use of the diagram.

**ADVANTAGES.**

1. With young pupils the use of the diagram helps to awaken interest in the study of formal grammar, a subject which, from its very abstractness proves not only difficult to young minds but too frequently dry and uninteresting. Beginners in grammar invariably *like* diagramming—not as a substitute for thinking, but as a convenient and graphic exposition of their thinking.

2. The picturing of word-relations to the eye is a great aid to young pupils in grasping those relations; as Dr. Hinsdale expresses it, “it had helped him materially in getting a firm hold of the English sentence, and so of analysis. In this respect the advantages of the diagram may be justly compared to the advantages of an inflected language. “Every Latin word has its function ticketed upon it,” we are told. In the short sentence, *pater amat filium,* the forms of the subject and object constitute a sort of diagram; that is the young scholar knows the grammatical construction of the nouns by their forms. A similar aid in explaining grammatical relations to young pupils is afforded by the diagram, especially in such relative constructions as; *This is the house that Jack built.*

3. As to economy of time the diagram may be considered a kind of shorthand writing, a system of stenography. If accuracy in the use of symbols is insisted upon the saving of time to teachers in conducting large classes, and in looking over papers is a consideration of no small importance.

**DISADVANTAGES.**

1. Inaccuracy in the use of symbols has led to stringing words together on lines and calling it a diagram, when there is no accurate representation whatsoever of the logical structure of the sentence. This is always the fault of the teacher rather than of the system, and may be compared to blundering in the use of telegraphic instruments.

2. There is danger that the student may copy and remember the diagram of a difficult sentence and not really understand the grammatical relations, or that he will not be able to work his way analytically through an involved sentence without first diagramming it. This tendency, even in advanced students, to lean upon the diagram as upon a crutch, is one of the most serious disadvantages of its use. It detracts from the discipline of grammatical analysis, and weakens the power of logical interpretation and logical thinking. Systematic training in oral analysis should do much to overcome this objection.
3. It is sometimes urged that there are constructions which cannot be represented in diagram. This is true in a few instances, just as there are idioms in the language which we cannot parse. We do not stop all parsing and analyzing, however, because there are some anomalous constructions whose history even we may not be able to trace.

Talk health. The dreary, never changing tale
Of mortal maladies is worn and stale,
You cannot charm or interest or please
By harping on that minor chord, disease.
Say you are well, or all is well with you,
And God shall hear your words and make them true.

—F. W. Wilcox.
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Literary Societies

Local

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EDITORIAL.

The article in this number on the Massachusetts Bay Company is one of the many excellent articles written for the course in Historical Material. It represents a large amount of original research work and is representative of the work required.

Beginning with June of the present year the University of Michigan will confer but one degree, that of bachelor of arts, on graduates from the undergraduate courses of the literary department. The degrees of bachelor of philosophy, bachelor of science, and bachelor of letters, which have been conferred for more than twenty years, are to be dropped. This change has been brought about by the following resolution which was passed by the literary faculty, February 18, and by the Board of Regents February 21:

"Beginning in June of 1901 the degree of bachelor of arts shall be conferred on any student who has satisfied any one of the four sets of requirements for graduation now in force in the department of literature, science, and the arts."

A committee of nine will be appointed from the literary faculty to take into consideration requirements for graduation and the readjustment of freshman work. The conferring of the degrees of master of philosophy and master of letters has been discontinued.

This is perhaps one of the most radical changes that has taken place in some time, but the university seems to be following the example of many of the eastern universities. The change as intended will allow students to earn a B. A. degree without a prescribed amount of language work as well as other branches, the aim being to give greater freedom in the choice of work. In fact it is understood that Greek is not required, although it is recommended.

A young man having been requested at a dinner to reply to the time-honored toast of "Woman," closed his remarks with the familiar quotation from Scott:

"Oh woman, in our hours of ease,
Uncertain, coy, and hard to please."

Here his memory failed him; but after a little hesitation he continued in triumph:

"But seen too often, familiar with her face,
We first endure, then pity, then embrace."

Theodore Hallam once defended a burglar. The burglar's wife was on the witness stand, and the prosecuting attorney was conducting a vigorous cross examination. "Madam, you are the wife of this man?" "Yes."

"You knew he was a burglar when you married him?" "Yes." "How did you come to contract a matrimonial alliance with such a man?" "Well," the witness said sarcastically, "I was getting old, and I had to choose between a lawyer and a burglar."

The cross-examination ended there.
Local and Personal.

Examinations coming again!

Mrs. A. F. Petit of Port Huron visited her daughter a few days last week.

Miss Crace Godwin has been obliged to give up her work here on account of severe illness.

Spring vacation is a little latter this year. The third quarter begins on April 1 and vacation is from April 5 to 15.

The Savory Club, where so many have found pasture for years past, has changed hands. It is now run as a students' club on the club plan.

Miss Helen E. Bacon has resigned her position in the literary department to accept a similar one as teacher of the first year work in the Girls' High School, New York City.

In a recent discussion in one of the classes the question was raised as to what were the two most prominent nations. After many arguments it was finally decided that they were Carrie Nation and vaccination.

On the evening of March 5, Mrs. Maud Ballington Booth gave a most excellent lecture on "The Lights and Shadows of Prison Life." The lecture was one of the finest given in this city for a long time, and the speaker with her forcible and dramatic style had the audience entirely under her control. She told how her life is entirely devoted to cheering the hopeless hearts of the convicts in the states prisons of the country; how she lives among them and works with them personally; how she brings about the formation of self-help leagues; how she has founded a home, Hope Hall, it is called, for ex-convicts to live in during the time immediately after their release when they are out of work, and how she and her associates aid the families of the prisoners when they are in suffering and want. Much of this was new to the audience and thus interest and instruction was very great.

The Normal choir concert, March 19.

Secure your tickets early for the choir concert, March 19.

Sleighing parties have been in vogue during the past few weeks.

Miss Cora Garlock has left college for the remainder of the quarter on account of ill health.

Word has been received that Hon. J. P. Dolliver will lecture here on the evening of March 23.

Supt. H. E. Agnew, '98, is evidently satisfactory to the school board at Portland. They have granted him a leave of absence for next year as "Hugh" wants to attend the U. of M.

Seniors, attention! It is essential that you visit the photographer very soon if the Aurora is to be successful this year. Reduced rates are offered and a little time now will save you trouble later.

The last lecture on the lecture course to be given by Hon. J. P. Dolliver has had to be postponed, owing to the fact that the speaker has been detained in Washington. It will probably be given the later part of this month.

Miss Elfreda Betzner has left college to accept a good position in the fifth grade of the Woodlawn school, Detroit. This incurs a severe loss to the star basketball team as Miss Betzner was one of the strongest players on the team.
Have you had your picture taken for the Aurora?

Tau Kappa Theta, a chapter of a national fraternity, has been organized and will occupy the Newton house after April 1, 1901.

The members of the St. Joseph County Club were very pleasantly entertained on the evening of March 9, at 802 Lowell street.

Mr. J. W. Mitchell visited friends at the Normal Feb. 18-28. The schools at Mt. Pleasant, where he is teaching, were closed on account of smallpox.

There was a large attendance from Michigan at the N. E. A. meeting of the Department of Superintendents. Among those present from Ypsilanti were President Leonard, Profs. Lyman, McFarlane, Roberts and Barbour.

We are pleased to note that the second prize of $50 offered by the Women’s Auxiliary of the New York Civil Service Reform to the members of the general Federation of Women’s Clubs, has been awarded to one of the members of our faculty. Miss Abbie Pierce has the honor of submitting the second best paper on “Civil Service Reform.”

Perhaps the most unique of the concerts on the Lecture and Music Course this year was the song recital recently given by Max Heinrich. Merry or sad, dreamy or stirring, Herr Heinrich gave each song an artistic interpretation which touched the heart and took from the hearer all sense of time or place, leaving him to follow every note and syllable with absorbed attention. Encores were very graciously given, among them the ever popular “Gipsy John,” while the selections “Revenge, Timotheus Cries,” “Bedouin Love Song,” and “Die Beiden Grenadiere” called forth great applause. The recital was thoroughly enjoyed, as to hear or contemplate the work of a master in any line is a pleasure to his less gifted brothers. Too much cannot be said of the perfect technique which is behind Herr Heinrich’s apparently spontaneous and unstudied expression, nor of his remarkable skill as an accompanist.

Have you noticed the “grind box” in the library corridor? Do you know any good grinds on your fellow students? If so, that is the place to deposit them. Let others laugh over them as well as you.

In view of the fact that Prof. E. F. Johnson has accepted his appointment as Judge of the Supreme Court of the Philippines and the present financial status of affairs with the treasurer it looks as if Michigan would have a comparatively new State Board of Education in the near future.

At the Wednesday afternoon recital, on March 6, there were several novelties, a trio for piano by Misses Helen Pease, Irene Marsh and Ellen Colvan, and a “Graceful Dance” by the String Orchestra conducted by Prof. Pease, and composed of Misses Abba Owen, Maraquita Wallin, Fay Warren, Messrs. Sylvester Johnson and Louis Killan, violins; Miss Antoinette VanCleave, viola; Miss Alice M. Lowden, piano; Mr. H. W. Samson, cello. The other participants were Misses Hardee Mundwiler, Mattie Craft, Laura Hunter, Pauline Van Every, Beatrice Smith, Helen Allmendinger and Miss Clara Sisson, vocalists; Misses Ellen Colvan, Josie Mundwiler, Elizabeth Rieman and Edna Fitch, pianists; and Rex Buell, organist.

**Fraternities and Sororities.**

**PHI DELTA PI.**

The ninth annual banquet of the Phi Delta Pi fraternity was held at the gymnasium on the evening of February 22d. The many decorations of bunting, numerous booths, screens, couches, palms, etc., gave a most pleasing effect, while the music and dancing will make it one of the lasting memories of our life at the Normal.

Mr. Harry M. Luttenton acted as toastmaster for the evening and assigned several excellent toasts, all of which were responded to in a most gracious manner. The following responded to toasts: Profs. Lyman, Hoyt; Messrs. Wilbur, Goodale, Kempster, Rhodes,
Lee, Ewing, and Lawler. After the banquet the party of thirty couples withdrew to the reception hall where they enjoyed themselves to the utmost, "tripping the light fantastic" to the sweet music of the harp and violin.


THE ARM OF HONOR

The evening of February 22 was the occasion of the seventh annual banquet of the Arm of Honor Fraternity. A special car of the D. Y. & A. A. R. R. carried the boys with their lady friends to the Hotel Russell, Detroit, where the banquet was held. The car was handsomely decorated in caration red and the seats banked with daintily embroidered sofa pillows. Two "birds of the wisdom" species kept a watchful eye over the party during their ride to and from Detroit.

The party arrived at the Hotel Russell as the hands of the clock pointed to the hour of nine. After a pleasant visit in the parlor the party was seated around the banquet table, which was artistically arranged in the form of a hollow square. The table was adorned with red candelabra decoration which greeted the eyes of everyone while they were partaking of the bounties served during the next hour.

To rest us after our duty to the bounteous banquet, Mr. L. A. Stebbins assigned the following toasts and their toasters: "Nationalism," W. S. Lister; "The Man with the Hatchet," F. Tompkins; "The Ladies," C. W. Gannon; "Our Alma Mater," J. P. Travis; "Stray Thoughts," Prof. D. H. Roberts. With fitting remarks by our toastmaster, we retired to the Assembly Hall and engaged in dancing during the remainder of our stay.

We reached our homes again in time to congratulate ourselves and one another that the seventh annual banquet of the A. of H. was the most successful one in every respect ever given by the fraternity.

The names of those seated about the banquet table were: Prof. and Mrs. D. H. Roberts, the Misses Conrad, Pratt, Wailer, Waders, Edwards, Hurt, Hull, Geage, Wood, Goodrich, Paquet, Ciego, Van Buren, Allen, Anderson, Guerin; Messrs. Stethkins, Tompkins, Sherman, Bellinger, Pauchler, Scovel, Whitcomb, Travis, Cannon, Paine, Davis, Ireland, Kibball, Lister, Barlow, Boutell.

THE ZEPA PHI

The Zeta Phi Sorority held its third annual initiation Saturday evening, March 9, at which Misses Anna Leland, Louise Clark, Meta Movoy and Helen Albertson were initiated. All of the active members were present, together with honorary members as follows: Misses Cora Ballou, Pauline Maier, Lorcan Van Buren, of Dearborn; Miss Una La Rowe, of Hudson; Mrs. F. F. Van Tuyll, of Ypsilanti; Miss Daisy Blandford, of Grand Rapids. Because of illness, Misses Ruth Deane, Una Potter and Isabel Woodinn, of Grand Rapids, who had intended being present, were unable to come, to the great regret of the sorority.

The initiation ceremony took place in the chapel of St. Luke's Parish House at 8:30 p.m., after which a banquet was enjoyed in
the large parlor below. The table decorations were violets, the violet being the sorority flower.

Miss Lula Dukette officiated as toastmaster. The toasts assigned as follows were responded to in a manner most pleasing to every listener: Our Absent Sisters, Miss Van Buren; The Good Old Times, Miss Blandford; Isolation, Mrs. Van Tuyl; To Be or Not To Be, Miss La Rowe; The Latest Thing Out, Miss Plunkett; Mathematics, Miss Walton; The Future of the Zeta Phi, Miss Temple.

HARMONIOUS MYSTICS.

Miss Nellie Miller and Miss Zoa Kimball are wearing the cerise and white.

On Saturday afternoon, March 2, the Harmonious Mystics held their regular meeting with Miss Mabel Winnie, on Forest avenue. The musical numbers on the program were given by Miss Putnam, Miss Winnie and Miss Beatrice Smith. Later the girls adjourned to the church house where they were entertained at supper by Mrs. Pease. Going to the home of Miss Tracy on Lowell street they finished the evening with fun.

Literary Societies.

CRESCENT SOCIETY.

The Crescent Society has a full membership of forty, with several splendid programs in preparation.

After a short evening program on March 8, the society adjourned to attend the second annual mass-meeting for the Christian Associations at Starkweather.

The entertainment provided by the Paris, Berlin & Ann Arbor Graphophone Company furnished unbounded delight to the Crescents on the evening of March 1st.

ATHENEUM SOCIETY.

The past month has been a banner month for this society—not that the attendance has been unusually large, that is not the aim, but each program has been well prepared and such that everyone who attended has been both instructed and entertained. The society stands for culture in the broadest sense. Realizing, however, that the social is an important element in student life, we united with the other societies in an evening devoted solely to pleasure. This event occurred on Washington's Birthday and was an enjoyable one to all.

The programs for the other evenings have been arranged, each with some special end in view. The evening on travel was especially interesting and instructive. Dr. Foster told in a very pleasing manner of a vacation voyage on the Aegean sea. Prof. Laird gave a delightful account of some of his last summer's experiences in the British Isles and in Germany. Prof. Cramer gave a very interesting description of life and scenes on the Dakota plains, and Miss Bangs' word pictures were so vivid as to enable us to realize something of the beauty and grandeur of the California scenes of which she spoke.

Friday, March 8, the program was of a political nature and well presented, but space will not admit of mention in detail. Several new members were received at this time. On March 22 we shall spend an evening with the Irish. The program as prepared is very amusing, but will contain much of real literary merit. We have still a few vacancies in our membership, and shall be glad to receive any who are interested in this kind of work and wish some training along these lines which the class room cannot afford. Hand your applications to any member.

Y. W. C. A.

The association girls feel that they have been especially fortunate in being able to secure Miss Rose Woodallen of Ann Arbor at two different times in the past three weeks. Her subjects, "The Queens of Today" and "Ideal Womanhood" were both well chosen and most cogently presented, leaving with the girls a higher ideal of true womanhood and all that it means to humanity.
Sunday afternoon, March 5, Mr. Bunker, a return missionary from Africa, addressed a joint meeting of the Y. W. and Y. M. C. A. at Starkweather Hall. His talk, coming from a rich and varied experience, was interesting and instructive, and left with all the inspiration of a life given unreservedly to His service.

Wednesday evening, February 27, occurred the annual election of officers in the Y. W. C. A., at which time the following were chosen:

President—Emma Parmater.
Vice-president—Nellie Pitcher.
Secretary—Dorucce Phel.
Treasurer—Helen Doty.

Two successful years have come and gone since the Y. W. and Y. M. C. A. first came into existence and a second time they celebrated their anniversary, which occurred Friday, March 9. An interesting program was furnished consisting of music by the Ladies’ Conservatory Quartet, the Y. M. C. A. Quartet and a solo by Miss Smith. The report of the year’s work in both the Y. W. and Y. M. C. A. was presented by the president of each, after which Prof. Goddard of Ann Arbor gave a most helpful talk on “The Place of the Association in College Life.” Following the program a pleasant reception was held in the rooms below, which was greatly enjoyed by all. The Y. W. C. A. feel that they have an especial cause for rejoicing, from the fact that but two years ago the members was but thirteen, while today we number two hundred sixty girls, with a fair outlook for many more.

### Library Notes

**RECENT ACCESSIONS**

The most valuable accession made recently to the Library is the first fifty-two volumes of the Niles Register.

Other accessions are as follows:

- Bulletins of Geographical Society of America, V. 1-5.
- Statesman’s Year Book, 1900.
- Hering, E. [On memory]
- Hoffding, H. History of modern Philosophy, 2 v.
- Royce, J. World and the individual.
- Biggs, C. Christian Platonists of Alexandria.
- Magévany, E. Christian Education in the first three centuries.
- Hérit, M. D. Berlitz method.
- Plaslee, J. B. Thoughts and experience in and out of school.
- Headlam, J. W. Bismarck and the foundations of the German Empire.
- Swoboda, H. Greek History (Temple Primers).
- Rossetti, D. C. Works, prose and verse, 2 v.
- Clarke, May Cowden. My long life.
- Melville, L. Life of Thackeray, 2 v.
- Gregory & Simmons. Elementary physics and chemistry.
- Ganong, W. Teaching botanist.
- Gerlaude, E. Geschichte der experimentierenden Kunst.
- Halden, A. C. Study of man.
- Thompson, E. S. Biography of a grizzly.
- Oldinger, W. H. Small songs for small singers.

### N.C. A. A.

The prospects for a strong baseball team this year are brighter than they have ever been before. Most of last year’s team are back and the new men are showing up remarkably well. There are several candidates for each position and the successful one may consider himself especially fortunate. Gannon, Smith, and Sherman are the prospective twirlers. Capt. Gass will probably play his usual position as catcher. The other positions are open to competition. In addition to the regular team, a strong reserve team is being developed. The following is a list of the men who have shown good work in the last few weeks of practice: Gass, C. Gannon, C. King, Sherman, Dennis, Ireland, Righter, West, Partch, Peters, W. Gannon, N. King, Travis,
Manager Stebbins has arranged the following schedule of games:

- Ypsi vs. C. B. C. at Ypsi, April 19.
- Ypsi vs. Albion at Ypsi, April 22.
- Ypsi vs. C. B. C. at Ypsi, April 23.
- Ypsi vs. Hillsdale at Ypsi, April 29.
- Ypsi vs. Hillsdale at Hillsdale, May 11.
- Ypsi vs. Kalamazoo at Kalamazoo, June 1.

Assistant Manager Paine is working hard to arrange a schedule of games for the reserve team.

The track team this year promises to be very strong. Director Teetzel is working hard to get the men in shape to carry off many medals at Inter-collegiate Field-day. The following are the names of the men who are to enter the various events:

- Sprints—McClelland, Steimle, Scovel, W. E. Smith, and Dennis.
- Shot-put—Bellinger, Mason, VanDeventer and Edmonds.
- Bicycle—Johnson and Fraser.
- Distance runs—Faucher, Kittell, Wilbur and Rice.
- Wrestling—Gillespie, Crook, Rogner and Wolfe.
- High jump—Ireland, Partch and Edmonds.
- Broad jump—Partch.
- Hammer throw—Edmonds and VanDeventer.

On March 2 the boys’ basketball team played at M. A. C., and though defeated but not discouraged they again met the M. A. C. team at home, on March 9. Our boys showed a decided improvement but could not quite cope with their opponents. M. A. C. scored very largely at the beginning of the game, which won for them the game. During the last half of the game Ypsi scored four points, while M. A. C. scored but one. The final result was 7-12 in favor of the visitors. The whole game was an exhibition of good, snappy playing. The officials of the game were E. S. Murray and E. F. Johnson.

The following is the line-up:

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On February 25 the seats were sold for the girls’ game with M. A. C. on March 1. A program of marches and drills had been prepared and the last number on the program was to defeat M. A. C. the second time. February 26 came the news that the girls at Lansing could not find time to practice, that they were sick and would have to cancel the game. Perhaps this is right, but evidence would seem to point to the contrary.

Preparations are now complete for an indoor meet to be given in the gymnasium in a few days. There will be the various field-day events, including wrestling, horizontal bar work, jumping, etc. Let everyone turn out and make this a success.

On March 2 the relay team, consisting of Smith, Dennis, McClelland and Steimle, went to Ann Arbor to compete in the inter-fraternity meet. They were defeated in a very close and fast race by the all-freshman team, which, however, is considered one of the speediest relay teams the Varsity has seen in many years. On March 9 the relay team easily defeated the Ann Arbor High School team at Ann Arbor.

The last number of the Journal of Pedagogy contains many articles which are of great interest to the student and teacher; among them papers on “The Development of the Social Aim in Education,” “Method of the Last Course of High School History,” “Conference of Collegiate and Secondary Instructors,” “Training in Observation,” “Studies
in Genetic Psychology," "Education and Physiology," and an article on "Mechanical Training as a Part of Higher Education," by Prof. Julia A. King.

In an editorial on professional ethics Dr. Leonard speaks of the narrowness that sometimes manifests itself among teachers. "There is, perhaps, no surer evidence of culture than a readiness to weigh carefully the purposes and methods of others, while personal animosity is always found in those educated people whose early environment has lacked all the cultural influences that ennable life. It is one of the surprising things that with some people, whose intelligence is unquestioned, intellectual differences become personal differences, while with others there seems to be a tendency to put wrong interpretation upon the motives of all who disagree with them."

THE LETTER R.

The oldest alphabet, not considering hieroglyphics, is the Phoenician. It is the common parent from which nearly all alphabets have sprung. As language expanded and more sounds were brought into use, there was a demand for characters, among which was the letter r. While it is not the oldest, it should demand a moderate degree of respect and attention. Many, however, and not all children either, prefix a combination with r, although r is about twice as old as to be point of time. A child will say聲, 声, 声, etc., for 聲, 声, 声. Sometimes we even hear r pronounced in a similar manner by a creature of which it is hard to decide whether he belongs to the genus homo or simia (monkey), but which has been classified as a dude. You may recognize him by his very short coat, his very narrow features, and extremely peculiar pronunciation.

The tendency in all languages is toward ease of utterance, and if a sound or combination of sounds is disagreeable to the ear or difficult to pronounce it is slighted or changed to something more euphonious. At the present stage of our civilization we have little to fear from the influence of the uneducated and careless. The older letters are in no danger, but a plea for the letter r seems necessary. In the South the final r is rarely heard even among those whose education would lead us to expect correctness of speech. If phonetic spelling were in vogue, they would almost unanimously omit the r in such words as far, car, tar, etc.

But, what is more, among a certain class of very aesthetic people in the North and in England, it seems to be the effect of cul-hate, so called. Among these people r is unmercifully treated and its existence ignored, no matter where found. To be sure, our language is far from being perfect in both spelling and pronunciation; there are many absurdities in both. But let us not give up this good old letter, whose sound is so much better than that hissing s which is so characteristic of our language. The educated should not allow themselves to be drawn by their love of ease into foolishness of part of their inheritance.

What a rare thing it is, and how pleasing it sounds to hear correct spelling when vowels and consonants are marshalled in rank and file, no raw recruit substituted for a timetried veteran; but with order, regularity, precision. It is the duty of every educated man and woman to preserve intact all that is good and praiseworthy in our mother tongue, and surely r has a right to your reverence and respect. Then, open your mouth, throw away your cul-hate if necessary, let your r ring clear and full, and show the world that you are not afraid to give justice where justice is due.

Evidence Against Him.

Customer: I thought you pretended to be a temperance man or a prohibitionist or something of that sort. Why don't you sell prohibitionist goods then?

Clothier: What do you mean?

Customer: I got a $1 umbrella here last week, and it came home soaked the first time I took it out. That's one thing. Three days ago I bought a pair of $3 trousers. I noticed they were a little lull when I got them. Last night after the shower they got tighter n pants I ever had on, and today they're off again. You're in line company here if you're a temperance man. Lenne see a stand-up collar if you've got one that can stand up.
Exchanges

The best way to tell a bad egg is to break it gently.

"There's room at the top," said the Senior as he put his hand on the Junior's head.

The children must learn their three R's; but the teacher must be blessed with the three G's; grace, gumption and grit.—Ex.

Teacher—"Can you tell me, Susie, what animal has the warmest fur?"

Susie (after a long pause)—"The boa."

Miss Parvenu, pointing out in the Vatican gallery the most famous statues:—"There's the dying Gladiator and Apollo with the bevelled ear."

Little Fred, one picnic day in the woods, found a chestnut burr and came running up, saying, "Look here, papa, I've found an egg of a porcupine."

He—"Ah, that air carries me back to younger days and brings back sweet memories of the past. By the way, what is it?"

She—"In the Prison Cell I Sit."

Elocution teacher—"Do you stutter like this all the time?"

New student—"N-o. Only wh-wh-when I t-t-t-talk."—Rocky Mt. Collegian.

At a telephone exchange a call came in from a residence to a feed store:—"Hello! Who is this?" "Mamma says to send up a sack of oats and a bale of hay," answered a child's voice. "Who is it for?" inquired the feed man. "Why, for the cow, of course," cried the youngster.

Country Pleasures. Auntie (who is on a visit to the country)—What a heavenly morning it is, Nina. I feel as though I should like to make some one supremely happy today!" Nina (catching the same feeling) —"Yes, auntie, and so do I. Let's go and scratch the pig's back."—Pick Me Up.

"What's a centaur, papa?"

"A centaur, my dear child, is a fabulous creature, now extinct."

City niece (reprovingly)—Uncle Josh, why do you pour your coffee into the saucer before drinking it?"

Uncle Josh—"To cool it. The more air surface you give it, the quicker it cools. Guess these 'ere city schools don't teach much science, do they?"

A Welcome Hallelujah. Clara—"I never saw such a friendly choir. They stopped right in the middle of the anthem this morning to speak to me." Aunt Huldah—"I didn't notice it, my child." "But they did. I wore my new cloak to church for the first time, and as soon as I came in the choir sang, 'Hardly knew you, Hardly knew you,' two or three times."

"Now, Johnny," said the father, "you must take care of mamma while I am gone."

"All right," he replied. That evening little Johnny, after he had said his regular prayer, continued: "Lord bless grandmamma and take care of her; bless papa while he is gone, bless sister Mary, and take care of her. I will take care of mamma myself, for Christ's sake. Amen."—Presbyterian Journal.

The Emersonian Test. "I shall not open the door, Harvardson," said the Boston wife at 2 a.m., "until I have satisfactory evidence that you have not been spending the evening in riotous conviviality."

"Your precaution, my dear," replied the Boston husband, who stood shivering on the outside, "is natural, but unnecessary. I have been in attendance at an unusually interesting session of the Zoroaster Club."

With clear, distinct enunciation he then repeated this passage from Emerson's essay on Plato: "Seashore, sea seen from the shore, shore seen from the sea."

And the door was thrown open at once. —Chicago Tribune.
Hoe Out Your Row.

One lazy day a farmer's boy
Was hoeing out the corn;
And moody had listened long
To hear the dinner-bell ring.
The welcome blast was heard at last
And down he dropped his hoe;
But the good man shouted in his ear,
"My boy, hoe out your row!"

Although a hard one was the row,
To use the plowman's phrase,
And the lad, as sailors have it,
Beginning well to hate;
"I can," said he, and manfully
He sowed again his hoe;
And the good man smiled to see
The boy hoe out the row.

I've had the text remembered
And prove the moral well,
That perseverance to the end
At last will nobly tell;
Take courage, man, resolve you can,
And strike a vigorous blow;
In life's great field of varied toil
Always hoe out your row.

Ypsilanti Opera House

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  " 20—The Royal Box
  " 30—Swiss Minstrels
April 8—The Span of Life
  " 15 (week)—Bon Ton Stock Co.

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