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Eastern Michigan University

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It Is Folly!

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THE MISSION OF AMERICA.

HORACE Z. WILBER.

At the present time, America’s position in the politics of the world is attracting widespread attention. In the progress of history every nation has a distinctive work to perform. To every people does a higher power entrust the task of developing some element conducive to man’s upbuilding. By the nations are these elements wrought into definite form and transmitted to the world as the common possession of humanity. Neither time nor higher civilization has improved the religion of the Hebrew, the art of the Greek, nor the law of the Roman.

As in all history, so the great nations of to-day are each characterized by one predominating activity, by one task to whose performance clings the hope of the people. Russia, France, Germany and England are striving to solve problems of civilization as varied as the peoples they represent, while to America is entrusted a mission worthy the efforts of the greatest nation of all time.

It has been America’s task to work out a system of free government based on the rights of the individual; this completed, it is her mission to elevate the down-trodden of other lands, prepare them for the duties of intelligent citizenship, and then to place them in the active exercise of this grandest of political privileges—self government.

And it is appropriate that this task should devolve upon our country. In its very inception was America consecrated to such a cause. Born midst the clash of arms, the roar of cannon, the smoke of Freedom’s battle; christened by the blood of heroes who died in defense of the principles of equality; attaining her maturity in a struggle which struck the shackles from three million slaves, America has ever personified those elements of liberty and popular government which have made her the ideal among nations, the hope of the down-trodden of every clime. Since first her starry banner floated on the breeze, the bondmen of every land have hailed her their deliverer.

Thus far in history has America been laying broad the foundations and gathering strength for the great work to which she is called. The nineteenth century has but served to demonstrate the existence of those inherent powers which are destined to make America the first among nations. Now, at the opening of the twentieth century, she is able to assume a position commensurate with the greatness of her mission and to enter upon the work for humanity which in the progress of time has fallen to her lot.

For one hundred years the work of America has been confined entirely to our continent. During this time the principles of our government have been fully tested; their stability has been demonstrated in the heat of domestic strife, popular passion, and foreign interference.

No greater task ever devolved upon man than that which in 1787 confronted the founders of our government. To bring a widely separated people of diversified interests into such intimate relations that sectional jealousies should be forgotten and local aims subordinated to the common good of all, was
a work which the wisdom of ages pronounced impossible. Yet so ably was it performed that the varying interests were unified, order came from chaos, and a scattered people became a great nation.

But time alone is the true test of stability. Governments are not the work of a single day but must be slowly formed in the heat of adversity. Local jealousy, though for a time forgotten, was not wholly eradicated. So discordant became the elements of government that it seemed the union might be rent in twain. Great Britain saw the opportunity and sought in it a solace for her wounded pride. But the presence of a foreign foe tended to unify, not to disrupt, and the States emerged from the conflict in a glow of national pride before whose lustre sectional prejudice grew dim and disappeared.

But unity was not yet complete; once more must the land be afflicted. Within the nation the institution of human slavery had taken root. A parasitic growth, drawing its nourishment from the life-giving sources of the government, it threatened the very existence of freedom. To uproot it and cast it forth, called for the sacrifice of our best and noblest. Yet it was done... Generous time has healed the wound, and North and South united stand—one nation for all time.

So thorough have been these tests, so widespread their results, that those principles of government which in 1787 were regarded as mere hypotheses are to-day accepted as political axioms. Those ventures in popular trust which critics carped at as being dangerous experiments are now acknowledged to be wise factors of national polity. The maintenance of union and equality that was long pronounced impossible has become the main bulwark of government.

Thus has America proven her ability to lead. Thus has she shown the strength of the principles upon which she now demands recognition.

But the time has arrived when these principles can no longer be confined to the bounds of a single continent, nor to the ranks of a single people. To place limitations upon them is to stifle and to destroy. Liberty is as broad as the universe and cannot be hemmed in by the efforts of man.

Very recently America has entered upon a new policy which is but significant of her great mission. The cry of oppressed humanity has called us from our shores and given us new responsibilities which as a great nation we cannot shirk. Cuba and Porto Rico just off our shores, the Hawaiian Islands in mid-Pacific, have come under our control, while in far-off Philippines the first rays of the morning's sun fall upon the folds of our banner, now wafted by the incense-bearing breezes of the Orient and proclaiming to Eastern peoples the dawn of a new era, the grandest since the world began!

From the standpoint of empire alone little more could be desired. With our banner firmly planted in eastern Asia we are in a position to demand a voice in every international question effecting the East, while we long have claimed that privilege with respect to the Western world.

But neither love of conquest nor national influence keeps our soldiers on yonder far-off shore. We have not thrust aside the pledges of the past to enter upon an era of greed and oppression. We do not purpose to strike at the vital element which has made our nation great and take from other peoples that liberty which our forefathers purchased for all. Better would it be with such a policy, to haul down our flag, even though planted on yon shore by the best blood of our nation. Better to let those lands revert to their former owners or become a field of strife for the discordant elements now inhabiting them, than to violate the principles of our national being.

But no base desire has taken us to those shores. Duty calls us there to higher tasks. The voice of Destiny bids us work out our national mission in those benighted lands.

There is scarce a spot upon the American continent that has not felt the elevating influence of our mode of government. From farthestmost Alaska to Cape Horn, from ocean
to ocean, the magnetic impulse of free government has quickened the hearts and given hope to millions. Free government has also been conducive to material prosperity. Through its influence the industries of our land have been nurtured, its resources developed, its advantages proclaimed to the world. The forests have disappeared before the freeman’s axe. The comfortable home has succeeded the rude log cabin. The church and school house stand where once the savage prowled. The factory hums where the wild bird’s screech alone was heard. The telegraph and telephone have brought the most remote localities into almost instantaneous communication, while our great railway systems bind section to section with bands of steel, and enable the East to clasp hands with the West.

But far different the land to which we are called. Over it are spread the clouds of ignorance and superstition so dense no ray can pierce the gloom. Within the shadow are millions to whom elevating influences have never come. Millions are groaning neath the yoke of oppression ignorant of their worth as men. The law of might alone has ever dominated these peoples. Foreign avarice and greed have preyed upon them; their nobler qualities have been suppressed, their baser natures roused. A land long famed for wealth, it contributes little to mankind. Its industries are undeveloped. The extent of its resources is unknown. Its broad acres which should team with bounteous harvests are poorly cultivated or given over to wildest nature. Its mines await the touch of science ere they divulge their hidden treasure. Local strife and foreign oppression have impoverished the land, brutalized its people, and riveted chains of mental bondage.

These are the people whom Destiny has entrusted to our care, this the land to which our duty calls. To lift these people, to give them higher incentives, to bring peace to their land and prosperity to their shores, are objects well worthy the efforts of any nation.

Throughout all the centuries in which the Western peoples have been striving to realize the ideal of human liberty and government, these of the East have remained unprogressive. The nations of Europe have done little to better their condition, choosing rather to keep them in ignorance and misery that thereby they might be more obedient and profitable subjects.

But a greater power is moving upon this sea of gloom, a greater voice proclaims “Let there be light.” From the torch of Freedom, high upheld by Western hand, a single spark has kindled a glow among these Eastern millions. That glow is destined to become a beacon light, its rays penetrating every nook and corner of those benighted lands. Before those rays, superstition, ignorance, and want must flee. Under American influence will a school house be planted on every hill; the hand of intelligence will strike off the chains of creed; then down-trodden humanity will realize its higher self, and the barbarian become a man.

To such a work is America called—a mission glorious beyond all others in the annals of nations. When liberty and justice have encircled the earth; when deliverance is proclaimed to the down-trodden of every land; when intelligence and equality have become the birthright of every individual; when free self-government holds sway in every nation on earth: then, and not till then, will America’s mission be fulfilled.
SOCIOPHICAL STUDY OF YPSILANTI.

The Business Interests of the City.

FRANCES E. FULLINGTON.

The business interests of Ypsilanti are more varied and extensive than the majority of the people think. Of course there are many towns no larger than Ypsilanti that support several prosperous manufacturing establishments; but our own town is not far behind. For instance, we have the Hay & Todd Manufacturing Co., the Scharf Tag & Box factory, the Ypsilanti Dress Stay Co., the Michigan Machine Works, two paper mills, two foundries, two flour mills, besides several smaller industries. This is certainly not a bad showing for a town the size of Ypsilanti, but many people think that Ypsilanti is still capable of supporting several other large industries, and they are certainly right.

Ypsilanti is well supplied with stores of all kinds. There are two centers of trade, one on the east and one on the west side of the river. A few figures, showing the number of certain kinds of stores, may be interesting. Ypsilanti has 15 groceries, 7 meat markets, 6 dry goods, 7 drug stores, 7 shoe stores, 6 clothing stores, 5 furniture and 4 hardware stores. There are also numerous other stores of different kinds, such as confectionery, jewelry, milliner, notion stores, etc., that range from 1 to 3 in number. The total number of stores in Ypsilanti is 90. This does not include the numerous shops of all kinds (barber, blacksmith, shoe, etc.) nor the restaurants, laundries, tailors, etc., but only the stores in the true sense of the word. This number is all the place can well support, judging by the numerous small stores, especially in the grocery line, that start up, flourish for a time, and then quietly make their exit. There have been a great many changes in the proprietors of the stores in the last two years. The store remains in the same place, but is continually changing hands, each man hoping to do better than his predecessor. Perhaps it would be better if, instead of ten or fifteen small stores, there were a few large ones. It would be a good thing from the standpoint of the few who owned the stores, but might not from the standpoint of the people. Possibly there would not be the competition between the larger stores that would keep prices down that there is now. Perhaps, too, employment could not be given to so large a number of men, although there may be a question about this.

There have been great changes made in the business portion of Ypsilanti during the last few years. An old-time resident, coming back after a number of years of absence, would be greeted by the noise of electric cars, his carriage would roll smoothly along over pavement (for a few blocks); Congress street looks to him like the busy streets of Detroit, or some great metropolis, and he realizes with a shock that his old friends, the "cow sheds," have been made away with. Taking these facts, together with the external and internal improvement of many of the stores, and one realizes that Ypsilanti has vastly improved in the last few years. But still, as the old saying goes "there is always room for improvement.''

The one thing that has affected Ypsilanti the most, from the material side, is the D., V. and A. A. car line. It would be very interesting to know positively how and in what ways the electric road has influenced the business life of Ypsilanti.

There is some difference of opinion among the merchants as to whether the road has benefited or been a detriment to the trade of Ypsilanti. Some say that trade has not been as brisk since the line was established, because
of the buyers who go to Detroit. Others say that business has never been so encouraging as it is now, and further, that there was no perceptible fall during the first year or two after the electric line went through to Detroit. And yet they say that there is a considerable number of Ypsilanti people who go to Detroit to trade. There seems to be a lack of consistency between the two statements, yet both are true. The explanation probably is, that although many people do go to Detroit to trade there are a great many farmers living on the car lines who come here. A great many Saline residents come here to make purchases. And, too, the merchants woke up to the fact that they must compete with Detroit stores and so made extra effort to retain their patronage they already had. They began by improving the interior, and sometimes the exterior of the store, handling a larger, or at least a more varied stock of goods, and in every way making extra effort to please the people. Thus they worked up their own trade so that they did not miss the buyers who went out of town. Some of the businessmen say that the Saline trade more than counter-balances that which goes to Detroit, others say it does not.

Certain lines of business would naturally suffer more from the electric road than others. The shoe dealers would be apt to lose by Detroit trade, because of the larger stock and better assortment of goods it is possible for Detroit stores to carry. The majority of dry-goods merchants say they have not lost, but gained trade, since the car line was established. One man even remarked that he was in favor of any other line that might be put through. The groceries, drug stores, meat markets, etc., would be very little affected by the cars. Probably the clothing stores and shoe stores are the greatest losers, and none of these seem to have been seriously affected. There is probably not one of the merchants who would have the road taken up if they could. They realize the benefit and convenience it is to them, and they, with a very few exceptions, are the firm friends of the electric car line.

The Michigan Central Railroad has never perceptibly affected the trade of Ypsilanti. There are a certain few residents who always go to Detroit to trade and always have. These need not be considered. But because of the difficulty of getting to the depot, especially for those on the west side, and also the comparatively high rates charged, but a small per cent of Ypsilanti people ever went to Detroit expressly to make purchases.

The car line, with its half hour runs, cheap rates and convenient location, has done more to carry trade from Ypsilanti in the few years it has been established than the Michigan Central ever did. In Ypsilanti's early life the railroad helped to boom the town more than anything else. It attracted many people here because of the possibility of employment, and brought the town in touch with the outside world in general, as nothing else did or could. The railroad certainly had a far-reaching influence over the early history of the town.

Ypsilanti grew up naturally and steadily from the beginning; it never partook of the mushroom nature of some of our western cities, its growth has been slow but sure. Perhaps the fact of its slow growth has made it of the conservative nature that it is. There are a great many people who say that Ypsilanti is not a conservative town, and a yet greater number who say it is. There seem to be more arguments in favor of the latter view than of the former. For instance, why does Ypsilanti not support more manufacturing industries? Some have been tried and failed. The people are not on the alert to offer inducements to manufacturers to come here. Some other city always gets ahead. The people do not seem willing to risk anything in a new venture, they are satisfied with what they have. Ypsilanti is a comparatively wealthy town, but the wealth is in the hands of a few, who, with few exceptions, do not use it to promote the material welfare of the town.

And again, how long has Ypsilanti been blessed with electric cars and paved streets?
Only a very few years, and any resident can tell of the contests (oratorical and otherwise) and the bitter opposition these new projects called forth. Standard time has also come in for a little attention and discussion, and that is all it has amounted to, as yet. But the greatest excitement and opposition was seen when those old friends of the people, the "cow sheds," were ruthlessly torn down, the deed being perpetrated under cover of darkness. The people mourned and lamented for a few hours and then came to the conclusion that they were better off than before. Those same people now would not have them back if they could. With the destruction of the wooden awnings Ypsilanti gained a great victory over the conservative element that had always been so strong.

Those who believe that Ypsilanti is not conservative say that the presence of the electric cars and paved streets and the absence of the wooden awnings proves that the Greek city is making the most of her opportunities, and that she is on the rapid road to progress. Some may contend that for a small city Ypsilanti has rather diversified industries. There is not a large number of factories and mills, but what we have are very unlike in character. And, too, if Ypsilanti were extremely conservative in sentiment, we would not find the Normal College located here. Instead of working for its establishment the people would work against it.

Altogether the tendency seems to be away from conservatism, and if the fair city of Ypsilanti makes such progress in the future as she has during the last few years no one will think of calling her conservative, not even an Ann Arborite. If any one should dare to hold that view he would be put down as not being up to the times.

Effect of the Normal School on the Society of the City.

E. M. Willcox.

That the Normal College, with an average attendance of about one thousand students, and a corps of teachers, who, with their families, number at least one hundred more, does have an influence on the society of the city cannot be denied. However, there is not the marked effect that might be suspected on a superficial examination of the facts.

There may be many causes for this effect but there seem to be but three prominent ones and one of the three seems to be rather a negative than a positive cause.

(1) Character or the student type.

Many of the students are too young and have never been social leaders at home and consequently will bring very few new ideas that will influence the citizens in social lines. Then, too, the students have a common interest in things pertaining to their school life and they in their likemindedness and consciousness of kind make few friends among the town people and as a result the city society is integrated. This seems to be the negative cause, i.e., it rather makes the society conservative than otherwise.

(2) The shifting population.

It is and has been a noticeable feature not only of this city but in others, where colleges are situated, that the shifting population, or the people who come to the town to reside just while their children are in college, has an influence on the character of the social life of the city. These people do not readily become acquainted with the townspeople and are rather conservative about social functions of the town and in this way they have their effect on the society and people, tending to give a conservatism to both.

(3) Student and faculty alliance with churches.

Young people have come to be a factor in church work and circles within the last few years as they never were before. Their work is noticeable in the various auxiliaries in the church and the student attendance at the churches has a marked influence in drawing these in the city who would not otherwise be found there.

The faculty aid, materially in the support of the church and demand men who will give able discourses.
The music in the churches is furnished to a great extent by conservatory students, and is of a much higher grade than it would otherwise be.

To see just the effect that the students, both literary and musical, and the faculty have on the society through the churches is somewhat difficult. By bringing men of greater intellectual ability in charge of the church services, by bringing the students with a high moral standard, and by bringing better music into the churches it seems that the society of the city must be raised to a much higher level morally and intellectually than it would be without the presence of the college. On the other hand the society is caused to be conservative by the character of the students and the shifting population, and although the moral and intellectual standard is high the society of Ypsilanti does not seem to be as progressive as in other towns of its size.

Social Life of the Normal College.

LENA KNAPP.

The act for creating the Normal School created also the State Board of Education. This Board was organized in May, 1849, by electing Samuel Newbury president, with other necessary officers. Their first duty was to select a location for the Normal School and provide for the erection of suitable buildings.

Propositions were received and lands were appropriated from Ypsilanti, Jackson, Marshall and Niles. Ypsilanti having offered a cash subscription of $13,500, and the board, after full examination and investigations, decided to accept this proposition and at once began providing for the erection of buildings. The building at last having been completed the formal exercises of dedication took place on the 5th of October, 1852. The Superintendent of Public Instruction opened the exercises and an appropriate program was carried out. Prof. A. S. Welch was the first principal of the College.

A fire somewhat destroyed the building, but it was restored in 1860, and about the same year what is now our Conservatory of Music was erected for the purpose of physical training, while in 1894 our present gymnasium was built. Additions were constantly made to the Normal.

In 1853, at the opening of our building, the first year's attendance was one hundred and twenty-two students. It has been constantly increasing until we have reached over thirteen hundred.

We find societies are an essential element in the life and development of any institution of learning, they largely influence the tone, taste, and general culture of the student body. It seems almost impossible just at present to trace with any minuteness of detail all of the various organizations, some of which have had but short duration in the school.

A month after the opening of the school building the teachers and students came together to consider the question of organizing a society for the purpose of promoting the literary improvement of the students. The teachers entered into this movement in common with the students.

The Normal Lyceum was the first social organization. Some members of the Faculty always attended the weekly meetings, frequently delivered lectures and participated in debates; their presence seemed to elevate and give a more conservative and orderly character to the gatherings.

This was the only society of importance for many years. Its sessions were held in the Normal chapel on each Friday evening and were preceded by an informal meeting for social intercourse. The regular exercises consisted of debates, original papers, etc. A small library was kept in connection with this society. In 1857 there were 140 gentlemen and 170 girls in school, a proportion somewhat different than at the present day.

As years went on the growth of the school had a tendency to render the Lyceum a somewhat unwieldy body, for the younger members did not seem disposed to join, and the
practical end of the Lyceum was reached in 1880.

In place of this three literary societies were organized and shortly afterward a fourth one; membership at first being limited to 40, then raised to 60. The regular meetings were held on each Friday evening. These societies received the names of Olympic, Athenaeum, Adelphic, and Crescent Societies. These really originated from a literary desire arising within a rhetoric class—then under the direction of Miss Mary Rice. They were soon granted society rooms by the Board of Education.

The R. H. society, named in honor of Miss Ruth Hoppin, the Preceptress in 1874, for the object of improvement in literary composition had only a brief existence.

A mock congress was also organized.

In 1890 a permanent organization of an athletic association was formed, with Mr. W. P. Bowen president of the association.

Several other societies of limited membership were organized both for literary and social purposes. One of these was the Washingtonian Toastmaster's Club, and is later known as the Phi Delta Pi Fraternity. It has its regular meetings and from time to time gives social functions for its friends. Another society similarly organized is the Arm of Honor Fraternity.

A number of other societies have been organized at various times and for various purposes. Along the same literary and social line are also at the present time six sororities, organized as the names signify for girls exclusively.

The present student body (of 1901), consisting, as it does, of 1,315 students, are by a vast majority found to be members of some religious organization. Most of our number enjoy the social side of life and take great delight in devoting a considerable of time to it.

We find on an average of eight to ten hours per week devoted to recreation of a social nature; however, one extreme seems to be one hour per week, by some, and the other extreme thirty hours' per week. Those belonging to some of the organizations average about fourteen hours per week.

At the present time we find the following societies organized for their various purposes and their attendance:

Literary societies with membership, 102; Students' Christian Association, 375; Oratorical Association, 101; three fraternities, 51; six sororities, 72; county clubs, 182; Webster club, 16; Lincoln, 16; miscellaneous, 85.

The origin of so many of these various organizations is attributed to the fact that the course of study in the College has become such that it meets most of the literary desires, and the need of the social activity has become intense.

Social Organizations.

When we consider the non-sectarian societies of Ypsilanti some very interesting facts are noticed. The total number of societies is measurable and otherwise, which the town supports is sixty-five. Of these twenty-seven are secret and thirty-eight are non-secret. Considering the population as about seven thousand three hundred and fifty, made up of five hundred colored and six thousand eight hundred and fifty white, there is one society for each one hundred and thirteen persons, and if we consider one-half of the population as below the adult age we have one society for each fifty-four people. This certainly shows a high degree of like-mindedness among the people of Ypsilanti and justifies the statement that man is a social being.

Of the thirty-eight non-secret societies three are among the colored people, and since the colored people are about one-fourteenth of the population this number is about an average, but of the twenty-seven secret societies five are among the colored people, or about one-fifth, which shows one secret society for each one hundred colored people, while the white population has one secret society for each three hundred and eleven
people. On the same basis, that of one-half of the population as adult, and this seems a fair basis, since there are something over one thousand six hundred and fifty families, there would be an adult population of only about two hundred and fifty among the colored people. With these distributed among five secret and three non-secret societies, we have one society for each thirty-one people. Evidently the colored people are more social than the whites.

The total society membership of the city is three thousand seven hundred and forty-eight, or about one-half of the total population. Of this number about two-thirds belong to secret societies and one-third to non-secret.

Of the sixty-five societies in the city twenty-six hold weekly meetings, twelve hold semi-monthly meetings and the remaining thirteen hold their meetings at irregular times or at periods of greater length than one month.

The average attendance is a question rather difficult to determine, but judging from the data obtained it is not over twenty-five per cent of the total membership.

The oldest society now in existence in the city is Phoenix Lodge, F. & A. M., organized in 1846, the next organization to be formed was the Home Association in 1857, and then followed several of the lodges in 1861. The great number of these organizations, however, have sprung up since the '90s, thus showing a much greater development along social lines during recent years than formerly.

And may not much of the so-called conservatism of Ypsilanti be accounted for here? Were not those thirty or forty years preceding 1890 necessary to blend the people into a whole, having common ties and moved by common impulse before we could have social development? I think they were, and it was probably during this period of transition from the individual acting for self to the social group acting for each and all that the city gained its record for conservatism.

As soon as socialization had to a large degree been completed we notice an unusual activity in social circles, so that at the present time it may safely be said that Ypsilanti is as well provided with means for social expression as the average city of its size.
THE PROBLEM AND FUNCTION OF SCHOOL SUPERVISION.

I. W. ROGERS

IT HAS been said that the true function of supervision is in the formation of a right ideal of education and in the use of the best means to realize that ideal. He is indeed a poor specimen of humanity who has not something toward which he is striving, it may he good, bad or indifferent. It may be he sees those about him in better circumstances, more easily, more perfectly doing their daily task; he has a desire, he strives, and through his own self activity reaches his ideal, but only for a moment—the new world stimulates a desire for a new ideal. The highest ideal is the ideal of the most highly differentiated organism. How can he (the individual) obtain a still higher ideal? Perhaps it may be that in the course of his study and investigation he has hit upon a new condition not known, his ideal is reached, he forms a new world and soon a new ideal is aimed for. Our ideal is limited by our world. So long as a teacher or superintendent confines himself to his own little school and town, holds his nose to the grindstone of drudgery, and severs all connection with fellow educators, just so long is his ideal a narrow and limited one. Let him know men—many men in varied walks of life—artists, artisans, poets, novelists; let him know nature—the woods, the meadows, the hills.

"For him who in the love of Nature

Holds communion with her visible forms,

She speaks a various language."

Let him know these and he is constantly extending his world with the result of constantly striving toward higher ideals. The higher the ideal, the wider the view and the more comprehensive the application.

Before the superintendent is a mass of humanity. It may be that the ideal is the cultivation of those abilities which will be practically useful in the struggle of life, or it may be the broader and I believe the higher ideal—the cultivation of all the faculties, physical, mental and moral, so that the individual shall be of greatest value to himself and those about him.

It comes about then, that many and varied circumstances enter in the accomplishment of such an ideal. It must deal with the social, economic, moral and educational life. The individual is a unit in a closely connected whole, each is dependent to a greater or less extent on all around him. No person is in exactly the same state of differentiation as any other, hence each has an individual world and looks upon things in just a little different light from all others. The mechanic, the merchant, the farmer, the manufacturer, the day laborer, the Pole and the German, each look from a different point of view. Division of labor tends to create social lines, but such conditions are certainly not ideal.

Man is useful to other men when he does not become a burden upon them. That it has come to be a great economic problem our prisons, asylums, and poorhouses only too loudly attest. I believe it is in great part due to waste of energy and material means. This is a fast age; things come and go easily. In his relations with other men the individual's aim is more often selfish than otherwise and the golden rule depends on his inclination and pocket-book. If Poultney Bigelow is to be believed it is high time that self-activity of some kind is started.

If these conditions are to be considered in the accomplishment of the ideal the process becomes educational, and in the broadest sense it is the building of new worlds in feeling and consciousness.

The problem of supervision is how to attain this ideal and the function of supervision is to find and use the best means possible for such attainment.
First and most important of the means is the school composed of teachers and pupils. Outside the school is the school board and the people. It is not the object of supervision to make a direct effort to change the mode of living of the people, that is rather incidental, but supervision strives to produce ideal world building in the child life. The supervisor cannot come in contact with his children in the city, nor very much even in the smaller schools; the work must all be done through the teachers. Are our teachers inspired with the high ideal to which we are aiming? It becomes the duty of supervision to see that they are so inspired and so filled with enthusiasm for it that their work is as a mighty flood, deep, powerful, and irresistible. Nothing saps the vitality of a teacher so much as the drudgery of a school room. The school room is not the end, but the means to an end. To lead the teacher to see and appreciate other things than simply the four walls of the room is to place the ideal beyond utility to culture. Every teacher should be acquainted with the highest and best in literature, nature, and politics. Why does the cartoonist always represent the teacher with a weak and wabbly body, abnormally developed head, a huge pair of glasses on his nose, and a huge book under his arm? He has always had his head crammed full of theory, never could take his part in the practical struggle, and was ever the dupe of the man of the world. The teacher has need to be one of the sharpest, strongest, best posted, and the possessor of as much common sense as any one in the community. Nowhere can this be better gained than in society, in clubs for study and discussion, and in conventions and institutes. Supervision, therefore, finds one of its functions in the training of teachers.

Not only does supervision aid in the spiritual growth of teachers but in the real and practical as well. The well-conducted teachers' meeting is a place for practical talks about practical things as well as the application of theory. The personal suggestion, the kind and helpful hint, the sympathetic manner, are valuable in solving the problem. Supposing that the supervision is in the hands of one man not a member of the board of education, such supervision must be backed by an intelligent and progressive board. To obtain the best results the supervisor finds it his business to know of his board's action, to know each person on his board, and to be as well posted himself that his board shall never have cause to doubt his ability in any phase of supervision.

The people are reached indirectly through the pupils, but directly their interest in school work is aroused in the mother's meetings, the lecture courses, the farmer's institutes, and in the pleasant social way which the superintendent has of meeting the people themselves. Supervision organizes such meetings, helps prepare and conduct programs for them, and in a social way the supervisor is somewhat of a leader.

Supervision is not only necessary from the educational standpoint, but from the economical and social as well.

With a great number of directors of equal authority there must necessarily be a lack of uniformity. Each works toward an end as conceived by himself. A single supervisor surveys the whole field, applying power here, withdrawing it there and applying the energies of all toward one great end. With no supervisor there is a scattering of energies and a waste of power, with a supervisor there is concentration and growing power. Supervision is disinterested in the placing of school buildings and purchasing of material, all is done for the comfort and convenience of those interested rather than the political prestige it gives to any individual. Enough may be spent on external decorations, or in misplaced orders for apparatus, to pay the salary of a much-needed teacher.

Supervision is essentially a form of government. Well organized and definite it cannot help but have its impress upon the government of the city, and particularly upon the minds of those who are soon to assume the government. No supervision tends to loose
ways, personal aggrandizement, waste, and lack of responsibility, which on account of man's natural tendencies are more easily followed than the true way.

Supervision spreads educational funds equally over the educational district, preventing thereby any rivalry or the drawing of social lines on account of wealth. There are no schools for the rich or poor alone, the millionaire's son sits in the same form with the son of an artisan, and the Polish boy finds a friend in the Yankee youth across the aisle. Social lines are broken down. The best teachers can be put in the schools in those districts most needing their assistance.

True supervision demands an ideal high above the working plane of the school. To lift the practical working of the school to this ideal through the teachers and the community is the function of supervision.
THE SIXTEENTH century dates the dawn of a new era in the civilization of the world. As it marks the new transition from medieval to modern history, it stands as the boundary between the education of the middle ages—narrow, repressive, over-rigid, and severe—and the broader, more liberal modern education—which formed the basis of our system of to-day.

The essential principles of education, we say, which seeks to develop the whole man, date from the beginning of Humanism in the Sixteenth century.

The Humanist educators were convinced that learning is not to be regarded as an excuse for withdrawing from active life and concern for common good, but means the development of a complete citizen for present life, and this practical result was to be obtained by a study of the classics. To this end they proposed for the study of the young the composition of the Greeks and Romans.

The invention of printing at this time aided in the spread of the new treasures gained by the conquest of Constantinople—which were added to those already in possession. The Humanists recognized in the literature left by the nations of antiquity, the best material for the cultivation of culture—the broadening of the mind—and they strove to get the strongest hold of this knowledge themselves and to spread it among the people.

The younger Humanists considered all the old theology and philosophy as false teaching and rejected it. They believed that their views were the only right and reasonable ones—that there was no other means for obtaining true culture and knowledge but that of the ancient classics. These outspoken opinions and their tendency toward infidelity and immorality—particularly in Italy—brought them into enmity with the church and christendom.

The older and younger schools of Humanists were primarily opposed to each other. They did not agree in their views regarding the classics; the younger school was inclined to value the classics more from the standpoint of outward beauty of form and language; the older wanted to get a stronger hold of the entire life of the classics and understand the thought contained in them. The younger schools despised their own language and literature, while the older regarded the classics more as a valuable means of giving them an understanding of their own history and their own language.

While the older Humanists gave themselves to the study of the masterpieces and made the classics the central point of all instruction, they proceeded with the idea that it was not enough to develop the child’s faculties, but they must be ennobled; that they should not be confined to the study of words, but must understand and appreciate the thought and sentiment conveyed by those words; that the beauty of the language should be felt, but much more should the truths be contemplated. They aimed to inspire their pupils with a real love of study—to make them industrious and fit them for life. Every Humanist believed that in Letters was to be found the best preparation for any business or profession whatsoever. To quote, “In all departments of government, in war, justice, council and domestic policy—literature is the one sure source of practical wisdom.”

Petrarch, the Father of Humanism, found in the classics the very essence of human wisdom.

Agricola, the actual founder of the older school in Germany, was master of all the
classical scholarship of his day and was called a second Virgil.

The influence of personality was an inspiration to the Humanist teacher—the consciousness of individual distinction was a definite, educational end. Low birth did not matter so much, because its disadvantages might be overcome by a great education. The immediate reward of Letters was tame.

Erasmus, a leader in Humanism, produced exercises for primary schools. He believed it a wrong idea that the child should not be put to study until he was seven years of age, but that he might be guarded from vices by a wise direction of his earlier activities. He believed that childhood, being the time of greatest mental plasticity, curiosity and attention, should be utilized, but that care should be taken that the child is not over-taxed. He would have special care given to manners. Studies should be presented in such a way as to be a pleasure to the child—and the efforts required of children should be adapted to their age and capabilities. The work should be made attractive and should be presented little by little, in constant preparation for more serious tasks, which insured progress and did not fatigue. Among his methods for the treatment of children may be found the following: "Parents themselves can not properly bring up their children if they make themselves only to be feared." "We learn with great willingness from those whom we love."

"There are children who would he killed sooner than made better by blows: by mildness and kind admonitions one may make of them whatever he will."

"Drill in reading and writing is a little bit tiresome, and the teacher will ingeniously palliate the tedium by the artifice of an attractive method."

From these it will be seen that Erasmus advocated a method of instruction kind and loveable for the young, with goodness and nourishing care from the parents and mildness and indulgence from the teacher.

Effort was made by the Humanists to economize the time of the pupils—which was deemed too precious to be wasted and idled away, as it had previously been. This was to be accomplished in part by better methods of instruction and by better textbooks. The idea of providing free board and tuition for talented young men who were poor was acted upon by the German schools and universities. The property of the monasteries was confiscated in England and used for the spread of learning by the founding of Grammar schools. The idea of compulsory as well as free education was advanced. They believed that because many parents were careless and indifferent, their children grew up ignorant and stupid, so the state should become responsible for the attendance of children at school.

Very small place was given to the sciences by the Humanist educators—little attention paid to mathematics, while geography was not mentioned in the list of studies.

So far as morals are concerned the Humanist teacher was satisfied with the accepted morality of the time, which was chiefly the same as the stoicism of the Roman writers—but he believed that the moral nature was influenced by liberal studies.

Women were admitted to equal instruction with men. They were encouraged to master the classics, but only so far as did not interfere with their household duties.
WOMANHOOD is the light by which nations are guided. Men of great character have shaped the nations; women, as mothers have moulded the characters of the men. The noblest and best men of all ages have as an inspiration, the influence and example of true, duty-loving mothers. But nations are influenced by women not only through the training of their great characters; women are often called upon to exert direct influence as leaders. Whether as mother or leader, woman must have a life worthy of pattern.

In the ideal woman, then, must be embodied that purity and strength of purpose which brings out and cultivates similar qualities in other natures. The nearer these qualities reach perfection in woman, the nearer she approaches perfect womanhood. One woman may have motherly attributes and not those of a good leader. Another may be a great and illustrious leader and not an efficient mother. But when the attributes of both are combined in one woman, then are eyes and thoughts centered upon her.

Sixty-four years ago, a girl of seventeen took upon herself the vows of sovereignty, and became queen of a great nation. On January twenty-second of this year, flags of the world were lowered to half-mast. Nations mourned, and will continue to mourn for a talented woman, a true mother, a great and noble leader.

Much has been, more will be written upon the life and reign of Queen Victoria. We will not review the details of her life, for who among us has not read and re-read them? Let us from the facts glean the points which determine where to place her in the scale of womanhood. In 1819, Queen Victoria was a babe in her mother’s arms. For eighteen years her mother was her constant companion and guardian. Her early education was not in a luxuriant home, surrounded by everything that heart could wish. Her mother, the Duchess of Kent, was anxious that her education should be a practical one. So she was trained to a life of duty—duty to the state, the people, and the home. She was an ordinary child, full of the hopefulness of childhood, trained by a pure-minded mother, whose mother-heart watched over her, protecting, guiding, directing the course of the girl who in time would become a world ideal. How fully that fond mother’s hopes were realized!

One June morning in 1837, when the Duchess of Kent and Victoria were quietly slumbering, they were suddenly aroused. Outside the mansion, waiting for entrance, was the Archbishop of Canterbury and the Lord Chamberlain. Important news had they for the girl Victoria. She was queen. The cares of a nation had devolved upon her. What was her first thought as she became queen? It was the responsibility of her high position. Her first words were: “My Lord Archbishop, will you pray for me?” So she accepted her sovereignty, humbly, prayerfully, graciously, anxious to perform faithfully the duties of the great position.

Cries of “Long live the queen!” were heard on every side; great were the plans for the accession of the girl sovereign. The thought that a pure young girl was to take a throne, where for years intrigue and deceit had flourished, was an inspiring one to the English people. The coronation, a great event, followed and the crown was placed upon a brow whose purity was to become of world wide fame.

But the height of her happiness was not yet reached. Two years later it was decided that she should wed the man of her choice, Prince
Albert. Again the nation rejoiced, and well might it, for this was a union of love. For twenty years we might trace that royal home and always find a true husband, a loving wife. That queen's home from the time she was a bride until her widowhood was one of domestic peace and happiness. How fitting that such a home might be placed as an example before all her subjects! A few words written to her uncle, the King Leopold of Belgium, were characteristic of her: "We must all have our trials and vexations," wrote she, "but if one's home life is happy, then the test is comparatively nothing. My happiness at home, the love of my husband, his kindness, his advice, his support, made up for all!" These words were penned by the queen when the troubles which weighed upon her mind were such as might cause the stoutest heart of a nation to quake; but her home happiness surmounted all.

Queen Victoria's home-life was made more ideal by that "divine gift of motherhood." Through her life her influence as a mother was indeed that of a queen. All the crowning traits of her character were developed in the training of her children. Surely motherhood was the glory of this noble life.

But it was destined that this happy family circle should be severed. It 1861, the queen, the whole nation bowed in grief. Great was the sorrow in that home, in that heart, when the husband and lover passed away. When sadness comes into a home, vivacity is toned down; different sides of one's nature are forth or developed. So with the queen's. If it is possible to say she could become more gentle, she did, through the long period of her widowhood.

Now the husband of Victoria was no more. Although the heart of the wife was bowed in grief, which seemed to consume her whole nature, she must still wear the crown and bear the sorrows of the nation. The manner with which she again assumed the responsibility of her country and the cares of her people was one of bravery, and stands, and will always stand upon history's page as an act of love to humanity. Her period of widowhood was a long one, thirty years, and although that grief seemed at all times to overshadow her, never did she swerve in her attitude toward her nation.

It has been said that the queen's influence upon England was small, because all was done by the prime ministers; but never was a document signed by her that she had not carefully studied and weighed every question involved. Her work may seem small, her power limited, but surely all must realize the unlimited scope of the influence of her life. "A noble life, crowned with heroic death, rises above and outlives the pride and pomp and glory of the mightiest empire of the earth." And surely England could wish for no greater influence than that of this ruler.

Queen Victoria's nature was adverse to war and confusion. Peace she not only desired in the home, but peace in her nation and between all nations. At the time of the great civil war in the United States, when war was threatened between England and the Federal States, it was undoubtedly the hand of the queen that saved us from war. What struggle and bloodshed was averted through the power of this woman!

She did not countenance the Crimean War. Yet while it did go on, she did all in her power to alleviate the suffering of the soldiers. Many were the letters of condolence and kindness written by her! Many were the lonely hearts cheered by those loving messages!

You all know her opinion of the Boer War. You know she was strongly opposed to it. But she did with its bitterness heavy upon her mind. Although the Boers have no love for the English, they reverenced this queen of the English.

Turning to another side of her character, her sympathy for her people, we see it in her public life at all times. She learned the Hindustani language that she might keep in closer touch with her Hindu subjects. "Never were there wrecks at sea, no sorrow to the working classes, no public bereavement, but
the queen's true nature shone forth in her words of sympathy and pity. What subject could refrain from reference to such a queen? Some natures there are which serve as magnets, so Victoria's. People were drawn to her by her broad sympathies with all stations of life.

So at a glance we see Victoria in the public life, in the home. Wherein lay her power and success? Why will she ever be remembered?

Bright in the beacon lights of history of the sixteenth century, shines a long and prosperous reign, characterized by the splendor of the times, headed by a clever and shrewd woman, Queen Elizabeth. But brighter in the nineteenth, is this reign characterized, not only by its magnificent progress and prosperity, but also by the purity of its ruler, Victoria. Elizabeth's name will ever be remembered because of the splendor and glory of the age in which she lived and ruled; Victoria's, because of the splendor of her character. Long will these two names head the list of women leaders! Both were great rulers; both strong in purpose: the one, a great queen, but unrefined in manner, speech, and appearance, lacking in ideal womanly characteristics; the other, also a great queen, pure in thought, word and deed, the embodiment of those qualities which all reverence and admire.

This queen has not only won the homage of England but the respect and adoration of all nations. All are thankful for her life of leadership; wives, for her example of wifehood, and mothers, for her true lessons of motherhood.

All Christian people have bowed their heads in thanks to our Creator for this true Christian life, placed before so many millions of people. The rule she began in earnest prayer—prayer that she might faithfully and successfully execute the duties placed upon her. Queen Victoria believed in the efficacy of prayer. With it she began her reign and thus it was ended. Was her prayer answered? Who can say it was not? For she not only ruled successfully over the great nation, but reigned in the hearts of her people and all civilized people of this globe.

She will not be remembered as other queens are, but as true, noble-minded women will ever be. The secret of her success lies not in party strife or political struggle, but in womanly tact and sympathy.

What more could a type of womanhood necessary for leadership and motherhood embody than is shown forth in this noble character? Will not her strength combined with purity place her high in the scale of womanhood, as one to whom the whole world does, and ever will stand indebted?

Let us then remember this character, not only as queen of a great nation, but queen of purity and love, queen of the home; not only as a womanly queen, but a queenly woman.

"Her court was pure, her life serene;  
God gave her grace; her land reposed;  
A thousand claims to reverence closed  
In her, as mother, wife, and queen."
When weary and faint and famished with the hard tasks imposed by an unfeeling fate, what an antidote to discontent, what tumultuous joys are awakened in the breast, what an inspiration thrills the being as the mandatory voice of the dinner bell calls out, 'It is enough; enter thou into the joys prepared for thee.'

Oh, pealing music that falls at intervals in sweet cadence upon the listening ear! How faint, how weak is language to describe the miracle thou has wrought in the human heart! From the dreary estate of fatigue and despondency the soul is lifted into bright realms where one breathes the ozone of glad anticipations. One soul is surrounded with myriads of angels of hope, and the troubled doubting heart takes courage, while instinctively feeling that there is a kind all-father who cares for us here below, providing for our temporal wants with a beautiful hand.

Through all ages of revolving time human virtues have been preserved in the sylvan scenes of rural life. Removed from the vice, crime and sin of the polluted atmosphere of densely populated cities, where man has grown vicious and lives in the midst of moral, social, spiritual, mental, and physical depravity, the dinner bell, at the sounding of whose tocsin springs into march the mightiest army of the world, stands forth as the exponent of manly and womanly rural virtue, industry, peacefulness, happiness and usefulness. The dinner bell, long may it wave!
'Tis night on the Atlantic and far out at sea
The smooth-rolling billows sigh musically,
And the calm of the air, with silence serene,
Gives hope to the pilot who whistles away;
While the staunch little craft responds to the swell,
Like the dip of the daisy to the wind in the dell.

"Ship ahoy! Ship ahoy!"

But obscured is the moon by a driving dark cloud,
And the tiny bright stars in the velvet-black sky
Seem to glitter and twinkle and put on a shroud,—
For the demon of darkness is swift drawing nigh;
And the skipper is worried, the vessel sails slow,
For the calm is intense, and the mercury low.

"Ship ahoy! Ship ahoy!

Now sudden the skipper ascends to the bridge,
For the drop of the glass betokens a storm,
Then the tones of command sound harsh down the ridge
And the clang of the bell screams out the alarm:
Now frantic it rises, now sobbing and soft,
While the startled mid-deckmen climb frightened aloft.

"Ship ahoy! Ship ahoy!

The moan of the ocean has doubled its power
But the woe of the winds has stifled its sighs,
And portentous banks of driven clouds lower
While the low-flying albatross hushes its cries;
When quick, with the shriek of a million lost souls,
The storm-king is on them. The storm-bell tolls,

"Ship ahoy! Ship ahoy!

In the trough of old ocean the Petral is sent
Midst creaking of hawser and thundering of sail,
And the masts in the center like whip-cords are bent
And groan in a frenzy at the rush of the gale;
While above and around it, more furious and faster,
Howl the imps of the darkness and wraiths of disaster,—

"Ship ahoy! Ship ahoy!"

High heavens are falling with deafening roar;
With sharp, jagged fires asunder they spread;
And tumultuous torrents skyward are bore
To crush the small vessel in its turbulent bed;
When quickly with terror it rights from behind
And the ship is now dashing before the wild wind.

"Ship ahoy! Ship ahoy!"

With shrieks and with screams and with demonish laughter
The hurricane tumbles the vessel about;

With flapping of canvas and ripping of rafter
To the ears of the shipmen an agonized shout
Is borne from the leeward.—A cry of dismay
Comes down through the darkness and then dies away.

"Ship ahoy! Ship ahoy!"

Superstitious the sailors, with frightened white faces,
Some rush to the railing, and trembling they stare:
' 'Tis the Wanderer' they stutter, and cling to their places,
For the chill is upon them, and death in the air;
When again comes the shriek down the winds of the sea,—
'Twas a cry of despair, and mad agony,—

"Ship ahoy! Ship ahoy!"

With awed faces and ghastly, weird voices they hear;
They remember the tales of the 'Dutchman' who flies;
And in the dread of the sailors, they cower in fear,—
For 'tis death to the shipman who hears those wild cries.
And the rigging still rattles, and furious the sound
Of the dull grinding crashing of the billows around.

"Ship ahoy! Ship ahoy!

On the wings of tornadoes the mad waves rave past,
And the scud on the masthead gives ominous sign;
With the roar of the cannon the sail parts the mast
And the hull plunges deep in the harsh-swirling brine.
Like a straw it is tossed, while the mountains crowd high,
O'er-topped by the foam which they scrape from the sky.

"Ship ahoy! Ship ahoy!

Up shoots the hull swiftly, with shiver and groan,
At the moment when weirdly there echoes that cry;
Now near and now distant,—a screech and a moan,—
The sound of the doomed which pierces the sky.—
And the sailors are staring with atrophied fear
To behold that dread phantom which is hovering near.

"Ship ahoy! Ship ahoy!

To the lee they are gazing, and tense are their faces;
The green dizzy billows roll up like a wall,—
(Black Death is most bitter in horrible places.)
Like a monster they follow, they hang like a pall
Above and around, —a greed demon of doom.
And dismal the depths, and yawing the tomb.

"Ship ahoy! Ship ahoy!"
Fast and still faster the gale blows the vessel;  
Harsh and still harsher rise terrified cries;  
Black and still blacker the night which they wrestle;  
Higher and still higher the seething foam flies;  
Near and still nearer comes the shuddering gale.—  
'Till they behold in their terror a strain at their rail.  
"Ship ahoy! Ship ahoy!"  
And the darkness is lit by a flash from a cloud  
Which illumines the furious of the tempest-tossed sea;  
The rough rigging rattles, the thunders roll loud,  
While the maddened, churned waters rush over the lee;  
And the men gaze in fear at the ghastly chill sight  
Of the face in the abyss as it cries in its fright,  
"Ship ahoy! Ship ahoy!"  
"Ship ahoy! Ship ahoy!" They shake off their terror  
Which had clasped up their limbs, and had frozen their blood.  
A few rush to the rail to redeem their sad error,  
For a mortal is struggling with the Flood of the Flood.  
"Man overboard! Man overboard:" With frantic dismay  
They throw out a halyard, but it dashes away.  
"Ship ahoy! Ship ahoy!"  
"Out with the lines!" and, "Out with the life-boat!"  
With the strength of distraction they would have those fierce waves,  
But o'er the roar of the tempest the captain gives orders,—  
"Would be madness! The seeking of watery grave!"  
And the cry is now fainter, and vanished the face.—  
Displaced by the storm-howl, the hurricane's race.  
"Ship ahoy! Ship ahoy!"  
On rushes the vessel on the wings of the gale,  
But that glimpse of the face, Jutzeved with spine,  
Will ever be remembered. And a last sobbing sail  
Like the sound of a soul thrust out to his doom.
Comes down on the wind and hovers above—  
Despairing and hideous, a voice from the grave.  
"Ship ahoy! Ship ahoy!"  
'Tis heard for a moment, that grasp of despair;  
It is mixed with the scream of the demon's dead silent.  
It rests on the masthead and hovers in air,—  
Then is swallowed in the crashing of the avalanche about.  
And the shipmen,—they stagger with wide-staring eyes,  
For each shriek is the echo of those heart-rending cries.  
"Ship ahoy! Ship ahoy!"  
'Twas morn on the Atlantic and far out at sea  
The undulating billows roll musically,  
The hush of the air, with silence serene.  
Gave courage to the shipmen who beheld the bright day;  
While the dismantled Petrel responds to the swell  
Like the roll of the clapper in an iron-tongued bell.  
"Ship ahoy! Ship ahoy!"  
And stretched on old ocean's abysmal bed,  
Having struggled with death, crying "Ship ahoy!"  
Is the form of a being, cold, ghastly and dead,—  
A sad mother is lonely, and weeps for her boy.—  
While the melancholy moon seems to hover in air,  
And the sobbing sea murmurs that throne of despair.  
"Ship ahoy! Ship ahoy!"
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EDITORIAL.

In this number we conclude the article on the Sociological Study of Ypsilanti. We notice the very favorable comment The Moderator gives on the first part and we fully agree on the suggestion that is offered—that other teachers would do well to do likewise.

***

As the year is now drawing to a close it becomes necessary that old scores be settled up and that we "square away" to start over again. There are a large number of our subscribers to whom we have sent the paper this year who are indebted to us for the small sum of one dollar. In case this paragraph is marked it means that you are among them, according to our books. Should there be any error on our part we shall gladly correct it; otherwise we shall be obliged to take these names to the office for further investigation.

NATURE'S SCULPTOR.

Day after day, through the ages that are fled
Like phantoms, into some unseen and mystic realm,
The sculptor patiently, and with greatest skill,
Wrought on unwearingly.
And often, as he traced the lines
About some almost beauteous face or form,
He exclaimed with sadness in his voice,—
"'I like not this unkind mark,
That haunts me ever on this model.
Yet must it be portrayed with vivid likeness,
Upon the poor man's countenance.
It is the will of him who rules my hand,
And so, my chisel, too.
But what to me that coarse dark line should be,
I know not.
'Tis simply justice to the man
Decreed by my stern master's voice.
Had no foul thought e'er sought and found a harbor
In the mind within,
O'er which none but the man himself holds sway,
'Twould not then have been my lot
To deck his visage with those lines
That make the product of my toil
Repulsive to the very soul of Innocence.
Ah, often has my heart been sad,
When I have wrought from models of the purest
To see creeping assiduously across,
And robbing my labors of their beauty
The cruel lines of selfishness, and sinful pleasures;
Yet toil I on, obedient servant that I am,
Portraying nought but truth in every feature.'"

Thus I thought spake the voice of Nature's artist,
In the past,
As he toiled with never ceasing care,
And methinks those words, so full of truthful utterances
Are but echoed o'er and o'er again
As each succeeding age, moving down time's pathway,
Flits quickly from the hopeful future
And vanishes in the sad realm
Where opportunity knows no name but "past."

WALTER EVERETT SMITH.

Mr. F.—"May I have some extract of beef?"
Waitress—"Certainly," and at once she brought him a glass of milk.
Heard in Geography Class—Miss M:
"Name twelve animals of the polar region."
Harry: "Six bears; six mooses."
Local and Personal.

"Have you got a job?"

Only five more weeks of school.

Are you going to Field Day this year?

Miss Edith Blanchard entertained her father last Sunday.

Miss Jennie Moore spent Sunday, May 12, with Miss Zella Starks at Allison.

Mr. Edwin M. Barnhart of Detroit renewed acquaintances at the Normal, May 7.

Do you notice that pleasing smile on the face of several seniors? It means something.

It is rather difficult for some students to find time enough "to sleep nights these days."

Mr. Bernard Skinner of the Agricultural College was the guest of his sister a few days last week.

Miss Margaret Graves entertained her father, Mr. O. J. Graves of Jackson, a few days last week.

Miss Frances Follmer was called to her home in Schoolcraft by the sudden death of her father last week.

The proceeds from the Showerman Cup contest have been invested in a pretty leather couch for the gymnasium office.

Remember Field Day at Hillsdale, June 7-8. Reduced rates on the railroads and at the hotels. Better go and see your boys win out.

Mrs. C. T. McFarlane has returned from her visit in the east. Prof. McFarlane, who is now studying at Harvard, will return about June 1.

Perhaps one of the most enjoyable social clubs of the past winter has been one known as the Halcyon Club, a party of about fifty young men who gave a series of ten dances during the winter, the last of these being held on the evening of May 10. Those who attended these profitable parties will look back with pleasure on the many pleasant evenings spent in social pleasure.

"Yours respectively."

The Junior class is planning to give its reception to the seniors and faculty on May 25.

Do you know anything—that would be suitable for grinds in the Aurora? They are wanted.

We are pleased to note that the school board at Richmond need Will L. Lee as superintendent for another year.

Supt. C. W. Hand of New Haven leaves teaching this year to locate with Harvey Bush of Port Huron, agent of the New York Life Insurance Co.

Prof. Harper C. Maybee, who has had charge of music in the schools of Ypsilanti the past two years, has been appointed professor of music in the Mt. Pleasant Normal School.

It looks very suspicious to see a senior leave town for a few days at this time of year. Their visit is usually brief and the degree of success is shown by the size of their smile when they return.

Prof. C. O. Hoyt and family intend to sail July 20 via steamer Naarde, landing at Rotterdam. They will be at home in June about August 15, where Prof. Hoyt will study during his year’s leave of absence.

Mr. Herbert C. Bloedgett, who is now studying in Detroit, renewed acquaintance with friends at the Normal last week. At chapel Friday morning the students had a musical treat—listening to one of his solos.

The Michigan Intercollegiate Oratorical contest was held at Lansing, May 13. The contest this year was one of very sharp competition, as was shown by the several close decisions. Mr. Seth Pulver of Olivet won first place, Mr. De Long of Kalamazoo second, and G. D. White of M. A. C. third.

The evening of Saturday, May 11, the comedy, Seven-twenty-eight, was very successfully repeated in Normal Hall, before a somewhat larger audience than the first. The parts were all very well taken and it is very seldom that a play can be so well presented by talent taken from the student body.
The annual senior reception was held in the gymnasium on the evening of April 27. The north side was profusely decorated with palms, screens, cozy corners and couches, and made an ideal reception hall. There was an unusually large number of students and faculty present and with the excellent music and fine dancing floor the guests enjoyed themselves to the utmost.

The Normal is now jubilant over the recent appropriation of the legislature which provides for extensive instruction in manual training, a large new science building, extensive repairs on the present building, in addition to the current expenses. This certainly marks a great event in the development of this institution and too much gratefulness cannot be shown toward those who have been instrumental in seeing this appropriation pushed through.

The first of the series of conservatory graduating recitals was given on the evening of May 15 by Miss Grace Guerin, pianist, of Ypsilanti, assisted by Mr. Harold F. Spencer, basso. From the general popularity of these graduating recitals, from the fact that it was the first of the season's series, and that the participants are well-known Ypsilanti young people the entertainment was attended by a crowded house. Both musicians were at their best and the recital proved to be another of the Normal's many musical successes.

**Literary Societies.**

**Atheneum Society.**

Another year of society work has ended. And, as we look back upon our college life—those of us who go out this year—we feel that among our most pleasant recollections will be those of the evenings spent in the Atheneum rooms. There we have been refreshed after our hard work of the week, by cheerful music, pleasing recitations, light and happy conversation or have listened to words of instruction and advice from our friends and teachers. There, many of our most delightful friend-

ships have been formed. A host of pleasant memories fill the room and make even its four walls seem kindly.

Much as we regret to relinquish the duties which have come to be only pleasures, we are confident that we are leaving them to those who are more capable of continuing and enlarging the work of the society until its influence shall be even more strongly felt throughout the institution.

Friday evening, May 10, the last meeting was held for this year at which time the following officers were elected and installed:

- President—Mr. Partch.
- Vice-President—Miss Stevenson.
- Secretary—Miss Ballard.
- Treasurer—Miss Clark.
- Chaplain—Miss Monfort.
- Editor—MissDoty.

With this efficient corps of leaders, supported by an earnest and enthusiastic body of members, the success of the society is assured.

**Olympic Society.**

The last meeting of the Olympic Society for the year was held Friday evening, May 10. A very interesting program was rendered and all were made to realize the valuable benefit which the society has given in the way of literary advancement.

After the program the election of officers for next year took place. Judging from the corps of officers selected there need be no fear as to the future success of the Olympic.

The officers elected are as follows:

- President—C. P. Steimle.
- Vice-President—Ellen Pilcher.
- Secretary—Richard Smith.
- Treasurer—Seymour Perry.
- Chaplain—Harry Rice.
- Editor—Carrey Ireland.

**Crescent Society.**

The Cresent Society met Friday evening, May 10, and after a short but well-rendered program elected the following officers for the ensuing year:

- President—J. B. Melody.
- Vice-President—Vinona Beal.
Secretary—Elizabeth Rawson.
Treasurer—A. C. Gillespie.
Chaplain—C. C. Miller.
Usher—C. J. Kniffen.

The law imposing fines for absence was repealed, the new president made a stirring speech for fidelity of purpose, the members all vowed eternal fidelity to the society; society farewells were exchanged, and with the adjournment sine die was closed the social era of the school year.

Fraternities and Sororities.

II KAPPA SIGMA.

Miss Beatrice H. Nesbitt was married at her home in Schoolcraft to Mr. Keene B. Phillips, of Grand Rapids, April 22. After a very quiet ceremony Mr. and Mrs. Phillips left for Chicago, where they spent a few days and then went immediately to their new home in Grand Rapids.

The II Kappa Sigma sorority have never had a stronger, more interested worker than Mrs. Phillips and we all wish for her all the happiness that life can bring.

On Saturday, May 11, Miss Petit and Miss Southworth were made members of our order. The initiation ceremony was held in the rooms of Miss Lowden, where later in the evening dainty refreshments were served, after which the usual toasts were given. The evening was an especially delightful one and will long be remembered.

ARM OF HONOR.

Saturday evening, May 4, the boys assembled for the first regular meeting since vacation. The two new members were allowed to satisfy the III. L. M. of their physical and mental abilities. After a dainty repast Mr. L. P. Whitcomb, as toastmaster, passed a few interesting topics around the board, which were responded to in a very satisfactory manner.

The party then adjourned to the parlor, where they joined in social chat and music till late in the evening.

Y. M. C. A.

The following are the names of the leaders and the subjects for the Sunday afternoon meetings of the Y. M. C. A. These are held in Starkweather's Hall at 2 o'clock. You are cordially invited to attend. Make the meeting your own. Come and bring a friend. You are always welcome.

May 19—C. B. Whitmoyer, "Our Mission."
May 26—Prof. C. O. Hoyt.
June 2—A. O. Cooley, "The Development of Character."
June 9—Joseph Gill, "Mend Your Punctures."
June 16—J. H. Kempster.
June 23—Union meeting. Helen Elgie.

N. C. A. A.

It is no longer a question as to the comparative strength of this season's baseball team. Already the team has defeated the apparently invincible Albion team, Hillsdale, M. A. C., while the return game with Hillsdale was adjourned to Ypsi, thus practically making a series of four brilliant victories, three of which count on the M. I. A. A. series. The first game on which the championship percentage is figured, was played on our home grounds with Hillsdale, resulting in a score of 29 to 6. Hillsdale was able to score during two innings only. The following was taken from the scorer's book: Innings pitched by Wolfe S, Gillett 1; by Sherman 9. Hits off Wolfe 13, Gillett 4; Sherman 7. Stuck out by Wolfe 13, Gillett 4; Sherman 7. Struck out, by Wolfe 3, Sherman 6. Umpire, Finigibbons. The following is the line up, showing the Normal's batting order:

<table>
<thead>
<tr>
<th>Gillett</th>
<th>1b</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chappelle</td>
<td>2b</td>
</tr>
<tr>
<td>Boone</td>
<td>c</td>
</tr>
<tr>
<td>Wolfe</td>
<td>p</td>
</tr>
<tr>
<td>Deane</td>
<td>ss</td>
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<tr>
<td>Alward</td>
<td>3b</td>
</tr>
<tr>
<td>Bailey</td>
<td>cf</td>
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<tr>
<td>Hull</td>
<td>rf</td>
</tr>
<tr>
<td>Wiley</td>
<td>lf</td>
</tr>
</tbody>
</table>

Dennis
Gauou
Cass
Sherman
King
Ireland
Righter
Smith
Peters
An the afternoon of May 4 M. A. C. crossed bats with the Normals, and in one of the most exciting games of the season the home team pulled a victory from defeat. M. A. C. tied the score in the fifth inning and was two ahead at the close of the sixth inning. Dennis with his bat and Sherman with his pitching during the last four innings proved to be the heroes of the day, the former making a two-bagger that tied the score and the latter allowing but one hit. The team in general played a good game, and had the visitors not found Gannon so soon the discrepancy in the two scores would have been considerably greater. In batting the home players did not keep the pace they have set in previous games this season, as Strobel, who is a left-handed twirler, gave them considerable trouble.

Innings .............. 1 2 3 4 5 6 7 8 9 R
Normal ............... 2 0 2 4 1 0 0 3 2-14
M. A. C.............. 0 1 0 5 3 2 0 0 0-11

The second practice game with the U. of M. was played on May 1, resulting in a score of 6 to 0 in favor of the "Varsity" men. Gannon pitched for the home team and held down his opponents to four hits. The batting of the home team was considered very good. Coach Teetzel is putting forth much time and effort in training men for the coming Field Day, to be held in Hillsdale, June 7 and 8. Already Edmonds is throwing the hammer 108 ft. and putting the shot 34 ft. Whitcomb is pole-vaulting 9 ft. Wallace, Steimle, McClelland, Scovill, Smith and Bennett are showing up well on the sprints. It is hoped that a large delegation will go to Field Day this year. The college and the participants need your support.

The base-ball team now has to win but one of three games in order to be in the finals at Hillsdale. They are to be played with Kalamazoo and M. A. C., two with the former and one with the latter.

One of the greatest events of the season took place a short time ago, the occasion being a game of base-ball between the Sophomores and the Juniors. The Sophomores easily won the game by a score of 11 to 1. It looks as though the Junior class had but few real live athletes, the Senior class having defeated them in a game of foot-ball last fall. There is talk that the Juniors will play the Freshmen next.

The tennis courts have been put into shape during the past week and several may now enjoy that sport to their heart's content. Considerable time and expense has been put upon them and we trust the student body will enjoy that which it supports.

THE SHOWERMAN CUP CONTEST.

The long awaited contest between the girls of the senior and junior class for the possession of the Showerman cup was held at the gymnasium Saturday evening, May 4. The prize is the beautiful silver trophy cup presented by the jeweler, Mr. Showerman, to be contested for each year by the classes in the gymnasium. A great deal of enthusiasm has been manifested as is shown by the fact that the reserved seat and standing room tickets were all sold within a few hours after they were put on sale.

The girls have been practicing for several weeks and the good results plainly showed, many of the participants proving experts in their lines. The first event was a game of Newcomb between twenty Juniors and twenty Seniors. It had been agreed that each score and each foul should count one point. The Seniors showed their superiority in this and won by ten points. The next was swinging and traveling rings. The Juniors showed their strength and won by sixty-seven points. The following contested for the Seniors: Miss Agrell. For the Juniors: Misses Nimmo, Fribley, Parmater, Reisinger, Major. The class club swinging by nineteen Seniors was very good, and the individual work by Miss Clark for the Juniors and Miss Olcutt for the Seniors showed careful practice and training. The basket ball game was the last event and the Juniors worked desperately to raise their score, but in vain. The Senior class of this year won the cup last year as Juniors, and they have a right to consider themselves athletes of no mean ability. The
score showed 226 to 192 in favor of the Seniors.

The cup was accepted for the season by Miss Lila Best. The judges of the contest were C. T. Teetzel, Mary Ida Maun and E. S. Murray. The following is the score:

<table>
<thead>
<tr>
<th>Event</th>
<th>Juniors</th>
<th>Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newcomb</td>
<td>33</td>
<td>43</td>
</tr>
<tr>
<td>Ring Work</td>
<td>17</td>
<td>54</td>
</tr>
<tr>
<td>Club Swinging</td>
<td>116</td>
<td>15</td>
</tr>
<tr>
<td>Basket Ball</td>
<td>40</td>
<td>49</td>
</tr>
<tr>
<td>Total</td>
<td>226</td>
<td>192</td>
</tr>
</tbody>
</table>

LOCAL FIELD DAY.

The field contest between the senior, junior and sophomore classes was held on the afternoon of May 17. It was very close, the juniors winning by six points, and thus winning the Showerman cup for the juniors of '02.

This showed what plenty track men we have this year and indicated our success at the coming field day. Edmonds threw the hammer 110 ft. 11 inches and the runs were made in very good time. The points were 5 for first place, 3 for second and 1 for third. The following is the score, giving the names of the winners in the order mentioned:

100 yard dash—Bennett, J.; Steimle, J.; MacClelland, J.
1 mile run—Lake, J.; Squires, J.
Pole vault—Whitcomb, S.; Edmonds, S.; Dennis, J.
440 yards—Steimle, J.; MacClelland, J.; Beunett, J.
Shot put—Edmonds, S.; Mason, S.; Dennis, J.
Hammer throw—Edmonds, S.; Dennis, J.
220 yards—MacClelland, J.; C. King, S.; Steimle, J.
550 yards—Dennis, J.; Lake, J.; Squires, J.
Running broad jump—Whitcomb, S.; Partch, J.; Dennis, S.
Standing broad jump—Edmonds, S.; Paxton, J.; Whitcomb, S.
Running high jump—Whitcomb, S.; Edmonds, S.; Ireland, J.
Running hop, step and jump—Whitcomb, S.; Smith, Soph.
Total—Juniors, 54; Seniors, 48; Sophomores, 3.

Just before going to press the report comes of the ball game with M. A. C. Score, 8 to 10 in our favor. The game was very close, the score being 5 to 7 in favor of M. A. C. at the close of the eighth inning. In the ninth Gannon lined out a home run and during the inning two more scores were tallied. M. A. C. looked dangerous in the ninth, with men on second and third bases, but with two men out, Righter caught a hard line drive that saved the day. Six-Captain Tailor was at the game and umpired during the first inning. Sherman pitched a good game and kept the hits well scattered. The team in general made up for several errors by good batting.

Kalamazoo versus Normal next Saturday!
Everybody came out and cheer the boys on to their sixth successive intercollegiate victory next Saturday.

SAY IT.

If another's efforts please you, say it;
Silence does not make it understood.
We can make another's work much lighter,
By our appreciation of it.
Say it.

If, for favors, you are grateful, say it;
Do not let the loving giver go.
Thinking you have no consideration,
I think you lack appreciation.
For the sake of his love and thought bestow,
Say it.

If you have a friend, and love him, say it;
Do not wait, and praise him when he's dead.
Many a loyal heart is weary, and waiting;
Many a lonely heart is longing, aching.
For the word of love we might have said,
Say it.

—J. Schuyler Long, in Buff and Blue.

At nine o'clock they sat like this.
He was not long in learning;
At ten o'clock they sat like this,
The gas was lower burning;
Another hour they sat like this.
Still, I'd not venture whether
At twelve o'clock they sat like this.
All crowded up together.
THE TWENTIETH CENTURY SCHOOL GIRL.

Scene:—A schoolroom of the twentieth century.

Teacher (to new pupil)—"Clara, are you inoculated against croup?"
  Pupil—"Yes, ma'am."
  "Have you been inoculated with the cholera bacillus?"
  "Yes, ma'am."
  "Have you a written certificate that you are immune as to whooping cough, measles, and scarlatina?"
  "Yes, ma'am."
  "Will you promise not to exchange sponges with your neighbor and to use no slate pencil but your own?"
  "Yes, ma'am."
  "Will you agree to have your books fumigated every week with sulphur and to have your clothes sprinkled with chloride of lime?"
  "Yes, ma'am."
  "Then, Clara, you possess all that modern hygiene requires; you can step over that wire, occupy an isolated seat made of aluminum, and begin your arithmetic lesson."

"The weakest point in our public educational system is that it undertakes the training of all the pupils for a life that only the minority can live."

"Every year," said the professor, "a sheet of water fourteen feet thick is raised to the clouds from the sea."

"What time of the year does that happen, professor?" asked the freshman from the interior. "I should think it would be a sight worth going to see."

"Did you know there was gold in sea water?" asked the man who likes to read collections of queer facts.
  "No," replied his busy friend. "But if Spain had a few more ships we'd make it taste pretty strongly of iron rust."

A lecturer once was telling his audience, and is possibly repeating the self-same thing, for survival of the fittest does not apply to lecturer's stories, they vary not though audiences may come and audiences may go—he was telling his experiences of college life. He used to lie out on the campus under the budding trees, dreaming of the days when he would be great, idling away precious time in aimless thinking. But when not too late he awoke to the fact that dreaming never made great men, and he began to apply himself assiduously to hard study. He became a great lecturer, a purposeful man who has done much to correct the evils in his state. All students could with profit emulate the virtue portrayed in the moral. He who squanders time is a robber.—Ex.

Quoted from Claversack Students' Dictionary:

Pony—A beast of burden used by students when traveling in unexplored lands.

Flunk—Process of changing from a life to a five year course.

Senior—One who rides a pony in a race for a sheepskin.

Junior—One who knows it all, and tries to teach the faculty.

Faculty—A troublesome organization that interferes with students' enterprises.

THE LETTER R.

FREDERIC H. PEASE.

In the last issue of The News appears an article upon the use of the letter R. The points made are that the letter is often pronounced wrongly, and two examples of this error are given. First, that w is sounded instead of r, although the latter is about twice as old as the former. Thus some people say wun and wide in place of run and ride, etc. Second, that a certain class of people called dudes say vewry when they mean very, and nawwawow meaning narrow. And thirdly, that in the south and among a certain class of aesthetes in the north or nowth, and in England, the letter r is omitted altogether. It is well to call the attention of those interested in preserving intact all that is good and praiseworthy in our language.
to the mistakes so often made by the educated as well as the ignorant, and the suggestions made are timely. However, in exposing the faults and errors of other sections of our country, and of England, do not let us neglect our own. Right here in Michigan, and by Normal students, too, the letter r is more unmercifully treated than in any of the places mentioned, although it is said the same actually vile custom of speech prevails in western New York and Ohio. Reference is made to the pronunciations of r which can only be indicated by er, at the same time drawing the tongue back from the front teeth and producing a sound that is fraggy. Now the only proper sound which should be given to the letter r is simply to roll it at the tip of the tongue, or it may be called rilling it. All can do this, both singers and speakers, except those who are tongue-tied, and of course those who have a natural physical defect are excusable. This trilling of the r can always be heard in Scotland, where perhaps it is too prominently rolled. Far better to omit the letter entirely than to give it the er, or frog sound, which gives to those who use it the most lively appearance of culture. No defence can be made for the durlish use, nor for the customs spoken of as prevailing in the south and in Boston and vicinity, but only to say that these faults are preferable to the Michigan sound of the marshes, spelled er, and placed well back in the throat. All errors of speech are more observable in singing than in speaking, and the best examples for all to follow may be found in the practices of artists of reputation and standing, on the concert and operatic stage. Such artists roll or trill the r more strongly before than after vowels, but they never omit the sound entirely, and the least sound like the rude and uncultured er would ruin their musical success for ever. Singers and speakers are kindly advised to always stilt their r’s, either slightly or strongly as their own tastes direct, but never give the throaty sound and never omit the letter altogether; the omission is better than the fraggy.

HE WORRIED ABOUT IT.

S. W. FOSS.

"The sun’s heat will give out in ten thousand years more," And he worried about it;

"It will sure give out then if it doesn’t before," And he worried about it;

"It would surely give out, so the scientists said, In all the scientific books that he read, And the whole mighty universe then would be dead;" And he worried about it;

"And some day the earth will fall into the sun," And he worried about it;

"Just as sure as and as straight as if shot from a gun," And he worried about it;

"When strong gravitation unbolts her straps, Just picture," he said, "what a fearful collapse! It will cause in a few million ages, perhaps;" And he worried about it;

"The earth will become much too small for the race," And he worried about it;

"And we’ll pay thirty dollars for an inch of pure space," And he worried about it;

"The Gulf Stream will cur and New England grow torrid," And he worried about it;

"Than was ever the climate of southernmost Florida," And he worried about it;

"The ice crop will be knocked into small smithereens, And crocodiles block up our mowing machines, And we’ll lose our fine crops of potatoes and beans," And he worried about it;

"And in less than ten thousand years, there’s no doubt," And he worried about it;

"Our supply of lumber and coal will give out," And he worried about it;

"Just then the ice age will return cold and raw, Frozen men will stand still with arms unstretched in awe, As if vainly gasping a general thaw;" And he worried about it.

His wife took in washing (a dollar a day), He didn’t worry about it;

His daughter sewed shirts, the rude grocer to pay, He didn’t worry about it.

While his wife beat her tireless tub a-dub-dub On the washboard drum in her old wooden tub, He sat by the stove and just let her rob, He didn’t worry about it!
**Exchanges**

Professor (in rhetoric), "Give an example of irony." Student: "You are a pretty fellow."

"The man with the tart temper is apt to be a little crusty," remarks a philosopher.

Yea, verily, and piety is not likely to be in his line.

If a two-wheeled wagon is a bicycle, and a three-wheeled wagon a tricycle, what would you call a five-wheeled one? George—Why, a V-icle, of course.

A grave question has lately arisen in railroad circles, whether dudes shall be charged full fare, half-rates, or admitted as baggage.—Exchange.

A very quiet yet humorous young gentleman in a Philosophy class was once asked, "What is the center of gravity of a hole?" "No matter," was the quick reply.

"O Professor," exclaimed sentimental old Mrs. Fishwacker, during a private organ recital in her new music-room, "do pull out that sweet nux vomica stop once more!"

"Young man," said the indulgent father, "what does this mean? 'The chief end of man is to pursue those ideals that tend to the personification of the Ego.'"

"O, that's easy, dad, it means 'go chase yourself.'"

Professor of Chemistry—"Suppose you were called to a patient who had swallowed a heavy dose of oxalic acid, what would you administer?" K.—(who is preparing for the ministry, and who only takes chemistry because it is compulsory) "I would administer the Sacrament."

It is getting so that it is almost impossible for one to cracker joke without everybody says he is stale and ill-bread, but now and then a joke well puddin', meats with approval; however, this is rarely done. So boys and girls from this take warning. Turn-over a new leaf and doughnut try to be phunny.

Teacher—"What is a polygon?"

Pupil—"A dead parrot."

Give the miser a knowledge of mathematics and he will "cipher" more.

Teacher—"Tommy, can you give me a sentence in which but is a conjunction?"

Tommy—"'See the goat butt the boy.' Butt is a conjunction and it connects the boy with the goat."

"Mildred," said her father, "I am willing that the young lieutenant who comes here should make a coaling station of my house this winter, but if ever he hints at annexation, you can tell him that I am unalterably opposed to it."

Miss A.—"Give a sentence in which 'look' takes an object."

Mr. B.—"She looked daggers at me."

They were at the baseball game and the umpire had just called foul. "I don't see any feathers," she whispered. "No, dear," he replied, "this is a picked nine!"

Mr. R. (in geography class): "What is the west side of a boy's trousers?"

Model Pupil: "The seat."

Mr. R.: "That's right. How smart you are. But how do you make that out?"

Model Pupil: "That's where the sun sets."

A Dutchman addressing his dog said: "My dog, you have a schnap. You vas only a dog, and I vas a man, but I wish I vas you. You effery way haf de best of it. Ven you go mit de bed in you shust derns round tree times und lay down. Ven I go mit de bed in I have to lock up de blace und vind up de clock und put de cat out und undress myself und my vife vakes up und scols me; den de baby cries und I haf to valk him up und down den maybe ven I shust go to schleep its time to get up, you stretch yourself und scratch a couple of times und you vas up. I haf to light de fire und put de kittle on and get some breakfast. You blay round all day und have plenty of fun. I haf to vork all day and haf plenty of trouble. Ven you die, you's dead. Ven I die, I haf to go to hell yet."—Ex.
SHAKESPEARE ON BASE BALL.

Your bass (foot) ball players.—King Lear.
Why these balls bound.—Merry Wives.
Now let's have a catch.—Twelfth Night.
And so I shall catch the fly.—Henry V.
Let me umpire in this.—Henry VI.
A hit, a palpable hit.—Hamlet.
Hector shall have a great catch.—Troilus and Cressida.

As swift in motion as a ball.—Romeo and Juliet.
He'll have the striking in the field.—All's Well.

After the score.—Othello.
Ajax goes up and down the field.—Troilus and Cressida.

Have you scored me.—Winter's Tale.
And the third nine.—Coriolanus.

He proves the best man in the field.—Henry IV.

What foul play had we.—Titus Andronicus.
Unprovided of a pair of bases.—Henry IV.
His confounded base.—Henry V.
No other book but the score.—Henry IV.
I will fear to catch.—Timon of Athens.
Where go you with the bats?—Coriolanus.
Let us see you in the field.—Troilus and Cressida.

Thrice again to make up nine.—Macbeth.
—Purdue Exponent.

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