A Merry Christmas
<table>
<thead>
<tr>
<th>Detroit, Ypsilanti</th>
<th>Ann Arbor &amp; Jackson Railway</th>
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</thead>
<tbody>
<tr>
<td>First car leaves Ypsilanti for Detroit at 6:15 a.m. Every half hour thereafter until 9:15 p.m. Then at 10:15 and 11:15 p.m.</td>
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<tr>
<td>First car leaves Detroit for Ann Arbor at 6:30 a.m. Every half hour thereafter until 9 p.m. Then at 10 and 11:30 p.m.</td>
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<tr>
<td>First car Ann Arbor to Jackson at 7:30 a.m. and hourly until 11:30 p.m.</td>
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</tr>
<tr>
<td>First car Jackson to Ann Arbor at 6 a.m. and hourly until 10 p.m.</td>
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</tbody>
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Gold, and Warranted in every respect for **ONE DOLLAR**

and every other School Supply a little cheaper and better than anywhere else, always to be found at

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Sullivan-Cook Co.

Clothiers and Furnishers

Ypsilanti, Michigan

We occupy three floors for salesrooms.

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<tr>
<th>Floor</th>
<th>Description</th>
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<tbody>
<tr>
<td>Basement</td>
<td>Lace Curtains, Muslin Underwear, Calico, Wrappers, Oil Cloth and reserve stacks of Hosiery and Underwear.</td>
</tr>
<tr>
<td>First Floor</td>
<td>General Line of First Class Dry Goods, Silk, Dress Goods, Trimmings, Hosiery, Gloves, Underwear, etc., etc.</td>
</tr>
<tr>
<td>Second Floor</td>
<td>Millinery Department, Cloaks, Skirts and Dress Making.</td>
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The Latest
# Normal College News

**DECEMBER, 1902**

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<th>Vice-President</th>
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<tr>
<td><strong>Athenaeum Society</strong></td>
<td>Isaiah Bowman</td>
<td>Nellie E. Smith</td>
<td>Margaret Dundass</td>
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<td><strong>Olympic Society</strong></td>
<td>R. A. Smith</td>
<td>Iva Bliss</td>
<td>Jean McKay</td>
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<td><strong>Crescent Society</strong></td>
<td>Vinora Beal</td>
<td>Marion Paton</td>
<td>Frank Ackerman</td>
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### Athletics

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<tr>
<td>President</td>
<td>W. B. Smith</td>
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<tr>
<td>Vice-President</td>
<td>Geo. Wilson</td>
</tr>
<tr>
<td>Secretary</td>
<td>Edward Kinsler</td>
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<tr>
<td>Treasurer</td>
<td>Prof. Dimon H. Roberts</td>
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<tr>
<td>Football Manager</td>
<td>Richard Smith</td>
</tr>
<tr>
<td>Baseball Manager</td>
<td>Newell Wallace</td>
</tr>
<tr>
<td>Basketball Manager</td>
<td>C. B. Jordan</td>
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<tr>
<td>Track Team Manager</td>
<td>Frank Kruze</td>
</tr>
<tr>
<td>M. I. A. A. Director</td>
<td>Fred Scovell</td>
</tr>
<tr>
<td>Editor</td>
<td>W. W. Morris</td>
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### Clubs

- **Lincoln Club**
  - President: C. E. Crawford
  - Vice-President: Geo. K. Wilson
  - Secretary: O. L. Judson

- **Portia Club**
  - President: Emma J. Parmeter
  - Vice-President: Anna Dobbins
  - Secretary: Margaret McGillivray

- **Y. M. C. A.**
  - President: C. E. Kellogg
  - Vice-President: R. C. Smith
  - Corresponding Secretary: Harry Rawdon

- **Y. W. C. A.**
  - President: Jessie R. Doty
  - Vice-President: Donna Stratton
  - General Secretary: Katherine Closz

### Churches of Ypsilanti

- Baptist—Corner Cross and Washington Sts., Rev. Mr. James Brown, pastor.
- Catholic—Corner Cross and Hamilton Sts., Rev. Father Frank Kennedy, pastor.
- Congregational—Corner Adams and Emmet Sts., Rev. Mr. Arthur Beach, pastor.
- Episcopal—Huron St., Rev. Mr. William Gardam, rector.
- Methodist—Corner Washington and Ellis Sts., Rev. Mr. Charles Allen, pastor.
THE OLD YEAR'S GIFT

MAE BELLE CARROLL

A wondrous year, O, all too swift,
Is hastening away,
But ere it goes, a parting gift
It brings us Christmas Day:
A year, near spent, in blessings rich,
Its duty nobly done,
Its choicest favor last bestows,
Its crown already won.

And we, receivers of this boon,
O, how shall we repay
The debt we owe the grand old year,
In a most fitting way?
Is there no present we can give?
No language to proclaim
The joy in every beating heart
At Christmas' very name?

O happy thought which comes to us,
Appreciation's test,
We'll emulate the passing year
Our last shall be our best.
May Christmas joy inspire us all,
And Christmas thoughts remain,
And as we pay the old year back
Ours too shall be the gain
Personal Influence in School Work

PERSONAL influence is the most subtle and powerful influence in the universe. Each of us is like an electric battery, charged with power to be given out to all who touch us in social contact; each of us is also winding his way in and out among persons who are charging us with their peculiar influence at every contact of mind or heart with us.

Much of this influence is given and received without purpose and often unconsciously on the part of both; but some of it, perhaps most that is best, is given purposely by persons who are trying to influence for good those who have voluntarily placed themselves under their instruction.

This is especially true of the school. The school as an institution places a strong, capable, scholarly man or woman in the position of guide and inspirer of the pupils of the school. The school with all its forces is the means that the teacher uses to make his personal power—i.e., his intelligence, his feelings, his will power, his determination, and all the capacities and qualities that make up a great character—reach and become a part of the life and character of his pupils. The recitation is his greatest opportunity; for in the recitation he not only has the opportunity of influencing each student by contact of his own mind with each pupil's mind, but the other members of the class constitute an audience, and help on the good work by bringing to bear a kind of organic multiple of personal influence which helps each student to receive more of the good things than he could do if he were alone with his teacher. Each student is stimulated by the presence of his class mates, till he can think thoughts and feel feelings of which he is not capable when alone. The best teachers build up this influence from the moment the recitation opens, till a genuine interest is developed, a pleasing companionship or comradeship in thinking and feeling, in resolving, in hoping and in determining, in all ennobling feelings, is felt by all the members of the class. At the close of a recitation like this you realize that you know more than when you came into the recitation, you have a higher respect for learning, for truth, for all good things—you have a kindlier feeling toward fellow pupils—a feeling of greater respect for your teacher. You have in every way taken a long stride forward and upward toward higher and more useful living. It is such an effect as this that the recitation is intended to produce in you. Every recitation which does not produce something of this effect is thereby so much of a failure. For full success such as I have pictured it is necessary first of all to have an ideally good teacher—such as this institution hopes to make of you. This teacher must not lose a minute of this valuable recitation time. He must begin at once to set the machinery in motion. He must ask some one a suggestive question in such way that the attention of each member of the class is arrested and held; he must have the answer given in such way that it compels mental assent or dissent from each one in the class. Every one must be held for mental recitation if not reciting orally—till the reciprocal feeling has been developed. Then another question must come, or some statement or some illustration, till every one has had his intelligence increased, his view broadened, or his emotions tempered. If the teacher lets any member of his class slip out from under this class feeling, he is in so far failing in his teaching. If he says some unfortunate thing, asks a poor question, exhibits a bad feeling, evinces lack of interest, allows an uncharitable expression to escape his lips, if he fails to say or ask the right thing at the right time, or allows some unlovely action to interfere with what the students are
trying to do—if in any of these ways he breaks
in upon this rising tide of intelligence and good
feeling which is making the recitation a bless­
ing to each student, he shows himself a bung­
ler at his task rather than an artist in his pro­
fession. But the student has a part to perform.
If he comes to the recitation remembering
what a good time he had the last time, if he
determines that to-day he will hear every word
said by teacher and student, if he gives the
best answer or the best suggestion he can at
every opportunity that he can fairly and hon­
orably get, he will soon find this elevating
sort of condition taking possession of his mind
and the learning process will realize itself in
him—he will be taken up into the class feeling
of success in thinking and feeling which every
good recitation brings to the class, and he will
also have the proud consciousness of having
not only gained for himself the good result of
the recitation, but also of having helped to
make it possible for every other student there
to do better than he could otherwise have done.
Thus you will see that it takes careful, con­
scientious work on the part of the teacher on
the one side and the students on the other to
bring the recitation to its highest perfection,
so that it shall do its greatest good to you. If
I could make you see all this as it really is,
you would become so earnest about it that you
would not allow yourselves to do anything
that would interfere with it, but would do
everything within your power which would help
on the work of the recitation. Public
opinion in the student body would be so strong
in favor of all good things that the indifferent
would soon become interested, the timid would
lose their timidity, the pessimistic would
become hopeful, the discouraged would become
full of courage and determination, and through
this rising tide of school feeling every recita­
tion conducted in the State Normal College
from morning till night would be one great
revival of learning, a great pentecost of feeling,
an occasion where every one would come to
see that life is another name for opportunity, a
time when mental and moral nerves are toned
up, hopes and aspirations are born, and each
one of us is set a long way on toward a fuller
preparation for a successful life.

Class Spirit and its Uses

I have said to you that each of the various
organizations to which one belongs and in
which one sustains his membership by contrib­
uting his share to the good of the whole,
constitutes for the time being, one of his larger
selves, doing for him what he cannot possibly
do for himself. This is quite true whether
the organization is one that helps or one that
hinders his right development,—quite as
potent in one direction as in the other; but I
have had direct reference in my talks to the
organizations which have for their purpose
the uplifting, ennobling and refining of human
living. In this view of the case there seems
to be a large place for class organizations, for
fraternities, and sororities in a great institution
like this, in that they furnish opportunities
for companionship of a worthy kind, and for
the development, through this companionship,
of motives, ideals, and purposes, which cannot
so well find their causes elsewhere. For these
organizations to be of value, however, they
must be rightly organized and managed. It
seems to me that each of these organizations,
in order to be valid, must be founded on two
quite different, but related ideas, the one to
be realized within the organization itself, the
other to be accomplished by the organization
as a whole working outside itself. The first
idea, within the organization, is compani­
ship of some sort, based on congeniality or
other circumstance. In this respect, each
member, but no others, has this right and
privilege. Even if privileges be temporarily
extended to the others, it is not in the interest of
these others, but in the interest of the mem­
bers, who profit by the added companionships
or advantages which come from the temporary
uses of privileges by the others. If a high
standard of membership be required and main­
tained, an added value of respectability attaches
to the members. On the ground of this point
of view, the close organization is perfectly
proper. But this is only one side of the picture. No person or organization is sufficient to him­self or itself; and every organization which hopes to live the highest possible life and subserve the highest ends, must look about for some connection with the larger world,—some purpose or motive of service must be found which shall stimulate and guide the members of the organization into some organ­ized action which shall end in achievement.

Making direct application to the existing societies in this institution, each organization, of whatever kind, should hold a high standard of membership, should make membership become so well known for honor and honor­able work, that membership itself should be the badge of high honor, and membership thus be at a premium. Each organization should provide for its members companion­ship and acquaintance, pleasures and privi­leges, which are only for members or invited guests, and these should be of such high grade, that the invitations themselves shall come to have an established worth. When this shall have been accomplished, the organization, whether fraternity, sorority or class organiza­tion, will have given the necessary internal reasons for its existence. But the larger reason for existence is the larger relation to the outside world and to other co-ordinate or related organizations. Each organization as a whole must be ready to contribute its portion of service to the larger wholes, which, in return, shall give renewed value to each sub­ordinate organization. Each of the fraternities, sororities and class organizations in this insti­tution must show its willingness and its capa­bility to work in harmony with all the others toward common ends,—ends that shall benefit the whole and magnify the greater institution of which they are subordinate parts, before it shall have fully proved its own right to exist. A fraternity belonging to the Michigan State Normal College, can be respectable only when, first of all, the Michigan State Normal College is held in honor. The first duty of the smaller organization is to advance the cause and honor the name of the institution itself. Then it will be easy to advance the cause and make honorable the name of the smaller organization. Each fraternity, then, or class organization, in this institution, would die, were the school to die, would be disgraced, were the school disgraced; and each has an opportunity to prosper and grow in honor only when the school as a whole is prosperous. The possible life of the smaller is bound up in the actual life of the larger. It is easy to see, then, that the first duty of each of these organizations is loyalty to the parent organization, the school as a whole. It seems to me that there are so many beautiful things that can be done here when we all work together, that there is no excuse for selfishness among or within these organizations. Class spirit must help create and support college spirit.

"Labor is the great schoolmaster of the race. It is the grand drill in life's army, without which we are only confused and powerless when called into action."—Marden.
Alfred's Christmas
May Hurd, '03

The town clock struck eight. Alfred Seemore opened his eyes. "Eight did it strike," and he pulled his watch out from under the pillow. "True, and this is,"—rubbing his eyes and starting up—"this is Christmas morning."

A child's laughter and screams of delight floated up from the flat below.

"Poor child," murmured Alfred, "I hope you may always be joyful on this day." He fell back upon the pillow. "I can't do it yet," and he stared hard at the ceiling. The faint echo of sleigh bells was heard in the distance. The snow creaked loudly as the hurrying footsteps passed and repassed beneath his window. A block or so away, a little newsboy was crying, "Extra number of the Morning News here." Alfred turned over and covered his head with the bedclothes. It made him think of several years ago, when he, too, was a newsboy and on Christmas morning had made the air ring with his cry of, "Morning's paper here, sir."

At the first call of his mother's voice he had bounded to the floor, hurriedly dressed, and sped away to deliver his papers. For at least two weeks his companions had talked of nothing else than the presents, quarters, which they had received last year from their customers. Alfred was all hope. "Suppose I should get a quarter from four different people! That would make a dollar. Wouldn't mother's eyes brighten! That is what she needs to pay the rest of her rent. When I'm a man she'll never take in washing. She'll live with me. Maybe, I shall own a house as nice as that one over there, and he stuffed his hands in his pocket and surveyed the two-story white house across the way. Mother could have that front room, and I'd get her that red velvet waist down in the Boston store window. When I come home from my office somewhere down town, won't it be nice to see her sitting in the easy-chair before the fire, and—"

A whistle from one of his comrades had awakened him from his dream, and he ran off to his work. His spirits fell, when house after house that he visited appeared empty. No one came out with a present for him. The last paper was delivered, and not a tip. He could not repress the tears, and they fell on his cold cheeks. He wiped them off with his coat sleeve when he neared the house.

The door opened as he reached the step, and his mother advanced with a smile so bright that he forgot all in his astonishment. He had not seen her look that way since his father died.

"Oh, Freddie, dear, I've such a nice Christmas present for you," and she folded him in her arms and kissed him repeatedly. A letter lay upon the table. "Read it Freddie, while I get you something warm to eat." Alfred sat down upon a stool and pulled the sheet out of the envelope, while his mother hastened to the tiny kitchen. The tears stole down her face as she turned the toast. "I don't see how I can let him go — yet — I will."

"Oh, mother," broke in Alfred, "does Uncle Rob really mean I am to come there
and live with him in their big house, and go to
school and have everything nice, and—"
"Yes, sonnie, that’s it. Aren’t you glad?
Isn’t that a lovely Christmas present?"
"Hurrah!" shouted Fred, and up went his
cap.
The mother smiled through her tears. Alfred
saw them, and coming closer, said: "But,
mother, what are you going to do?"
"I, —- Freddie, why, —- oh, I’ll get
along nicely here, you see," and she hurried
into the woodshed for a stick of wood.

All that day they talked it over. Yes,
Freddie was to go to New York City and live
with his rich Uncle Rob, and when he became
a man he would return and care for his
mother.
* * * * *
The church bells rang out clear in the frosty
air, and far away could still be heard the
newsboy’s cry. "My God," groaned Alfred
Seemore, "it is more than I can bear; to think
I so soon forgot her. Nay, more, I became
ashamed of her. If only I could call her back
long enough to ask her forgiveness."

Giving and Taking

(GIVING AND TAKING)

Who gives to whom hath naught been given,
This gift in need, though small indeed,
As is the grass-blades wind-blown seed,
Is large as earth and rich as heaven.
Forget it not, O man, to whom
A gift shall fall, while yet on earth;
Yea, even to thy sevenfold birth
Recall it in the lives to come.

Who broods above a wrong in thought
Sins much; but greater sin is his
Who, fed and clothed with kindness,
Shall count the holy alms as naught.

—TINNNEVALUVA.
(Whittier’s Translation.)
"HURRY up, you old maid, so we can catch this next Detroit car," sang out Tom White from the foot of the stairs to his room mate.

"Yes, I'll be there in just a minute," came in anxious tones from Verne, who was vainly trying to crowd an extra package into an already well-filled valise.

Hearing the car, Verne seized the valise and bounded downstairs, landing at the bottom with a suddenness almost perilous to the package held carefully under his arm.

"What have you got there, old man?" said Tom, as Verne carefully placed the package on the car seat beside him. "A doll for baby sister? Give us a peep. You needn't guard it as though it were a nugget of gold." Then he caught sight of the name, Miss Jessamine Cole, written with great precision, in Verne's best style, and added, with a knowing wink, "Oh, its sister Jessamine, is it?"

Verne ignored his friend's remark, and Tom finding him thus uncommunicative, started off in search of fun elsewhere.

Left to himself, Verne was soon lost in thought. He recalled for the hundredth time his last meeting with Jessamine. He wondered if she would be pleased to see him. * * *

What would she think of the present he was bringing? What would his father say if he knew that he had spent so much of that last check for a little fudge pan. * * *

But then he was practically sure of that position. He wondered if Jessamine would ——

"I say, Verne, wake up, you've been dreaming long enough. My cousin, Jessie Coleman, got on at Wayne, and I want you to meet her. Do your best now, old man, and keep up the reputation you have been given."*

"What have you been saying now," said Verne, as he arose and followed Tom, mechanically flecking a speck of dust from his coat and straightening his tie.

There was no time for reply. "Miss Coleman, allow me to present my friend, Mr. Harris. Jessie is a great friend of Miss Cole's, you know, and has heard a great deal about you."

Verne flushed painfully, and Miss Coleman, with a reproving glance in Tom's direction, hastily began the conversation, thinking in the meantime that she cannot blame Jessamine for allowing her mind to be filled with thoughts of Verne Harris.

Miss Coleman proved to be a delightful companion, and the time passed quickly. When the car reached Detroit, Tom went to get the grips. As he picked up Verne's package and again noticed the name, an idea occurred to him. With a mischievous twinkle in his eye, he glanced over his shoulder to see if his friends were looking, and then reached for his pen.

"Look here, Jessie," he said, as he rejoined the two, and held up the package to their view. "What does this mean? Verne, I thought you said——"

But Verne had seized his belongings and fled in confusion, mentally anathematizing Tom, and at the same time blessing the conductor for calling out his street just then.

As Verne walked quickly up Jefferson avenue, he went over again and again mentally what he should say to Jessamine when he gave her the present. He almost wished he had sent it. Why not wait until tomorrow and send it over? Just as he reached the door the thought came to him that he might leave it on the hall table for her to find when he had gone. Just the thing!

* * *

The next morning a messenger left at Verne's door a package, accompanied by the following note:

MR. VERNE HARRIS:

Sir—I send you this morning a package you accidentally left on the hall table last night. You need not call this evening. I shall be otherwise engaged.

JESSAMINE COLE.
For a moment poor Verne was stunned. What had happened? He could think of nothing he had done to displease Jessamine. To be sure he may have been over-extravagant in his praises of her friend, Miss Coleman, but then she had seemed pleased at that. Mechanically he picked up the package. Good heavens! There was the name—"Jessamine Coleman." How could he have forgotten. "Oh, that Tom," he muttered.
**Departmental Christmas Song**

W. W. SMITH

Hear the joy bells, ringing, ringing,
In the far-off towers swinging;
Hear the children's voices singing,
"Merry Christmas Day is here!"

Snowflakes gently flying, flying,
Through the air were softly crying,
"Come, in white, we must be trying
Now to dress the brown earth dear."

This the chimes are telling, telling,
On each word the sweet tones dwelling;
Soft and low, then loudly swelling,
"Peace on earth, to men good will."

Love is softly stealing, stealing,
Into hearts with tender feeling,
To us all the truth revealing,
That the Christ is with us still.

Illustrated by Clara Saxton, Eighth Grade, Training School

---

**THE TEACHER'S VIEW OF HISTORY**

**PROFESSOR KING**

Within the last twenty-five years the study of human society has become all-absorbing. Along with the *isms* which have pushed for notice have appeared some respectable scientific *ologies*. History, while not ranking with the new sciences, has been effected and transformed by the active spirit of research. The scope of the subject has been enlarged. Historical exposition no longer confines itself chiefly to the details of military movements, conquests, and colonizations. The range of material yielding information concerning social movements has been extended until it includes every thing in art, science, literature, religion as well as those forms in nature which show the signs of man's will and hand. Forces shaping historical movements are no longer regarded as exclusively social. The physical force is recognized as determining the industries of a people, while historic events gain in significance when accorded an economic interpretation.

Society embodies a new conception of oneness through reciprocity or mutuality. Social will, social mind, social conscience are phrases worn by use into new meanings. The like-mindedness, the will, and the conscience dwell in the individual. Individuals are at once individuals and society. The two exist together, develop together, are saved together. Society so conceived is an organism, perpetual, deathless, whose evolution men call history. As the activity of a living, thinking, feeling people, history makes its appeal. This view proceeding on the supposition that human nature, hence social nature, is always the same affords a point of contact between the present in which we live and the past in which society has been living. The experience in the present activity interprets the past in history and in turn is enriched and enlarged by the knowledge of what has been wrought by the labor of ages.

The aim of education is to put the individual into possession not only of his individual self but also of his social self. That is the individual, by the process called education, realizes—makes real and actual—his own capacity for action. It is a slow process and commencement day closes a life-long tuition. The process and means by which individual power is secured does not of necessity result in social capacity. A perfectly adjusted individual is not necessarily *socialized*. Self-consciousness does not include consciousness of the other one. The common consciousness of the many even does not include social consciousness. Small says, "social conscious-
ness is awareness of society as the consummate expression of the vicarious sacrifice of member for member, part for part." Such power in the individual, capacity for such feeling, can be realized only by an intelligent and persistent use of means in education.

The individual makes a continual struggle to adapt himself to his conditions or environment. The desire to overcome nature in the satisfaction of need and greed is the spur to his activity. But in the struggle to overcome opposition and to attain the end, activity is not solely individual, but really bears an organic relation to society. Not only knowledge of just what the relation imposes of responsibility, but also a controlling desire worthily to meet it, on the part of the individual, is essential to the well-being of both himself and society. "Public office is a public trust" is so fully recognized as a social principle that it has become the only respectable working basis for an American office holder. "Private business is a public trust," however, is not a recognized social principle as is attested by present industrial history. Such a principle can be ingrained in social consciousness so as to control social will only as a result of education. But ultimately the social will present consciously in the individual activities must constrain them in the interest of the social whole. Education may find its process in the long contention and struggle of life between these individual activities. It is the business of the schools, however, by an intelligent use of material at hand to shorten the process by which the individual recognizes the true import of society and his place in it.

The whole scope of social ethics is matter for education. To this end the school experiences must explain and unify the whole social life. The work of the school must be arranged for the individual with due regard for his social relations since his social relations must make a large and very real part of his individuality. So only can they hope to turn out educated individuals sharing in the thought, feeling, sympathy, desire of the other one, that is an educated individual socialized.

The present thought of history lends itself to this view of education. History promises to be an effective means. The events of history fall within the realm of morals since they spring from the thoughts and feelings of society. Every event holds within the visible fact a content of ideas. These ideas, constituting the historical force. springing up in social consciousness are seen in the events of history controlling, constraining and adapting individual activity by the social will. The whole history is an open book in social ethics. The aim in teaching history is ethical then? Emphatically by no means. History is one of the noblest of the sciences and quite worthy to be taught for its own sake. But since history is what it is how can it be possible to disassociate it from the ethical idea? No need to keep the ethical in mind, for once the content, the ideas, the thought, the desire, the sympathy—enters the mind as an experience it will find its natural and inevitable reaction upon conduct. With young children the content will be reproduced in kind. We remember the story of the teacher who taught frontier life, especially cowboy exploits, so successfully that her little group was for the time transformed into cowboys; or the children who with a string tied to the neck of the tongs and a circle of chairs dragged Hector around the walls of Troy. With more mature minds the impulse is towards a transforming of ideas into ideals and the reproduction in suitable rather than like conduct. Witness the story of the life of Jesus.

(Continued in January number.)

HISTORY IN THE TRAINING SCHOOL
THIRD GRADE

The aim of the work in this grade is to bring the child to a realization of the "wish of the many" or common interest, the need of individual activity, and the significance of community, including the ideas inherent in it; as, mutuality, opportunity and protection. Furthermore, the aim is to cause him to feel a sense of partnership in the common life, to educate him to be as true a citizen and as true
a man as possible. It is to stimulate mental activity on the part of the pupil rather than to fill the mind with facts.

The material used is anything, in the child's community, which appeals to him; as, the exercises and games. Since the school is very near to the ball ground, the children are all more or less familiar with football. By letting them tell what they know about the game they are led to see the necessity of rules, from which they reach out to the need of rules in other games, and of laws for the town in which they live. The necessity of a leader is here emphasized and the authority which must be granted to a leader, together with the obedience of the team to the one whom they have accepted as their leader.

Protection is next studied in its various forms,—how our personal property is protected from robbers, fire and accident; how we are protected from personal violence and diseases; how the poor are protected by the united efforts of the town. In connection with this the public men such as constables, policemen, lawyers, doctors, aldermen, poormaster, members of fire department, board of health, etc., are taught, and their relation to the community. In this work is shown that all these things supplement the individual, in that they do what he cannot do.

The great advantage of inventions is illustrated by a comparison of the Indians' method of preparing flour with the method of to-day. Other inventions are cited, and the great service which they have rendered mankind, is made prominent. In this connection mills, shops and factories of our town are studied. This, in, turn, brings up the relation of production and consumption, barter and exchange, buying and selling, market, money, etc. The need of the merchant to the home, the home to the merchant and market, the farmer to the market, and so the need of all to each and each to all, is also here shown.

The work brings out the great influence which the geography of the country has upon the cities and towns. Rivers make possible the mills and factories, which call many people there to work. Here again is emphasized our great dependence on the farmer and his dependence on the soil.

The working of the fire department, the water works, the repairing of streets and bridges bring out clearly city organization. The choosing of its officers, making ordinances, granting powers and privileges, raising money with which to work, providing schools and other institutions are some of the phases dwelt upon.

To enrich the child's knowledge and to make his own community life more real, the community life of the early Greeks, Teutons, or Saxons in England is studied. This comparative study of community life aids greatly in bringing the pupils to a realization of the merits and needs of their community life. They learn of the common interest shown in the historic communities through their public works, such as shelter, defense, public property, implements, weapons, conveyances, hunting-grounds and domestic animals. The ideal forms of those days are likewise studied, as music, literature, art, and religion.

With the study of all this, and the home life and civilization of these early communities, the pupils cannot fail to see the improvement of their age and they will be proud of their own period, and will be inspired with a desire to improve it still more.

MAE HURD
JESSIE HAMMOND

FOURTH GRADE
COMMUNITY LIFE—THE NORHTMEN
SUBJECT PLAN

I.

The general aim of the subject is to bring before the child the part each member of a community bears to that community, and to each other. He will thus come to realize his own place in society and the state. He has been taken away from his own little home community, and has had a glimpse into the home and community life of another people.
II.

1. Teach general topography of the country, and something of its influence upon the people—their domestic animals, means of earning a living, articles which they made, and dress.

2. Children already know need of a leader in home community. Show need of a leader among these people—how chosen and his place in the community.
   
   (a) Choosing officers and leaders.
   (b) Their courts.
   (c) Means of defense, and forts.
   (d) Show that defense was a common need of the people, and so helped to make them one.
   (e) Raids for plunder:

3. Community gives to people.
   
   (a) Religion—worship of gods, ancestors, etc.
   (b) Education—a knowledge of calculating time, of astronomy, of geometry, and surveying, and a form of writing, literature, legends and folk-lore.
   (c) Architecture—houses, forts, temples; also skill as ship-builders.
   (d) Music and art—religious songs and chants, wood-carving, jewels.

4. Work of community.
   
   (a) To defend the people of which it was composed.
   (b) Carry on wars for conquest.
   (c) To give justice to its members.
   (d) Choose officers, leaders, chiefs, etc.

5. Community gives each person.
   
   (a) A part in its worship.
   (b) Protection of its army.
   (c) Individual rights of community.
   (d) Some share in the local government.

III.

Bibliography.
Norway and Norwegians—Keary.
Sagas of the Norse Kings—Laing.
Viking Age—Du Chaillu.
Ivar the Viking—Du Chaillu.
Legends of the Norsemen—Higginsons.
The Northmen—Wright.
Material—maps, pictures.

LUCY BROWN

FIFTH GRADE

In the fifth grade begins the first development of what we may call "real" history: that is, a series of events which follow each other in related order for the purpose of accomplishing some definite aim.

The history first developed here is that of the Greeks, especially the struggle of Athens, in which the movement is simple, and many of the facts based upon mythology. This gives the child an idea of the great struggle of a people for the thing which is the cherished aim of all—a self-governing colony.

The work is preceded by a short drill for about two weeks, in which the foundation of the work is made by showing the belief of the Greeks concerning their old mythology, including the Greek idea of the beginning of the world, creation of man, and their twelve great duties. This really forms the foundation of the Grecian history, as so many acts of the Grecians in their history, proper, are explained by their reverence for these gods.

This work is made real to the children by letting them represent the characters, imitating their actions and by dramatizing the stories.

An example of the dramatization was publicly represented Thanksgiving day, when the children, in Greek costume, gave the story of the abduction of Proserpina, the daughter of the goddess of vegetation, Demeter, by Pluto, the dark and gloomy god of the lower world. The sea nymphs were represented as just emerging from the sea. This appropriately represented the coming winter season.

BEULAH ABBRY

[As the training school has been represented by the first three grades in the previous issues of the News, we take the work this month from the third, fourth and fifth grades. In the next number we hope to give an outline of the history work of the other grades.]

EDITOR.]
As we are about to go to press sad tidings come to us from the home of Professor Lodeman, of his sudden death late Saturday night or early Sunday morning. No man in the faculty was better or more favorably known in the school and the community, and throughout the state, than Professor Lodeman. The Detroit Free Press of December 7 contains a brief notice of the event, from which we make extracts below. In our next issue we will give a fuller account of his life and work and an extended notice of the memorial exercises in his memory which will be held under the auspices of the Board of Education in the near future. At present we can only unite with the school and the entire community in mourning the sad event, and in expressing our sympathy with the deeply afflicted family.

Says the Free Press, of Dec. 7, in part:

"The faculty and students of the Normal and the citizens of Ypsilanti were shocked beyond measure to-day by the news of the sudden death from heart failure of Prof. August Lodeman, head of the department of modern languages in the Normal. Prof. Lodeman had apparently enjoyed the best of health. He heard his classes on Friday as usual, not until Saturday afternoon complaining of being ill. At that time he was seized with an attack of acute indigestion, which brought on the organic heart trouble to which he was subject. His physician relieved him from pain in the afternoon and he passed a quiet evening, falling asleep early and being apparently comfortable and on the road to a speedy return to his usual good health when seen for the last time by his family, about 10:30 o'clock. In the morning, however, he was found dead, having evidently passed away during the night of heart failure, brought on by the indigestion.

"In point of service, Prof. Lodeman was the oldest member of the faculty, except one, and he was one of the most widely known. His broad scholarship, thorough knowledge of pedagogic principles, and his capacity for keeping thoroughly abreast of the times in his methods of instruction, made him a man intensely valuable to the Normal. He was a member of various pedagogical societies and was a frequent contributor to professional magazines. His scholarly writings gained careful consideration from prominent educators.

"When the faculty learned the sad news to-day a meeting was called at which it was decided to assemble the students in Normal hall to-morrow morning that the death may be publicly announced. The funeral arrangements have not yet been made, but on whatever day the funeral occurs the Normal will be closed.

"Prof. Lodeman is survived by his widow and by two children, Frank Lodeman, an instructor in Cornell university, and Miss Hilda Lodeman, of Ypsilanti, a talented artist."

A movement has recently been set on foot which we believe is of the greatest importance to our students. We refer to the effort to arouse a better college spirit.

College spirit is not easy to define. It is intangible, but we believe, a real and a vital force in college life. It does not consist
merely in a willingness to cheer for a victorious team, nor of an enthusiasm for class rushes, nor even of a faithful diligence in the preparation of lessons; though all of these may be manifestations of college spirit. In the truest sense college spirit consists largely of love for the college. The term, *alma mater*—our generous, benignant mother—expresses the relation that should exist between the student and the college. Our love for the school should give us a deep interest in everything that looks toward its success, and should make us ready to stand by and support it in victory or defeat.

The student who pays his tuition, receives his class instruction, and looks upon the matter as a mere business transaction, summed up in this exchange of commodities, loses a large part of his college training.

We must make ourselves men and women first, and teachers afterward. We are here for development of character as well as acquaintance with books, and this development must come largely from the united influence of our fellow students upon us. This united spirit of the students is the college spirit, and if it turns toward high ideals for the college interests, it will mold us for the better if we join with our fellows in working out these ideals.

The January issue of the *News* will contain an article by Geo. K. Wilson, representing the Lincoln Club. Mr. Wilson brings to his effort not only his individual ability, but also the inspiration gained from a two years’ experience in active club work. He has chosen a subject dear to his heart, and we feel confident that he will not disappoint our readers in any way.

Do not fail to include in your list of holiday purchases at least one copy each of the new college calendars at thirty cents each, and book of quotations from faculty members at twenty-five cents each, which will be on sale before the close of the quarter. You cannot be other than highly pleased with them. They are works of art.

**Michigan in the Interstate Oratorical Association**

Through the earnest endeavors of Prof. Nadal, of Olivet, Michigan has been admitted into the Interstate Oratorical Association, which is now comprised of the following eleven states: Ohio, Indiana, Wisconsin, Illinois, Minnesota, Kansas, Nebraska, Missouri, Colorado, Iowa and Michigan.

The above association offers some very valuable prizes to the winning contestants this coming year. To the person winning first place, a valuable gold medal and $100 in cash will be given. In order that Michigan’s contestant might have an equal chance with those of the other states, it was decided at the meeting of the State Oratorical Board, held at Lansing, November 8, to increase the limit of words that an oration may contain, to two thousand, instead of eighteen hundred, which has been the limit heretofore. The time of the contest was also changed from the first Friday in May to the second Friday in April.

The local contest will be held here March 20, at which time a valuable set of books and a handsome gold medal will be given to the person winning first place; a set of Fisk’s works, handsomely bound, and a silver medal, to the person winning second place; and several volumes of the American Statesman series to the person winning third place.

Besides the prizes, the person winning first place will represent the Normal in the state contest to be held at Olivet, April 10. The person who wins at Olivet will receive a gold medal and represent Michigan at the Interstate contest. The expenses of the contestant will be paid in each case.

S. E. Crawford

Much praise is due the Misses Laird and Perkins, the calendar committee of the Y. W. C.A. for the time and effort spent in the Normal calendar for 1903. It shows a great deal of thought and originality, and is a credit to the Normal College. On its pages are pictures of the heads of the departments surrounded by drawings representing their line of work. All the drawings were made by students in the advanced drawing classes. "The calendar is indeed a splendid advertisement for the college."
'02—Mr. John F. Reinche writes: "The Normal is well represented at Tecumseh. Music and drawing are under the supervision of Miss R. McKenna, '01; Miss MacArthur, '02, has charge of the third and fourth grades; Miss Mabel King, '02, has fifth grade; Miss S. Knopf, '02, seventh grade, and I am doing high school work and have charge of the ninth grade room. All are well pleased with their positions."

The work in the science department of the Allegan high school has been considerably extended since coming under the supervision of Mr. R. J. Josenhaus, '02. Over $150 has been expended for apparatus, and Mr. Josenhaus is now offering what is probably the most thorough course ever given there. He is well liked by the students, and is fast establishing a reputation for the old M. N. C. as well as for himself.

'01—Mr. E. E. Crook is enjoying the novelty of being a "big toad in a little puddle." As superintendent of the New Baltimore schools he is winning many friends by his thorough work.

'02—Miss Gertrude Greeley, of Houghton, Mich., is recovering from an illness which for several weeks prevented her from attending to her school duties.

'00—Miss Eleanor Thomas was very successful in her work in Hilo, Hawaii, which is attested by the fact that she has been placed at the head of the schools in Honokaa. Miss Thomas has promised the News some interesting accounts of her experiences in Hawaii.

'02—Miss Mary E. Thomas is teaching in second grade at Brainard, Minnesota.

'02—Miss Mary Stevens is teaching in primary grades at Cedar, Mich.

Mr. F. W. Churchill was master of ceremonies at the athletic meet of the Soo schools, on the occasion of the big waterpower celebration. Mr. Churchill made a pleasant call at the Benton Harbor high school, November 22.

'02—Mr. George Bierkamp is teaching at Smyrna.

At the Northern Peninsula Teachers' Association meeting in November, at Marquette, Mr. I. E. Chapman, '01, principal of Washington school at the Soo, delivered a paper on "The New Geography." Miss Melissa Hull, '01, read an article before the drawing department.

'99—Miss Emma Engle, who has the principalship of the high school at Bancroft, Neb., writes to tell of her interest in the News and the old M. N. C.
'02—Mr. Joseph Gill writes from Carson City: "We have seven teachers, most of whom are Normalites. Mrs. Jackson, known at the Normal as Miss Bangs, critic teacher in first grade during the summer of '98, is sustaining her reputation in the kindergarten and first grade; Mrs. H. G. Lull, '98, teaches mathematics and drawing; Miss Kate Morse, '01, English; Miss Alice Brown, Pd. B., teaches history and Latin; I am teaching various things, including science. I feel much at home here, and enjoy my work."

'00—A. E. Rees is teaching seventh and eighth grades at Newberry, Mich.

'01—Mr. Jay H. Smith writes from Fortuna, Cal., that he enjoys the News in his far-away home.

'02—Miss Inez S. Farnsworth, of Woodland, Mich., writes that she watches with interest for each number of the News.

It is said that Mr. Clifford B. Upton, now at Columbia University, is a golf expert, and rather prides himself upon his ability in imparting his skill to others less fortunate. One day last summer, while attending the University of Michigan, he escorted a young lady to the links for a first lesson in the game. In showing her how to take a stroke he asked her to stand back and observe how he did it. Mr. Upton heard a scream, and turning saw the lady expectorating blood and teeth promiscuously. A carriage and a dentist followed. The dentist said that if he had the missing tooth all might be made as good as new. It was now dark, so in the gray dawn next morning Mr. Upton hied himself to the golf grounds, found the tooth, and 'tis said all is well.

Through the earnest efforts of Superintendent McKone, a partial course in manual training has been introduced into the public schools of Albion. Judging from some of the results in the teachers' preparatory class, sewing has been a hitherto much neglected part of the education of Albion's schoolma'ams.

Miss Sarah Farmer, '93, and Miss Louise Petit, '02, spent an interesting day as chaperones of the Benton Harbor high school girls on the Rooter Special trip to Ann Arbor, November 16, when the B. H. football team defeated the A. A. high school team. Benton Harbor is a town of enthusiasm, and fully sustained her reputation that day.

'01—Miss Margaret Graves is teaching in Jackson, which is her home.

'99—Miss Cora B. Cooper is teaching English in the high school at Sturgis, Mich.

'00—Mr. George J. Miller is superintendent of schools at Colon.

'00—Miss Daisy Searle is teaching history and English in the high school at Williamston, Mich.

'97—Miss Anna Thayer has sixth and seventh grades at Grand Ledge, Mich.

Mr. J. Mitchell is superintendent of schools at Harbor Springs.

'02—Mr. C. M. Jennings has charge of mathematics in Allegan's high school. Word comes to us that he is meeting with great success. His classes show lively interest and are doing excellent work, while the school blackboards give evidence of his artistic skill. Allegan claims to have one of the strongest football teams in the state, and under Mr. Jennings' supervision played a tie game with Lima, Indiana, in November.

'01—Mr. H. M. Luttenton is teaching at the Soo.

'00—Mr. L. E. Righter, who has charge of the science department of Benton Harbor high school, is the busiest member of the faculty. It is said the neighbors feel a superstitious awe of the midnight gleam which comes from the tower where he practices his occult art.

'02—Miss Anna C. Stevenson writes that Winona ladies are continually busy, but that she found time one day in November to pause and enjoy a barrel of apples from Michigan while she read the Normal News.
'01—Mr. L. Butler is teaching at Central Lake, Mich.

'01—Mr. Pearce, principal of the Albion high school, was an Ypsi man in '95-'96 and '97, finishing his course in the summer school of 1901. He played halfback on the famous Ypsi football team.

Miss Aimee G. Feige, '02, died at her home in Saginaw, December 5, of scarlet fever. During the two years spent at the M. S. N. C., Miss Feige was a favorite among her fellow students. She began teaching in September in Buena Vista, and had already proved herself successful in her chosen profession when her death occurred.

Miss Esther Woodberry has sixth grade at Caro, Mich.

Miss Cloe Kahler has second grade at Plainwell, Mich., which is her home.

Miss Alta Chase is teaching mathematics in the high school at Three Rivers.

Miss Maud Becker has charge of the fourth grade at Shelby, Mich.

Miss Nellie Winifred Drake, '02, writes that she enjoys her work as teacher of fourth and fifth grades in Gaylord schools. She has an enrollment of fifty-two pupils.

The following clipping is taken from the St. Mary's Chimes for November: "The alumni columns of the NORMAL COLLEGE NEWS are especially commendable. This spirit of the old pupils to keep in touch with their Alma Mater, and the apparent desire of the 'active members'—in more ways than one—to watch the career of each alumnus is to be encouraged. A diploma should not signify a separation between pupil and school, but should be another link to bind them together. The feeling that one's school is interested in all that one does, ready at all times with appreciation and encouragement, should be a great incentive to make one's life and life-work all that it should be,—the best thanks a pupil can offer for the patient interest shown him during his school days."

The Last Judgment

After weeks of faithful preparation the Normal Choir went to Detroit on Thursday, November 13, to deliver Spohr's Oratorio, "The Last Judgment." The occasion was the opening of the Star Lecture Course at the Light Guard Armory, and in support of the Chorus were advertised the Adolph Hahn Festival Orchestra, and a solo quartette from Cincinnati.

The last rehearsals at Ypsilanti, and the rendering of several selections at chapel on Wednesday, had given full assurance that the Chorus would do creditably its part of the performance, so it was in good spirits that one hundred and seventy-seven singers boarded the special train at one o'clock Thursday afternoon. The arrangements for the physical management of the Chorus throughout the expedition were good. A comfortable train had been provided and through the kind attention of Mrs. Pease some matters which had been by others neglected were so arranged that every one secured his place without difficulty.

Upon arrival in Detroit the party were quartered at the Wayne Hotel, whence immediately they repaired to the Armory for dress rehearsal. To the Armory came other members of the Chorus living in and about Detroit, and when all were seated upon the platform, and numbered, the count reached one hundred and ninety two, a very generous fulfillment of the number one hundred and fifty advertised in the programs.

With interest the Chorus watched the orchestra begin the somewhat ragged rehearsal of the long overture. A few vigorous words were required from Prof. Pease, the conductor, before the orchestra awakened to the situation; then, however, they did improve, and after the overture to part two the Chorus gave them generous applause. The soloists were inclined to keep their hats on. Without apparent justification from either their understanding or execution of their parts they seemed to regard the rehearsal as perfunctory. Not so the Chorus, who sang with spirit and
with ready response to the Director's will.

The early dinner that night at the Wayne was not bad. It is said that the young man who put two lumps of sugar in his bouillon declared afterwards that he didn't like bouillon, and did it only for a joke; but it was observed at the time that bouillon was the only thing in the menu he didn't like, for afterwards neither fish, flesh, fowl, oysters nor pancakes escaped him.

At the evening performance when the great audience of between two and three thousand was assembling, members of the Chorus were surprised to find upon the program two long instrumental selections before the opening of the Oratorio, neither of the selections harmonious with the theme of the Oratorio. This detriment to the opportunity of the Chorus was increased when, after the members of the Chorus had with grace and perfect precision marched in and taken their exalted seats, the stage manager made further announcement of a third number by the orchestra. It was well performed—Director Hahn's arrangement of a Fantasia from Carmen—but of all things to play just before "The Last Judgment!"

It took some moments after the Oratorio was begun for the audience to readjust its spirits. The orchestra was playing better than in the afternoon, evidently having profited by the instruction then received. Before the opening chorus, "Praise His Awful Name!" was finished the audience had caught the spirit of the great work, and from them on the numbers received enthusiastic applause.

The soloists were a disappointment. The most criticism was visited upon the tenor, who sang weakly and with too little regard to time and tune. Various causes of his shortcomings were suggested; one, perhaps, by the lecture course programs, which advertised "Mr. John O'Donnell, Basso." It seems incredible that he could really have been a basso who came all the way from Cincinnati without discovering that his part was a tenor part and accordingly had to change his voice after he got here; and yet there seemed reason to believe that none of the soloists had fully realized what their parts were.

It was late before the concert was finished, but the audience gave flattering attention and the spirit of the singers never flagged. After the magnificent finale the Chorus left the Armory with a sense that it had not failed to meet its own best expectations; that it had not lowered its reputation for precise, vigorous, well-balanced and intelligent singing, and that it had done its part to reward and justify the Director in his patient and earnest devotion to the art of choral singing.

Clippings

"Mr. Pease's chorus is an organization to be proud of. They sing with spirit and understanding, they produce a good volume and their voices are well blended. Their enunciation is pleasingly clear and their attack is such as would delight any leader. The honors of the evening easily belong to the chorus and Mr. Pease their conductor.—Detroit Journal.

Mr. Pease has absolute control over his singers and the best possible results were obtained in the rather lengthy "Last Judgment" by Spohr.—Detroit To-Day.

The chorus sing admirably. Mr. Pease has his singers under good control, he leads them well and they follow him well.—Detroit Free Press.

Professor Pease of M. S. N. C. took his fine chorus of eighty trained voices to Detroit and delighted a city audience with Spohr's "Last Judgment."—Ypsilantian.

The greatest thing about schools is their spirit is the superiority of their environment over the ordinary experience of the student.—Normal Review.

Lives of football men remind us
That they write their names in blood;
And departing leave behind them
Half their faces in the mud.

—Exchange.
TIE GAME

A tie game was played between the Normals and Detroit Central High School, on the Normal Campus, Saturday, November 8. The Normals scored in the first half and the high school in the second. Detroit kicked off to the Normals, who failed to make much gain. Bates was then sent through the line for five yards gain, after which Belland, Bates, Gilmore, and Salsbury each took a turn at carrying the ball down the field. All the gains were made through Detroit's tackle and guard. After eight minutes playing, G. Bates carried the ball over for the first touchdown. Belland kicked goal. Detroit again kicked off. Belland got the ball and carried it down the field for 15 yards gain, when he was downed by Lawton. The Normals again commenced carrying the ball forward toward the goal, and would no doubt have soon reached it had it not been for a fumble. Witmire saved the ball. Third down with 8 yards to gain. Belland punted, Detroit got the ball and proceeded to carry it down the field, making long gains around the Normals end. Scott then went down the field for a 25-yard gain. Detroit got the ball within a yard of the Normals goal line, when they were held for downs. The Normals were walking the ball back at a lively pace when time was called.

In the second half the Normals kicked off to Detroit. They started the ball down the field at a rapid rate, Scott making 25-yard run. Detroit was then held for downs. The Normals fumbled and Detroit got the ball. Detroit made a gain of 10 yards and were held for downs. The Normals were then for the first time, held for downs. Detroit got the ball. Root went through the right tackle and held for a 35-yard run and a touchdown. Goal was kicked. During the balance of the game, the ball went from side to side, neither making any great gains. The Normals had the ball when time was called. Score—6 to 6.

HILLSDALE'S SECOND VICTORY

Hillsdale won her second victory over the Normals, November 22, on the Normal grounds, by a score of 22 to 0.

The Normals three best men, Bates, Belland, and Witmire, were obliged to leave the game on account of injuries received early in the second half. The team thus weakened could do but little against their opponents.

Hillsdale made their gains principally through the Normal line, although a few long runs were made around the ends. The most striking feature of the game was the unfortunate stumble on the part of Right End Tracy, who sprinted 35 yards down the field, only to trip and fall at the very goal posts, with the result that the ball went spinning from his
grasp upon the ground back of the Normal goal where Belland fell on it. Belland then kicked off to Hillsdale who by a rapid succession of plays carried the ball over for their first touchdown. The Normals played hard and fast ball for the remainder of the half, which was a see-saw, the ball first on one side, then on the other.

Early in the second half Witmire, Belland, and Bates were retired one after the other with the result that Hillsdale landed three touchdowns. The Normal line-up was Rice, r. e.; Katz, r. t.; Barry, r. g.; Lomphrey, c.; Holbrook, l. g.; Bates, l. t.; G. Bates, l. e.; Salsbury, r. h.; Gilmore, l. h.; Witmire, q.; Belland, f. Referee—Teetzel. Timers—Rogner and Carpenter.

YELLOW AND BLACK, 20; PURPLE AND WHITE, 0

Never before, during the present year, has class spirit and enthusiasm ran to such a height as it attained at the annual Senior-Junior football game played Saturday, December 6. The flagstaffs on the buildings were bones of contention between the classes before the game. Friday afternoon the Senior colors, waving above the main building, were the first to appear; but before long they had been pulled down and torn in shreds. During the night the Juniors succeeded in hoisting their flag, but before daylight it had suffered the fate of the Senior flag the previous day, and the yellow and black was once more waving triumphantly in the breeze. First one class, and then the other, would hoist its colors aloft, only to have them torn down by their rivals.

The classes went to the field in two bodies, the Seniors taking their position on the north side of the grounds, with the Juniors opposite. The game commenced about 2 o'clock. The teams were quite evenly matched, and a good contest was anticipated.

The ball was kicked off to the Seniors, who, after advancing it about half the length of the field, lost it on a mis-play. The Juniors made very little gains and were held for downs, after which the Seniors soon scored their first touchdown. The attempts to kick goal were unsuccessful. Another touchdown was made before the end of the first half. The second half was a repetition of the first, and at the end of the game the score stood 20 to 0 in favor of the upper-class men.

The most striking features of the game were the hurdling and the end runs of Salsbury and Gilmore, and the good interference on the part of the Seniors.

The best of feeling prevailed, and although defeated, the Juniors gave their yells after the game with as much vim and enthusiasm as before.

On Thanksgiving Day at Flint, the school for the Deaf wiped out last year's defeat by defeating the Normal team, 40 to 0.

The series of basket ball games being played by the teams of men's physical class are nearly finished. There are five teams contesting for the championship.

"It's all up with me," said the umbrella.
"How so?" asked the needle.
"It was this way" began the scales.
"Shut up," retorted the umbrella.
"Nit," replied the yarn.
"Oh, come off" said the mitten.
"Hit him" said the hammer.
"I'll stand by you" said the easel.
"You can count on me" said the slate.
"Take that" said the pill.
"It's all over now" said the ceiling.
"I'll keep shut hereafter" said the umbrella.

—Ex.

A lady was looking for her husband and inquired anxiously of a housemaid: "Do you happen to know anything of your master's whereabouts?" "I'm not sure, mum," replied the careful domestic, "but I think they're in the wash."—The American Journal of Archaeology.

An exchange rightly says that he who expectorates on the floor cannot expect to rate as a gentleman.
We are glad to see Miss Lynch once again in the third grade room.

Professor Barbour occupied the pulpit of the Brewster Congregational church of Detroit, November 16 and 23.

An open evening will be held at the girls' gymnasium, December 18. Prices for admission, 15 and 20 cents.

President Jones addresses the student teachers in the Training School at the general critic meeting, December 12.

In the last issue of the NEWS, through an oversight, we omitted the name of the senior vice-president, Miss Vinora Beal.

Miss Mabel Cross of Marcellus spent her Thanksgiving vacation with Miss Lynch. She was a visitor at the Training School, December 1.

Advanced pupils of the Training School are doing decorative work in pyrography, which emphasizes the art side in connection with the manual training.

Any one wishing to know what a "cabbage charade" is, might be enlightened by asking the Misses Jackson and Clark, or their worthy assistants, Messrs. Crawford and Millikin.

Last week a number of Normal students gladly welcomed F. D. Smith, former superintendent of Greenville schools. Mr. Smith is well-known throughout the state because of his institute work.

Dr. E. L. Norton of Hope College, Holland, spent Thanksgiving with Ypsilanti friends.

Miss Florence Perkins was made happy during Thanksgiving recess by a visit from her father.


Professor Lodeman has been entertaining his nephew, Theodore Bauer of Muehlhausen, Alsace, Germany.

The Sophomores have elected Guy Mowry, president; Florence Spaulding vice-president; Christine Bacon, secretary; Frank Bates, treasurer.

Miss Bertha Austin has accepted a position as principal of a ward school in her home town, Lowell, Mich. She begins her duties, January 1.

Several Normal students of former years have spent a few days with their Alma Mater since the last issue of the NEWS. Among them were: J. E. Van Allsburg, Emma Elliot, E. A. Whitney, Miss Adriance Rice, Miss Beatrice MacArthur, and Bert Stitt.

V. W. C. A. Normal girls are making Normal and University banners to order. Prices thirty cents for small pennants, seventy-five cents for large ones. The profits are to go towards paying association expenses. Leave orders at Starkweather Hall, or in note books at the north bulletin board at Normal.
Miss Addie Ashley has been quite seriously ill.

Miss Jackson entertained some of the student teachers of her grade on Friday and Saturday of Thanksgiving week, and others on the first Friday and Saturday of December.

Mr. and Mrs. Markham, who complete their work at the Normal at Christmas time go back to Lexington, at which place Mr. Markham has been superintendent of schools for some time. C. E. Kellogg, who has been supplying in the absence of Mr. Markham, resumes his work here January 6.

The preliminary debates have been held in the Webster, Lincoln, and Atheneum societies. Great interest has been shown in the work, and in each society several men contested for first place, the winner of which enters the final debate held here the last of January. Mr. J. M. Munson was elected to represent the Webster club, Mr. S. E. Crawford to represent the Lincoln club, and Mr. Chas. Jordan to represent the Atheneum. The Crescent, and Olympic societies hold their contest Saturday night, December 13.

A meeting was held in Professor Lathers' room, December 1, 7 p.m., to discuss plans by which greater college spirit might be aroused among the students. This movement was an outgrowth of a feeling on the part of some of the students that greater loyalty might be won for our Alma Mater if only the various organizations were brought into closer and more sympathetic contact with one another. Professor Lathers said, "That, though an indefinable thing, college spirit is something very necessary to college life." Acting upon suggestions made by a committee appointed at a previous meeting various other committees were appointed for future work. Lively discussions brought out the duties of these committees. As the meeting progressed all present became warmed up to the subject in hand and there was enough college spirit and to spare. A students' meeting was set for December 12.

Miss Wise and Professor Laird have been doing institute work at Pontiac. Date—November 28-29.

Miss Martin, the seventh grade critic, invited her student teachers to "make observations" at 220 Huron St., Saturday evening last. The students report it the most enjoyable observation period of the quarter.

A number of the Traverse City girls entertained nineteen of the Traverse City students of Ypsilanti and Ann Arbor, at Miss Mayme Youngs' rooms on Emmet St., Friday evening, November 22. Among those present were Miss Atkin and Mr. Ryder of Ann Arbor. Miss Atkin graduated from the State Normal with the class of '96, and Mr. Ryder with the class of '93.

We regret very much that we cannot publish the Thanksgiving program given by the pupils of the training school. The numbers were all very good, and were especially interesting in that they represented some of the regular quarter's work. The little drama, "The Grecian Autumn Myth," by the fifth grade, was especially attractive. The Rhythm exercises, by a number of the children from the kindergarten was received with much enthusiasm. The program closed with the Doxology, in which all were invited to join, by Miles Standish, in "The Feast," by the seventh grade.

The eighth and ninth grades of the Training School charmingly entertained their teachers and a few friends at Starkweather Hall, Friday evening, November 21. Decorations of evergreens and flowers made the rooms cheerful and homelike. During the evening a chorus gave a welcome song arranged by Madge Quigley. Helen Pease and Archie Matthews played a duet on the piano and mandolin. All were heartily applauded. Games were enjoyed, and later in the evening ice cream and cake were served. When the guests reluctantly departed, all agreed that Starkweather Hall had never looked prettier, nor held a more enjoyable party.
Miss Lovisa Fisher has been called to Reed City to teach physics and chemistry.

Professor Strong will go to Washington during the Christmas vacation to attend the American Association.

"'Blessed are the meek for they shall inherit the earth,' but this was not spoken of pedagogues."—Training School.

Emma Elliot spent Thanksgiving with her parents here. Miss Elliot is teaching first grade in the Franklin School at Coldwater.

Those who ate Thanksgiving turkey at home are trying to cheer up those who couldn't go by telling what a nice time they had.

Cash prize! The committee on songs and yells has decided to offer a prize for the best song suitable for use in the Normal as a college song.

Owing to the death of Professor Lodeman, the second number on the lecture course, Durno, "The Mysterious," and Company, which was to have been given December 8, was given December 13.

December 12 was Mother's Day in the second grade. The invitations, written by the children, read: "Please come to the second grade Friday P. M. at 1:30 Standard Time." A number of the student teachers, assisted by the pupils, welcomed the visitors; then they were taken in charge by other pupils and shown the aquarium, pictures, books and other objects of interest in the room.

Mush and milk was served by several of the pupils in the recitation room, while others were busily engaged in cooking mush under the supervision of student teachers. The serving of mush for refreshments was the outcome of a number of nature study lessons on the necessity for grinding and cooking grains, and was suggested by the pupils themselves.

Little books prepared by the children on Foods, also a part of their nature study work, were presented to the mothers as souvenirs of the occasion.

The Freshman class have chosen crimson and white for their colors.

The Freshmen would have that person who "hears" that the Freshmen elected a Junior for treasurer, know that the Freshmen class has plenty of material with which to fill its offices without looking elsewhere.

Miss Elizabeth Wilson, at present teaching at Albion, spent her Thanksgiving vacation in Ypsilanti and took the opportunity to do some editorial work. Miss Wilson will resume her Normal work here at the beginning of the winter quarter, and also assume responsibility on the News staff.

Societies

ATHENEUM

Friday evening, December 5, occurred the preliminary debate which decided who should be our representative at the final debate of the Normal College. At the final debate three will be chosen to debate with M. A. C.

The participants of the debate, December 5, were:—Messrs. Andress, Middleton, Millikin, Jordan, Allen and Squires, The judges were: Misses Downing and Shultes, and Rev. A. G. Beach. Mr. Jordan won first place and Mr. Millikin second place.

Miss Mary Ballard has been elected by the society to represent us at the Oratorical contest.

The following officers were elected for the ensuing quarter:—

President—Mr. Jordan.
Vice-President—Mr. Squires.
Secretary—Miss Feeley.
Treasurer—Mr. Allen.
Chaplain—Miss Ballard.
Chairman of Program Committee—Miss Pieters.
Chairman of Social Committee—Miss Hurd.
Ushers—Messrs. Pierce and Andress.

CRESCENT SOCIETY

The reception given in honor of the new members of the Crescent Society was largely attended and greatly enjoyed,
both from a social and epicurean standpoint. Judging from the loud smiles heard during the last program, the students, quite contrary to the usual custom, seemed to thoroughly enjoy visiting a faculty meeting, although ten of its members expressed themselves in a very emphatic manner.

Messrs. Carr, Herald and Novak will take part in the preliminary debate which will be held December 13. This debate decides who will represent the several societies in the final debate of the Normal School.

OLYMPIC SOCIETY

Friday, December 12, we have our preliminary debate. The debaters to take part are: —Messrs. Mowry, Wood, Crawford, Barbour, Knight, and Robert Smith.

WEBSTER CLUB

November 22nd was held our preliminary debate, at which Messrs. Mowry, Rice, G. C. Smith, Munson and R. C. Smith took part. Mr. Munson won first place, Mr. G. C. Smith second place. The successful contestant will represent us at our final debate.

The general work of the club the past month has been somewhat interrupted owing to the Thanksgiving recess, and the preparatory work on the "Railroad Question." The final contest in the club was held November 22, and resulted in Mr. J. M. Munson being chosen first; Mr. Guy C. Smith, second. These men will therefore represent the Webster club in the coming debating work.

LINCOLN CLUB

Saturday, December 6, occurred our preliminary debate, at which Messrs. Crawford, Allen, Herald and Wilson debated. Mr. Crawford won first place. Mr. Wilson second.

S. C. A.

V. M. C. A.

The Association observed the week of prayer by two special meetings both of which were well attended.

The afternoon of November 16 occurred the first of what we hope will prove to be a series of Missionary services. This meeting was in charge of Mr. O. B. Winters, chairman of the Missionary Committee. His subject was, "Missionary Heroes." Those who were not present certainly missed a great treat, for the program was both inspiring and instructive. The lives of such men as Livingston and Taylor, were reviewed and great lessons drawn. We understand it to be the plan of the Missionary Committee to hold at least one such meeting each quarter. Let no one miss the next meeting.

November 17, Mr. Williams, graduate of Yale University, and at present Secretary of the Y. M. C. A. for Canada and the East, arrived in company with Mr. Hurry. We feel, as expressed by Mr. R. C. Smith at the first meeting on the eve of November 17, "That it is seldom that any institution is favored with a visit in two successive years of such a man as Mr. Williams." The gentlemen were with us until Thursday morning. During their stay three meetings were held in Starkweather Hall. Those who heard and met Mr. Williams could not but be inspired to a higher ideal of life, its possibilities and duties.

We are informed by the chairman of the Devotional Committee that the announcement cards for the Sunday meetings of next quarter will be ready at least by the first day of the winter quarter.

V. W. C. A.

The calendar committee of the V. W. C. A., through the columns of the News, wishes to thank Miss Olmstead for her kind and helpful suggestions, and also the Misses Upham, Childs, Florida, Niemeyer, Smith, Hammond and Barlon for the effort so willingly spent in carrying out these suggestions.

The Employment Bureau is one of the business features of our association, and we are glad to render any assistance possible to any of the young women in the college who wish to secure employment.
A distinguishing feature of our Sunday afternoon talks is their application to everyday difficulties. What can be more helpful to the student confronted by so many knotty problems?

Our meetings during the week of prayer were a power for good in the life of our association. Much real inspiration was gained by the consideration of the work of the Y. W. C. A. in different parts of the world.

Those who have been connected with our Bible study classes this quarter have found them most helpful. The little groups that have met in the study of "Life in Jesus Christ," under the direction of Miss Fleischer, have found the study of the subjects taken up at successive meetings most profitable, while those studying the life of Christ under the able leadership of Miss King are finding the Bible a new book, and the revelation of the Father most beautiful.

The text-books for our mission study classes are "The Cross in the Land of the Trident," and "Effective Workers in Needy Fields," one class being led by Miss Elizabeth Phillips, chairman of the missionary committee, the other by the general secretary. The subjects presented for study are teeming with interest. One of our special needs is an enlargement of the constituency.

A pleasing social event of the association took place at Starkweather Hall on Thanksgiving between the hours of five and eight. The hall was in holiday attire when a number of the college girls and several of the gentleman gathered to have an enjoyable evening. After an hour pleasantly spent in playing games, and singing, refreshments were served, after which a short program was rendered. The musical numbers by the Misses Benedict and Halliday were excellent features of the evening. Miss Eagle's readings were fine renditions, and enjoyed by all. The program concluded by the singing of "Blest be the Tie that Binds," after which the guests departed, voting the party a success.

Several of our Y. W. C. A. girls graduate this quarter. We shall miss them much, but we feel that there is before them an open door of opportunity. Our prayer for them is that as Christian young women they may never lose their poise, but that they may know the beauty of the mystery, "For me to live is Christ.''

The first quarter's work of the college year is almost at an end. This is a good time for every individual to put to herself the last test of the quarter, and ponder the questions, "Have I improved the opportunities which have presented themselves? Have I availed myself of the privileges which were mine?" "If not, why not?" "Am I very much in earnest?" Dear girls, if we find ourselves falling below in this test, shall we not enter upon the work of the new quarter with a new zeal. There is room for ardent, sincere enthusiasm in our work. The word enthusiasm is taken from a Greek root meaning, "God within." What more thorough-going enthusiast should we find than the association girl.

GIRLS' SOCIAL LEAGUE

At the meeting of the Girls' Social League, held in Normal Hall, Wednesday, November 5, Miss King and Miss Phelps were elected as faculty members to fill the vacancies upon the Executive Board, and the Misses Anna Gambell and Jessie Hare as Junior members. The organization now has a membership of four hundred.

Fraternities

SIGMA NU PHI

Miss Edna Barlow charmingly entertained the girls of the Sigma Nu Phi at a six o'clock dinner, at her home on Summit St., Friday, November 28.

The newly pledged members are: Mabel Falconer, Louise Patterson, Bessie O'Cluire, Margaret Blessing, Lena Bostwick, and Marie Brocway.

Miss Pearl Brems spent Thanksgiving at home, to the delight of her many friends.
The Zeta Phi Sorority gave their annual hop at the gymnasium November 14. The decorations were principally screens and potted plants. Messrs. Whitmire and Buell furnished the music for the occasion. About one hundred fifty guests were present. The guests of honor were Pres. Jones, Mr. and Mrs. Lyman, Mr. and Mrs. Roberts, and the Misses Wise, Boardman, and Plunkett.

The fifth annual initiation of the Sorority occurred at St. Luke's House, Saturday evening, November fifteenth. The guests of honor were Mrs. Ida Maier Conklin, Mrs. Laura Jenness VanTuyyl, Mrs. Louise Clark Kimball, Miss Eileen Root, Miss Pina La Rowe, Miss Kate Plunkett, Miss Helen Albertson, Miss Ellen Frank and Miss Cora Ballon.

The initiates were Misses Charlotte M. King, Allura Louesa Rudd, Clarissa Grace Frank, Leila Betsy Arnold, and Alice Pearl Lilley.

After the initiation a simple banquet was served to the twenty-two members. The table was prettily decorated with violets.

Miss Plunkett acted as toastmistress. The toasts were as follows: Alma Mater, Miss Albertson; Brides and Brothers, Miss Ballou; Symbols, Mrs. Conklin; Interrogations, Miss Horner; Zeta Phi, Miss Walton.

Miss Walton is spending two weeks in the East, visiting libraries.

Miss Harriett Marx of Port Huron, spent Thanksgiving vacation with Miss Mabelle Pitts.

The members of the sorority with a few of their friends were very pleasantly entertained on the evening of November 20, by Miss Norton, at her home on Pearl St.

Miss Adriance Rice, a former student and member of the Alpha Sigma Tau, spent Thanksgiving and the following week in the city. The sorority entertained in her honor, at the Ladies' Library, on the evening of December 5.

The following are pledged to the Kappi Psi:—Miss Edith Oliff, Miss Mary Whalien, Miss Amy Whalien.

Miss Emma Elliott, who is teaching at Coldwater, spent Thanksgiving at her home in Ypsilanti.

Miss Caroline Fisher, who is now studying at the University School of Music, Ann Arbor, spent Saturday with the Kappi Psi girls.

Mrs. Burton charmingly entertained the sorority and a number of guests at the beautiful home of her sister, Mrs. Todd, on Forest Avenue, Saturday afternoon, November 22, from two until five. Prof. King and Miss Norton were guests of honor. While the busy fingers of the sisters plied their needles fashioning Christmas favors, Prof. King charmed her listeners with the reading of the quaint little story "The Provence Rose." Mrs. Burton and Miss Lowden furnished delightful music. A delicious luncheon was served by Mesdames Todd and Burton, assisted by Miss Kate Thompson and petite Flo Todd.

The sorority has welcomed four new sisters, the Misses Marion Pratt of Traverse City, Christine Lowers of Grand Rapids, and Alberta Van Camp and Fanny Hopkins, teachers in the Benton Harbor schools, who are here for a year's work. The young ladies were initiated with appropriate ceremonies, after which an hour of social pleasure followed at the cozy little home of Mrs. Lena Mellenchamp.

The Misses Irene Callow of Pontiac, Lucy Brown of Traverse City, and Elizabeth Huntington of Jackson, are pledged, and bravely obeying the behests of the sisters in preparation for the vows to be taken.

The following absent members have recently visited old friends, Louise Petit, Edith Todd, and Edith Garrison.

The Misses Kate Thompson, Edna Skinner and Stella Baker spent Thanksgiving at home.

Miss Myra Bird arrives home this week from her trip abroad.
Chapel Notes

At the chapel exercises of November 19, the students were addressed by the Principals of the two other Normal Schools of Michigan. Principal Grawn of Mt. Pleasant, in a short address, outlined in general the duties of a teacher. He said:

"A Normal is an organization instituted and maintained by the people in their corporate capacity, for the purpose of training young people to train the youth of the land.

"What are some of the best things that we can do for the pupils, in order that they may leave us realizing high ideals of life and service?"

1. That teachers in our public schools surround the boys and girls with the best physical environment.

2. One best thing is to know every child of the school individually.

3. Teachers should be responsible in the development of those habits that underlie character. These habits are: Cleanliness, punctuality, neatness, obedience, purpose, courtesy, attention, usefulness.

4. The teacher should as early as possible in the child’s life acquaint him with the instrumental studies, which are reading, writing, arithmetic and language.

When we as teachers do this we shall do for the state what it needs of us.

Principal Waldo of Marquette, by means of a bright and happy introduction, gained the attention of his audience so that all were eager to hear the excellent advice he gave us. These are a few of the things Principal Waldo would do were he to take his college work again:

1. He would take good care of his health; obtain as good room and board as possible; avail himself of every opportunity for physical development.

2. If he had not a love for Nature he would strive by every means to obtain it.

3. He would cultivate a love for the fine arts—music, literature and pictorial art. There is a kind and degree of vitality in them not found elsewhere.

4. He would develop the moral and spiritual side of his nature. Following the Golden Rule, he would find real health in living for other people.

5. Then, after finishing his course, in his first term of school he would get acquainted with his community. He would make his school the social center. Without appearing presumptuous he would endeavor to become a leader, socially as well as otherwise. He would make his school the liveliest school in the state.

Then when life was ended he might be worthy of the "Well done," by the Judge of judges.

Thoughts from the chapel talk of November 26, by President Jones:

Great ideals always precede great achievements.

Character must stand back of the accomplishment of great deeds.

In order to stir our imagination to nobler and higher ideals we must see beautiful things, and broaden our experiences.

Let us honor our profession and be ready to die for it if necessary.

President Jones' chapel talk of December 3, was a fitting preparation for the announcement of the Students' Meeting to be held December 12. The talk is printed in full in this issue.

GEOGRAPHY

Students who need the course in Teachers' Geography in order to finish their work in June should elect it in the winter, since the class will have but two divisions in Spring, limited each to 50 students. The winter class will have three divisions as usual, reciting at 9 to 10, 10 to 11, and 11 to 12.

A limited class in Field Geography will be formed in the Spring Term: four afternoons a week, from 2 to 4.

Mark S. W. Jefferson

The last number of the College Index is devoted entirely to athletics, and is breezy with college spirit.
The *St. Mary's Chimes* is keeping up its high standard of literary excellence. We are glad to note the addition of a well written exchange column in the November number.

Some of the contributors to the magazines seem to have no feeling for the mother tongue. What can be more provoking than to meet such expressions as the following:

"The anthem from the *riverlets* is heard and our beings are filled with a *rhythm* before unknown."

"Her great brown eyes were dripping, dripping dainty music in my ears."

Mirabile dictu! And what did the dear creature do next?

One of the very best high school exchanges we have received is the *Nugget* from Helena Montana. It is indeed "such a paper as might without hesitation be sent to any of the educational institutions in the country."

A new exchange we are well pleased to receive is the *Wabash*, an illustrated magazine published monthly by the seniors of Wabash college, Crawfordville, Indiana. Every department is well filled and commendably written.

---

**NOW THE UNIVERSAL HABIT**

I saw her go shopping in stylish attire;  
And she felt  
Of her belt  
At the back.

Her walk was as free as a springy steel wire,  
And many a *rubberneck* turned to admire,  
As she felt  
Of her belt  
At the back.

She wondered if all the contraptions back there  
Were fastened just right—"twas unceasing care,  
So she felt  
Of her belt  
At the back.

I saw her at church as she entered her pew;  
And she felt  
Of her belt  
At the back.

She had on a skirt that was rustly and new  
And didn't quite know what the fastenings might do,  
So she felt  
Of her belt  
At the back.

She fidgeted round while the first prayer was said,  
She fumbled about while the first hymn was read—  
O she felt  
Of her belt  
At the back.

Jack told her one night that he loved her like mad;  
And she felt  
For her belt  
At the back.

She didn't look sorry, she didn't look glad—  
She looked like she thought, "well that wasn't so bad."  
And she felt  
For her belt  
At the back.

But—well, I don't think 'twas a great deal of harm,  
For what should the maiden have found but an arm,  
When she felt  
For her belt  
At the back.

—*S. W. Gilliam, Los Angeles Herald*
ADVISEMENTS

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