1903

Normal College News, February 1903

Eastern Michigan University

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A nice line of Patent Leather Shoes and Party Slippers. The only Regulation Gymnasium Shoes.

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Churches of Ypsilanti

Catholic—Corner Cross and Hamilton Sts., Rev. Father Frank Kennedy, pastor.
Episcopal—Huron St., Rev. William Gardam, rector.
Teacher’s Creed.

I believe in boys and girls, the men and women of a great tomorrow; that whatsoever the boy sows the man shall reap. I believe in the curse of ignorance, in the efficacy of schools, in the dignity of teaching, and in the joy of serving others. I believe in wisdom as revealed in human lives as well as in the pages of a printed book, in lessons taught, not so much by precept as by example, in ability to work with the hands as well as to think with the head, in every thing that makes life large and lovely. I believe in beauty in the schoolroom, in the home, in daily life and in out-of-doors. I believe in laughter, in love, in faith, in all ideals and distant hopes that lure us on. I believe that every hour of every day we receive a just reward for all we do. I believe in the present and its opportunities, in the future and its promises and in the divine joy of living. Amen.

Edwin Osgood Grover.
The subject of this article was assigned to me, for the reason, I suppose, that, being a Normal graduate of a generation (?) ago, I was thought to be one who would be able to speak with some degree of authority on the true outlook for a Normal graduate at that remote period in the past. But let me say at the beginning that it is generally conceded that history written by one who is an interested actor at the time of the events which are recorded and discussed is not free from errors of judgment. For the majority of us are so constituted that the events and movements, social, political, economical, educational, or otherwise, in which we have been promoters, are apt to assume greater relative importance than they really have. This fact is due, no doubt, to the hopeful and vigorous spirit of youth, which has the courage to enter even a doubtful contest. The spirit is admirable, and it is a source of strength in the community and in the state. It is an efficient aid to progress. For it ventures to purpose and plan and do, notwithstanding the frequent alarms sounded to affright. And who hears these warning notes more often than the would-be student, who has limited means, and so must make haste to earn the much needed dollar for a livelihood? And what student has more slender means than the would-be Normal graduate, who is fitting himself to enter the already overcrowded profession of teaching? Is it any cause for surprise that he should make himself believe that in this age of material progress there is no necessity for the teacher to spend his time in the study of the non-essentials, those subjects not absolutely needed in the rush and hurry of the present strenuous life?

In a crowded railway car, not long since, the conversation of two young medical students was overheard by another passenger, whose interest was awakened by a casual remark made by the one who was farthest advanced in his professional course. After discussing the teaching ability and knowledge, or the lack of the same, of the different professors in the medical college of which they were members, the more advanced student began telling the other how very difficult the subject of pathology was. He said that it was just full of hard names, every — one of which was Greek; and that he did not know a single word of Greek; but, he added by way of encouragement both to his fellow-students and to himself, that a knowledge of pathology was not really necessary to the general practitioner, since there were so many different specialists now that the general practitioner would have no occasion for diagnosing every disease, as cancer, for instance.

The passenger who was an interested listener to this conversation, was again reminded of the inconsistency that there is between the theory of life which we all wish to have and the practical life of the majority of us. But "the bread and butter" claim of life is very real, and the most urgent one to many, among whom the Normal graduate is no exception.

If this is true now, it was doubly so a generation ago, for money was not so plentiful then as now, and interest was considerably higher. At that time a large number of students boarded themselves in order to reduce the expenses of living while attending school, or to make the debt, which they were contracting by such attendance, smaller. But
what was the probability of securing a position for teaching after graduation?

In the limited time given for the preparation of this article I was unable to gather statistics bearing upon the question, and so my answer will have to be simply a conclusion drawn from certain impressions which seem rational. I feel much confidence in saying that the Normal graduate of a generation ago was very sure of securing a position as teacher, provided he had shown average ability in his course of preparation, and the reason that suggests itself is this: the Civil War had called many of the young men from their studies and had otherwise diminished the numbers in attendance at the Normal schools, colleges and universities, because of the expense that such attendance incurred. When the price of a poor quality of calico was fifty cents a yard, even the daughters of the small farmers and tradesmen could not hope to enjoy the privilege of attending school away from home. At the close of the war some of the young men who had left school for service in the army, returned to school and finished a course of study. But with the development of the West that so soon followed, many sought their fortunes in that part of the country. New schools were necessarily organized, and the demand for teachers increased. In our own school, students upon entering were required to sign a declaration of intention to teach in the schools of the state, but they were not held then to the literal fulfillment of the requirement more than they are now, and Normal graduates as teachers followed in the wake of western emigration.

A larger percentage of young men at that time attended the Normal school than now. Partly, because the expense was considerably less than at the university, and partly, because a larger number at that time than now used teaching as a stepping-stone to some other profession or occupation in life.

The salary that a novice in teaching received a generation ago compared favorably in amount with the salary of the same to-day. Of this, at least, I am certain, that the advance in salary at the present time is not sufficient to meet the additional demands upon the purse that the advanced standards of present living make imperative. Teachers did not become millionaires in those days more frequently than they do now, and it is to be hoped that they never will because of munificent salaries, for in that case the teacher's position would become in reality the spoil of the local politician to be dispensed according to his option.

What were the qualifications necessary for success in teaching a generation ago? They were just the same as they are to-day, good health, a firm determination, a careful preparation, and an honest purpose to teach.

"Patriotism is not the mere holding of a great flag unfurled, but making it the goodliest in the world."

W. G. Linton
PROBABLY at no time in educational history has the demand for professionally trained men and women in our public schools been so great as it is to-day. In many states the boards of education in the larger cities have passed regulations closing the doors to all applicants who are not graduates from some reputable normal school or college. People are recognizing that the mind of the child is not a thing to be dealt with recklessly. In case of sickness we call in a skilled physician. In the courts we are not content to rest our case with the untrained lawyer. For our spiritual needs we depend largely upon the services of one who has spent years in preparation and study for the ministry. Why not make even more stringent demands upon those who are to train and direct the growth and development of the embryo citizen?

As an evidence of the increase in the demand for better trained teachers, during the last two years the Normal College has had more requests for teachers than it was able to supply. To be sure many of these requests could not be met because of certain limitations as to the qualifications of the candidates. On the other hand, because every teacher is not fitted for every position, there are times when some of our graduates are without positions. These calls for teachers have by no means been confined to the state of Michigan. Vacancies have been filled in the Philippines, Hawaii, California, Washington, Oregon, Idaho, South Dakota, Minnesota, Wisconsin, Iowa, Illinois, Indiana, Ohio, New Jersey, Florida and Alabama.

Since the opening of the Normal in 1853, approximately three thousand five hundred graduates have gone out for service into Michigan and other states. This large body of alumni necessarily make known the ideals for which our institution stands, and to these loyal graduates are due in a large measure the power and influence which our college exerts throughout the country. Generally speaking, so favorable has been the impression made by our representatives, that all cities and states which admit teachers to their schools without examination, place the Michigan State Normal College among the first on their approved list. From a professional point of view, therefore, the coming graduate has a bright future, and at the same time one that is full of responsibility to himself and to his Alma Mater.

Looking at the material side, there is no cause for discouragement. Boards of education in recognizing the superior merit of the professionally-trained teacher do not fail to note that the best ability comes at the best wages. There are a good many indications that our smaller cities and villages are taking steps toward securing better and higher salaried teachers. During the past year not less than a dozen of the smaller towns in southern Michigan, in order to secure better talent, have materially increased the teachers' remuneration. With such a movement started, it seems best for the young and inexperienced graduate, first of all to secure a position where she may put her theories into practice, trusting in a large measure to the degree of her success for future professional and financial advancement. Dr. William T. Harris, United States Commissioner of Education, says that the normal trained teacher ordinarily shows greater professional growth after entering upon her work than any other class of people who identify themselves with education in our public schools. If this statement be true, certainly the graduates from the Normal College have a future of promise.
In My Opinion

[We print below replies sent by alumni in answer to the question, 'From a professional standpoint what have you found to be the most beneficial feature of your Normal Training?']

I consider the most beneficial feature of Normal training to be the ability it gives to analyze subject matter, to determine what are its essential features and to recognize the non-essential. Such ability has a double value: it enables one to present subject matter in a manner that finds response in the pupil, and renders it possible for one supervising the work of others to judge intelligently of its value and to remedy any weakness that appears.


The emphasis to the student in both theory and practice of the fact that the welfare of the child should ever stand above all other considerations is, to my mind, the most beneficial feature of Normal training.

Clarence Vliet, Leslie, Mich.

Of my Normal training, the most beneficial feature, as far as I am able to judge, is the teachers' courses in so far as they are courses in methods; and I think they should be made more truly professional courses and less academic. Next to those, I should put the training school work.

Lillian Bigelow, Galesburg, Mich.

I have found the beneficial features of Normal training to be many, but the most practical lessons gained from my two years' course at the Normal are: the necessity for a careful study of each individual child in and out of the schoolroom; a definiteness of purpose in every feature of the day's work; and a careful planning of work to gain the desired end. The rudiments of these two lessons were gained at the Normal, but for two years I have been taking an advanced course in my own schoolroom. I have found that the more thoroughly I understand the life of the individual child, the more definite my purpose becomes; and the greater is the benefit the children derive from their school life.

Margaret Turner Graves, Jackson, Mich.

To me the most beneficial feature of Normal training is the method, observed and put into practice in the training school. With the few general rules of method thus learned by the teacher, he can teach with system and still give his own individuality full scope.

Burton A. Barnes, Delray, Mich.

Since leaving the State Normal college and taking up the work as a teacher in the public schools of the state, I find that the most beneficial feature of my Normal training was the inspiration and broad mental discipline that I received by coming in contact with able instructors. This same preparation has enabled me to meet in a better and broader light the great problems arising before me.

Earl G. Fuller, Ravenna, Mich.

From a professional standpoint it seems to me that the teachers' courses, the practical teaching, the criticisms, and the chance to observe others teach are the most beneficial features in the training of teachers. All these combined make the Normal training what it aims to be.

Nellie M. Westland, Redlands, Cal.

Normal training, as compared with that given in other colleges, certainly contains one or more striking features which distinguish it from any other training. To me the most noticeable of these is the atmosphere of the teacher which pervades the entire course. Were it not for this the training would lack a very essential element. When a student enters the Normal
he is a student in a double sense, and every lesson he (more probably she) learns he studies with a twofold purpose, namely, the mastery of the subject matter, and the teaching ability necessary to enable him to impart the knowledge to others. He may not say to himself "I must know these lessons in order to complete my course and also to be able to teach the very same things when I shall have begun my 'career' as teacher." Though this self-examination may not take place, still there seems to be this added impetus to thorough work.

The teachers' courses are made especially valuable when considered in the light mentioned. Considering the question in a more concrete sense,—construing it to refer to the particular courses which have proved the most beneficial professionally, I would name the teachers' courses. To be sure, the advanced courses fill a place and are positively essential to teachers, yet the ones which have shown me most plainly points which make me a better teacher are the often slighted and sometimes dreaded teachers' courses.

S. Agnes Mahn, Dearborn, Mich.

What The Tower Saw

TWILIGHT had already begun to deepen, and the short winter's day was drawing to a close as a student came slowly along. His cap was pulled far down over his eyes, and both hands were thrust into his overcoat pockets. There was an unconscious air of failure about his whole attitude.

As he crossed the trolley and came under the shadow of the tower he glanced up at the friendly stone structure, and said in tones of suppressed emotion, "So as a teacher I am a miserable failure! She said I was too slow—lacked backbone."

Then he braced himself as if awaiting a blow and continued in determined tones, "Well I don't know as I need to own myself defeated yet. There are other ways in which I can earn a living, but ———." The sentence ended in a long, drawn-out sigh.

The tower remained unmoved. It had seen many such in the long years it had stood sentinel and had learned to preserve a discreet silence, knowing that somewhere there was a niche into which each soul could fit itself, even though it were not the chosen one.

D. W., '04
Our Watchword

FRANK E. HATHAWAY, '03

The passing age in which you live means opportunity.
The waves have chosen Forward as a watchword for the sea.
With courage, bravely turn, revive, accept it as your own;
Pause not to dream of future, nor to weep o'er cares that come.
Labor is life; 'tis but the running stream that tends to grow.
Labor is rest; from luring foes, from sin, it wins you fame.
March on, and stem with resolute will the tides of care and woe.
Rest not content in darkness bound by chains of sin and shame.
When duty calls and bells of vict'ry sound the appointed time,
The one who cannot work or he who does not aim to climb
Will find himself betrapped in the dust by those who try;
And he whose guiding star hangs low will ne'er be lifted high.
There is not that in heart or soul or mind but burns on
To gain some future praise, or cowers back where from it sprung;
And he who keeps his motion in control has partly won
The goal toward which men clamber till their funeral dirge is rung.
Yet, many a runner struggling in the race has failed to win;
But death cannot disgrace the man who lives apart from sin;
And tho' He strike the truest, bravest soldier in the fight,
He moulds for him a crown of gold, should he have lived aright.
Then forward, Friend, and let the bells of progress echo loud;
And let the glorious anthems throughout all your numbers rise,—
That he who will not hasten shall be trampled by the crowd;
That "Forward" leads where triumphs new will greet their eager eyes.
The dear little god of St. Valentine's Day, is frequently pictured as dressed in this way.

But I think when the weather's way down below zero,"
That this is the costume of our little hero.

**St. Nicholas**

**PRINCIPIUS OF CRITICISM**

**PROFESSOR BARBOUR**

So many requests come to the department of English for credit in Principles of Criticism that, it has been thought advisable to explain the character of the course. Credit is seldom, if ever, given in this course for work done in high schools because the plan of study is distinctly professional,—that is, a training for those who are preparing to teach Literature. Before the study of special authors is taken up a short course of lectures is given, embracing the elementary principles of literary criticism. Following the lectures four American poets are studied: Longfellow, Bryant, Whittier, and Lowell. Unannotated editions of the complete poems of each author are placed in the hands of each student, special poems are selected, and students are called upon to make original comment or criticism, applying the principles which have been given in the lectures. It should appear at once that this kind of work is professional in character, it is studying the art of literary criticism in a concrete way, it is giving every student an opportunity to do in class recitation the kind of work he will be called upon to do later as instructor in the class-room.

But because the authors studied are American poets, students not infrequently request credit in the course on the ground that they have studied American Literature in the high school. From the standpoint of the department this request arises from the misunderstanding of the purpose and method of the course. The reading of American classics in the high school is not a preparation for teaching American classics in the public schools. The kind of work outlined above is distinct from high school work, indeed, it is distinct from university work; it is Normal College work, and long experience has shown that we are not duplicating what students have already done elsewhere. The course is offered at two different hours upon the fall schedule, one hour in the winter quarter, two hours in the spring quarter,—five opportunities to get the subject during each year, a sufficient number to avoid the danger of conflict with other subjects. Owing to the character of the course and the frequency with which it is offered credit will not be given for ordinary courses in high school or college.

In addition to the oral criticism alluded to above, each student prepares three brief
essays in criticism, usually upon some short and simple poem. These essays are intended to illustrate only the elementary principles of criticism, not the more critical analysis of advanced courses. The following brief critique upon Bryant's Monument Mountain is fairly illustrative of the general character of the work.

"MONUMENT MOUNTAIN"

According to tradition, there lived many years ago in the fertile valley of the Housatonic, a beautiful Indian maiden, who, becoming enamored with her cousin, which was considered unlawful by her tribe, took her own life, by throwing herself from a high rock. The young woman was buried at the foot of the precipice, and, as a little pile of stones was erected there in memory of her, the mountain was called "Monument Mountain."

This little story being related to Bryant whose nature readily responded to the beautiful in life, it is not surprising that he found it a theme worthy of poetical portrayal.

Even the subject is poetic, both in sound and in what it suggests. There is melody in the alternation of the m and n sounds, while the words themselves "Monument Mountain" have the power of arousing within the mind of the reader, a curiosity, together with a peculiar sense of mystery as to what the nature of the poem will be.

For a simple narrative of this kind, could there be a more fitting introduction—a description of the beautiful and lovely scenery of the New England mountains? The narrowing of the scene down to one particular precipice, beneath which lies a fertile valley, creates a deeper interest, and we look forward expectantly to the story which is pathetically told—the Indian maid's unlawful love, her remorse, her noble resolve, her ascent to the mountain, her tragic death, and finally, her burial, and the reason for the name of the mountain. This last thought brings us back again to the original theme, the mountain thus unifying the poem.

There is a melancholy thread running all through the poem, which is especially felt in the lines:

"Then her eye lost its lustre, and her step
Its lightness and the gray-haired men that passed
Her dwelling, wondered that they heard no more
The accustomed song and laugh of her, whose looks
Were like the cheerful smile of spring."

and

"She went
To weep where no eye saw, and was not found
When all the merry girls were met to dance."

This mournful tone becomes even pathetic where the Indian women notice the maiden's "wasting form, and say the girl will die," and again when she cries:

"I cannot from my heart root out
The love that wrings it so, and I must die."

The climax is reached in the maiden's heroic death, which is, indeed, tragical. We might say that the whole atmosphere of the poem is that of tragedy. For instance let us recall the mountain scenery, could anything be more suggestive?

The prevailing measure is the iambic pentameter, which is so well suited to the easy narrative style. As in many of Bryant's poems, the blank verse is employed, which gives grace and dignity.

The diction of the poem is, indeed, poetical and, in every way adapted to the thought. The words for the most part are Anglo-Saxon with now and then a classical word interspersed to heighten the effect.

Notice the dignity and harmony in the following:

"Thou who wouldst see the lovely and wild
Mingled in harmony on nature's face
Ascend our rocky mountains."

The intermingling of long and short vowel sounds, the melody produced by the l's and r's, and the direct form of the sentence are especially worthy of mention. The whole introduction is an excellent example of pictorial language, and contains many onomatopoeic expressions.

How vividly we see the dreary solitudes of the mountains and, far below, the village with its life and action. No words could be better chosen in the description of the rocks, than
'shaggy and wild.' Notice, also, that the words, "dizzy depths," "The sounds of winds, that struggle with the woods below," "ocean murmurs," and "swarming roads" seem to give life and character to the picture.

Observe the serenity in the lines:

"And they prayed that safe and swift might be her way
To the calm world of sunshine, where no grief
Makes the heart heavy or the eyelids red."

And the melody in these:

"The wild old woods resounded with her song
And fairy laughter all the summer day."

Throughout the whole poem, the style is well suited to the high seriousness of the thought.

The sentence structure is especially appropriate; most of the sentences of the narrative are short and loose, giving an easy conversational air, while those used in the description are somewhat long and periodic in effect, thus prolonging the main thought and making it more emphatic and dignified.

Some very beautiful figures may be found. One that is especially pleasing is the following:

"Her looks
Were like the cheerful smile of Spring
The old men said,
Upon the Winter of their age."

What word could be more suggestive of youth and beauty than Spring with its unfolding bud and sprouting grain, or what word is better suited to old age, when the harvest of life is past, than Winter?

A fine example of antithesis is to be found in the lines:

"Thou shalt gaze, at once,
Here on white villages, and tillth and herds,
And swarming roads, and there on solitudes
That only hear the torrent, and the wind
And eagle's shriek."

The contrast makes the picture more real.

While "Monument Mountain" is by no means Bryant's masterpiece, it is considered one of the best of his aboriginal poems. In it, the poet has combined the beautiful and sublime, both in nature and in life, giving to the world a pathetic picture of noble sacrifice.

ALICE J. MANN

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ENGLISH IN THE GRADES

FIRST GRADE

Stories are read or told to the children by the teacher.

The grade library furnishes considerable material which the children enjoy taking home.

I. Stories and poems given in connection with Nature Study.

<table>
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<tr>
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<td>The Story of Clytie</td>
<td>Cooke</td>
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<td>Golden Rod and Aster</td>
<td>Cooke</td>
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<td>The Anxious Leaf</td>
<td>Beecher</td>
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<td>How the West Wind Helped the Dandelion</td>
<td>Poulsso</td>
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<td>The Crane Express</td>
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<td>Mollie's Lamb</td>
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<td>The Kind Old Oak</td>
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<tr>
<td>September (poem)</td>
<td>H. H.</td>
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<tr>
<td>Corn Song</td>
<td>Whittler</td>
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<tr>
<td>The First Snowfall (extracts from this)</td>
<td>Lowell</td>
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II. IN CONNECTION WITH HISTORY.

<table>
<thead>
<tr>
<th>Title</th>
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<tbody>
<tr>
<td>The Story of David (Hebrew Home Life)</td>
<td>Anderson</td>
</tr>
<tr>
<td>The Story of Kablu (Aryan Home Life)</td>
<td>Anderson</td>
</tr>
<tr>
<td>Cleon (Greek Home Life)</td>
<td>Andrews</td>
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<tr>
<td>The Story of the Greeks (adapted)</td>
<td>Andrews</td>
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Myths—

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<thead>
<tr>
<th>Title</th>
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<tbody>
<tr>
<td>The Search of Ceres</td>
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<tr>
<td>Apollo</td>
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<td>Midas</td>
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</tr>
</tbody>
</table>

III. THANKSGIVING.

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
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</thead>
<tbody>
<tr>
<td>The First Thanksgiving</td>
<td>Wiggin</td>
</tr>
<tr>
<td>Thanksgiving in the Frisky Family (squirrels)</td>
<td>Kg. Mag. V. 2</td>
</tr>
<tr>
<td>How Patty Gave Thanks</td>
<td>Poulsso</td>
</tr>
</tbody>
</table>

IV. CHRISTMAS.

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>'Twas the Night Before Christmas</td>
<td>Moore</td>
</tr>
<tr>
<td>The Birds' Christmas</td>
<td>Child Garden Mag.</td>
</tr>
</tbody>
</table>
LITERATURE—SECOND GRADE

The literature in the second grade consists of stories read and told to the children, poems read and explained, myths told by the teacher and reproduced by the children, and memory gems.

An effort is made to lead the children to picture the scenes described, and to understand and enjoy the beautiful thoughts.

Biographical sketches of Longfellow and Whittier, found in Cyr’s Second Reader, are used as reading lessons, and the following poems supplementary:

<table>
<thead>
<tr>
<th>Stories</th>
<th>Authors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children’s Hour</td>
<td></td>
</tr>
<tr>
<td>Children</td>
<td></td>
</tr>
<tr>
<td>The Village Blacksmith</td>
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<tr>
<td>To the River Charles</td>
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<td>The Old Clock on the Stairs</td>
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<tr>
<td>My Lost Youth</td>
<td></td>
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<tr>
<td>Selections from Hiawatha</td>
<td></td>
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<tr>
<td>The Barefoot Boy</td>
<td></td>
</tr>
<tr>
<td>Little Red Riding Hood</td>
<td>Baldwin</td>
</tr>
<tr>
<td>Goldilocks and the Three Bears</td>
<td>Baldwin</td>
</tr>
<tr>
<td>The Discontented Tree</td>
<td>Andersen</td>
</tr>
<tr>
<td>The Ugly Duckling</td>
<td>Andersen</td>
</tr>
<tr>
<td>The Little Match Seller</td>
<td>Andersen</td>
</tr>
<tr>
<td>Love Songs of Childhood (Selections)</td>
<td>Field Stevenson</td>
</tr>
<tr>
<td>Child’s Garden of Verses (Selections)</td>
<td>Field Stevenson</td>
</tr>
</tbody>
</table>

Hiawatha’s childhood and boyhood are dramatized by the children.

In connection with the Nature Study, the following stories are used:

- Raggylug—Ernest Thompson-Seton.
- Silverspot—Ernest Thompson-Seton.
- Selections from My Saturday Bird Class—Margaret Miller.

The story of the Walnut Tree that wanted to bear Tulips—as arranged by Sara Wiltse.

- Kingsley’s Water Babies.
- Selections from Kindergarten. Stories and Morning Talks—Sara Wiltse.

During the History work, with the Roman family life as a type of the activities of a family group, the myths Arachne, Midas, The Search of Ceres, Hermes and Phaeton are told.

At the approach of the Christmas-tide, selections appropriate for impressing the spiritual significance of Christmas are told or read from Child’s Christ Tales, by Andrea Hofer Proudfoot.

The following miscellaneous stories and poems are given in connection with the Morning Talks and the Language period:

- Seven Times One—Jean Ingelow.
- Selections from the Eugene Field Book.
- Selected stories from Wild Animals I Have Known—Ernest Thompson-Seton.

The following books are taken home by the children, and afterwards reviewed and discussed by the school:

- Kingsley’s Water Babies.
- Elfie’s Visit to Cloudland—Frances Austen.
- Wild Animals I Have Known—E. Thompson-Seton.
- Legends of the Red Children—Mary Pratt.
- Old Time Stories—E. Louise Smythe.
- Brownie Book—Palmer Cox.

THIRD GRADE

While twenty-five minutes daily is devoted to the study of literature in this grade, it is also taught in connection with nature study, history, geography, language, and especially
One of the primary aims in teaching reading in this grade is to awaken interest, and to create and educate a taste for good literature. During this year pupils reach the period when they begin to select their own reading, and it is of the utmost importance that they make the acquaintance of such authors as will be helpful and stimulating. At this stage, too, the pupils are best adapted to memorizing. Many choice selections are studied and committed, the child becoming possessor of the words and form, as well as the thought. The memory gems are taken largely from the works of the authors studied.

The regular literature period is given to the study of the lives and works of Longfellow, Whittier, Lowell, Holmes and Bryant.

Longfellow and Whittier, as studied in the first and second grades, continued.

Lowell—Biographical stories read by pupils, and told to them by the teacher.

Works studied by the class—The First Fall of Snow, She Came and Went, Changeling, (Longfellow’s, The Two Angels), To the Dandelion, My Garden Acquaintance.

Holmes—Biographical stories and the following works studied by the class:—The Wonderful One-Hoss Shay, The Last Leaf, Old Ironsides.

Bryant—Biographical stories and the following works studied by the class:—Robert of Lincoln, Rivulet, parts of To a Waterfall, and Thanatopsis.

Literature taught in connection with reading. Pupils read biographical stories and works of the following authors. This work is done partly in the regular reading period, the rest taken from the grade library, read at home, and reproduced orally in the language class.


Louisa M. Alcott—Eva’s Visit to Fairyland, The Fairy of Spring, Jo’s Boys, Little Men, Little Women, Candy Country.

Harriet Beecher Stowe—The Daisy’s First Winter, The Squirrels that Live in a House, parts of Uncle Tom’s Cabin.

Charles Dickens—Little Dombey, the Runaway Couple, Poor Jo, Little Nell, Little David Copperfield.


Alice and Phoebe Cary—Poems for children.

Other stories taken from the grade library and read at home, either by the pupils themselves, or to them by parents, or older brothers and sisters—Beautiful Joe, Black Beauty, King of the Golden River, Story of Patsy, Timothy’s Quest, Birds Christmas Carol, Story Hour, Little Lord Fauntleroy, Robinson Crusoe. These stories are reproduced orally in the language classes.

Literature studied in connection with History (Patriotism) Paul Revere’s Ride, Barbara Frietchie, Old Ironsides, Stories from Ten Boys.


FOURTH GRADE

I The following selections are studied as pure literature:—

Alice in Wonderland—Lewis Carroll.

Read in part by the class and in part by the teacher, for the element of humor, and
the resemblance of the story to the child's imaginings.

**Water Babies—Kingsley.**
Read by the class for the imaginative and the ethical elements.

**King of the Golden River—Ruskin.**
Read by the teacher, with conversations on the ethical ideas, the element of adventure, the beauty of landscape.

**Story of Ab—Stanley Waterloo.**
Story of the primitive man, and for the real interest on the part of boys.

**Jungle Books—Kipling.**

**Wild Animals I Have Known—Thompson.**
These books are read to the children for sympathy with animal life, interest in nature and beauty of form.

**II. Birthdays of Whittier, Lowell and Longfellow are celebrated by readings from the authors.** Such poems as the following are selected from school readers and other sources:

- **The Pumpkin.**
- **The Barefoot Boy—Whittier.**
- **To the Dandelion.**
- **The Oak.**
- **First Snowfall—Lowell.**
- **To the River Charles.**
- **Paul Revere's Ride.**
- **Hiawatha (selection)—Longfellow.**

**III. A few characteristic books, belonging to the grade, which are read by the children without the aid of a teacher:**

- **Stories by Louisa M. Alcott.**
- **Black Beauty—Sewell.**
- **Strike at Shane's—Sewell.**
- **Birds' Christmas Carol—Wiggins.**
- **Ten Boys—Andrews.**
- **Seven Little Sisters—Andrews.**
- **Each and All—Andrews.**
- **Stories of American Progress—Wright.**

**Fairy Tales—Grimm.**
**Robinson Crusoe—Defoe.**

**IV. STORIES RELATED TO HISTORY WORK.**

- **Knights of the Round Table—Frost.**
- **Court of King Arthur—Tennyson.**
- **Heroes of Asgard—Keary.**
- **Baldur—M. L. Pratt.**
- **Thor—M. L. Pratt.**
- **Story of Siegfried—Baldwin.**
- **Sweet William—Marguerite Bouvet.**

The above stories are read and told by the teacher. They are preceded by talks and pictures illustrating the life, and giving the interpretations by various authors. The customs and ideals are presented; and character of the knights, their virtues and faults.

**V. STORIES RELATED TO NATURE STUDY.**

**Autumn:**
- **Corn Song—Whittier.**
- **Myths of Clytie, Proserpina, Phaethon.**

**Winter:**
- **First Snowfall (extracts)—Lowell.**
- **Fir Tree—Hans Andersen.**
- **Why Do Bells for Christmas Ring—Field.**
- **Stories of the Christ Child—Proudfoot.**
- **Snow Queen—Hans Andersen.**
- **The Match Girl—Hans Andersen.**

**Spring:**
- **Winds of March—Turner.**
- **The Wind—R. L. Stevenson.**
- **My Shadow—R. L. Stevenson.**
- **Apollo and Daphne.**
- **Baucis and Philemon.**
- **Sleeping Beauty—Grimm.**
- **Birds of Killingworth—Longfellow.**
- **The Brook—Tennyson.**

The above stories and poems are given to emphasize certain phrases of nature. They may be read for the beauty and interest in the story itself; for purposes of oral and written reproduction, and for memory selections.
The Library

The close connection between the college and the public school in the state is constantly accented in the library in three several ways.

1. Our students who are teaching this year in the Training School are daily making lists of books which they consider necessary or indispensable in the libraries of the schools where they expect to teach next year. 2. Our old students who are already teaching are constantly returning to the Normal, and in the library seeking the "best books" to add to their school or their private libraries. 3. Both of these classes of Normal students are examining our shelves with an eye to the best textbooks to be used in the schools—thus availing themselves of the opportunity of a comparative study of the books.

Through the courtesy of the publishers we have a fair representation of books in some departments—notably U. S. school histories; supplementary readers; and mathematics. These we expect to increase, and we shall include from time to time an acknowledgment of the same, with our lists of regular accessions, in the News. Among the texts recently received are the following:

**American Book Co., N. Y and Chicago**
Bartlett, L. L. Animals at home. (Eclectic school readings.)
Bradish, S. P. Stories of country life. (Eclectic school readings.)
Harper's School readers—5 vol.

**Ginn & Co. N. Y and Chicago**
Finch, A. F. Finch primer.

**Carpenter, G. R. Primary English grammar.
Wilson, L. L. W. Picture study in elementary schools. (Part 1. Primary grades. Part 2. Grammar grades.)
Wilson, L. L. W. Picture study in elementary schools. 2 parts—Teachers' manual.

**Charles Scribner's Sons, N. Y. and Chicago**
Cervantes. Don Quixote.
Pyle, Howard. Merry adventures of Robin Hood.
Seton, E. T. Krag and Johnny Bear.
Stevenson, R. L. Child's garden of verses. (4 vol. in Scribner's series of school readings.)
Gordy, W. F. American leaders and heroes.

**Silver, Burdett & Co., N. Y. and Chicago**
Dallin, C. M. Sketches of great painters for young people.
Tennyson. Holy Grail. (Silver series of classics.)
Kinnard, J. E. ed. Old English ballads (Silver series of classics.)

**REGULAR ACCESSIONS**
Larned, J. N. Literature of American history; a bibliographical guide.
Peixotto, J. B. French revolution and modern French socialism.
Means, D. M. Industrial freedom.
Hadley, A. T. Railroad transportation.
Atkinson, E. Distribution of products.
Rogers, J. E. T. Six centuries of work and wages.
Malball, G. Industries and wealth of nations.
Baldwin, Mark, ed. Dictionary of philosophy and psychology v. 2.

N. E. A. Addresses and proceedings 1902.
Smithsonian Institution. Annual report 1901.
James, W. Varieties of religious experiences.
Jebb, R. C. Humanism in education.
Taylor, H. O. Classical heritage of the Middle ages.
Fleming, W. H. Shakespeare's plots.
Einstein, Lewis. Italian renaissance in England.
Gosse, E. Jacobean poets.
Phelps, W. L. Beginnings of the English romantic movement.

**Saintsbury, G. Earlier renaissance.**
Ten Brink, B. Language and metre of Chaucer.
Higginson, T. W. Henry Wadsworth Longfellow.
Fiske, J. Facts and comments.
Genung, J. F. Working principles of rhetoric.
Thomas, C. Schiller.
President Jones has prepared a circular to be sent to superintendents of city schools throughout Michigan setting forth the new policy in reference to admission of graduates of high schools to the college. The following is the complete text of the circular:

To Superintendents of Public Schools in Michigan:

The Michigan State Normal College recognizes that there is a public school system in Michigan. It proposes, therefore, to give due credit for all work done in the public high schools of the commonwealth that are organized in accordance with the prevailing standard for such work in this state. This recognition constitutes an important change of policy of a higher state institution toward the public high school. The following extracts from a resolution passed by the State Board of Education, at the request of the president and heads of departments of the college, quite fully express this change of policy.

1. That all pupils regularly graduated from twelve-year public school systems having not less than thirty-six weeks per year, in which four full years are devoted to high school work, with not less than two thoroughly equipped teachers wholly employed in distinctively high school work, be admitted to the regular two-year life certificate college course without examination.

2. That all pupils who have finished not less than two years of high school work in a twelve-year course, as above outlined, be admitted on their record to the four-year life certificate course in the Normal College, receiving credit on this course for all work which they may have already done beyond the first two years of the high school course. Students are urgently advised, however, to complete the high school course at home, as no time can be gained on the Normal College life certificate course by taking any high school work at the College.

3. That all pupils unable to maintain a satisfactory standing during the first term in the Normal College, may, in the discretion of the faculty in each case, be dropped from the roll of the school or required to complete the work not satisfactorily completed on first trial; and that all such cases be reported back to the high schools from which they come, with the facts in each case, to the end that superintendents and principals of high schools throughout the state may learn what our standard of requirements is. and take measures to prevent pupils from coming to us without due preparation; and that should successive cases of defective preparation be found to come from certain schools, the privilege of admission without examination, may, in the discretion of the faculty, be withdrawn from graduates of such schools.

Superintendents will at once see that this plan introduces a simplicity and directness into the relations of the Normal College...
to the public school system of the state. Each City Superintendent, in connection with his Board of Education, has only to see to it that the course of study, length of time and general organization accord with the prevailing standards in the state, and that competent teachers only are employed. Under these conditions, pupils will be admitted without examination. After entrance, all pupils will be treated on their merits, as shown by their work. In a very short time the officers and faculty of the State Normal College will be in full possession of such facts as will enable them to advise helpfully with school officials throughout the state. It is hoped, in this way, that the Normal College may become especially helpful to the public school interests of the entire state. Correspondence is invited upon any point of mutual interest.

Very respectfully,

L. H. JONES,

President

February 3, 1903.

Normal students and alumni will sympathize deeply with Miss Abigail Pearce, on learning of the death of her mother, which occurred in Ypsilanti, on January 23rd. Mrs. Janet Ross Pearce was born in the Highlands of Scotland, seventy-nine years ago, and came to this country about fifty-five years ago. Her home was in Grand Haven, Mich., for more than forty years. Mrs. Pearce was known and honored for the perfect integrity of her character, and for the many noble traits she inherited from her Scotch Presbyterian ancestry. Her friends greatly enjoyed her society; for she was a shrewd observer of people and affairs, and her conversation, to the end of her life, was brightened by her wit and humor, and quaint, old-world expressions. It is to be regretted that her illness, which began soon after she came last summer to make her home with her daughter, prevented many of Miss Pearce's friends from becoming well acquainted with the mother.

The senior class have chosen their board of editors for the Aurora as follows: Newell B. Wallace, manager; Alida Pieters, editor-in-chief; Vinora Beal, Winnifred Woodman, and R. A. Smith, assistant editors.

The Aurora is in good hands. Mr. Wallace has already shown marked business ability, and Miss Pieters is rightfully considered one of the strongest students in the college. The other members of the board as well are students of more than ordinary ability, and we are looking forward to an Aurora of unusual excellence. The undertaking is no small one, and the board needs the support of every student in the college. Let us be ready with that support from the very beginning.

CORRECTION

In the article in the January number of the News, upon “Reaction from Coeducation,” by an oversight, the name Michigan was printed instead of Chicago. The Professor Angell referred to, as the author of the article in the Popular Science Monthly, is a son of President Angell of the University of Michigan, and is a Professor in the University of Chicago.

Summer School of the Michigan State Normal College


The faculty of the Michigan State Normal College will offer work in all its departments during the six weeks summersession of 1903. The library and laboratories will be open, and all other facilities of the institution will be placed at the disposal of the students. Work will begin July sixth and close August fourteenth. The courses offered will be regular, special and general.

REGULAR COURSES

Students pursuing regular work, and desiring credit, will be able to complete two subjects of twelve weeks each, in either general or specializing courses of the college, by taking two recitations per day in each subject. They
will enjoy the additional advantage of attending the lectures on general educational topics, which will be given at frequent intervals during the session by men of national reputation, and which will be free to all students, both regular and special. The lectures will occur at an hour in which they will not conflict with the regular classes.

**SPECIAL COURSES**

Special courses in school supervision and general method will be offered by members of the faculty, and by others engaged for the purpose. These courses will be of such a nature as to make them of especial value to teachers who have had experience in teaching, or supervision, and who wish to broaden and deepen their knowledge in the light of that experience.

Special courses of six weeks will be offered for village and rural school teachers, and for those wishing to prepare for examination before County Boards, or the State Board of Education.

Courses of six weeks each will also be given in methods in various departments.

An observation school will be conducted by the faculty of the training school, including kindergarten and first six grades. Especial attention will be given to manual training in these grades.

Well equipped physical, chemical, zoological and botanical laboratories will be open to students without extra expense. The geographical department will offer excursions to points of interest in connection with this important branch of school work.

The conservatory of music will be open during the entire six weeks of the summer session. Courses in public school music and methods of teaching will be free to members of the summer school. In addition, courses in voice culture, sight singing and harmony will be given.

The department of drawing will give special attention to work suitable to those wishing to become supervisors of this branch, as well as to those who wish general class work in drawing. The entire art collection of the department will be at the service of the classes.

A well equipped gymnasium for men, and one for women, will be open with regular work adapted to the needs of students of the summer school. A class in swimming will be formed if desired.

**GENERAL COURSES**

Courses of lectures on educational themes of interest to teachers who seek inspiration, improvement and advancement in their profession, will be given for the general benefit of the whole body of students. Among the lecturers already engaged are the following:

- President G. Stanley Hall, of Clark University, will give ten lectures on modern school problems.
- Professor S. H. Clark, of the department of education of Chicago University, who gave universal satisfaction at the Michigan State Teachers' Association, will give several lectures, and illustrate his work through practical teaching with classes of children.
- Other men of prominence will give longer or shorter courses of lectures along the line of their special educational studies. It is intended to make this course of lectures of interest to all classes of teachers.

**THE PRESIDENT'S ROUND TABLE**

President L. H. Jones will conduct a Round Table, at which practical educational questions and problems will be discussed. This can not fail to be of personal interest and value to every progressive teacher.

**FEES**

The regular fee for the six weeks is $3. This fee covers all the work of the departments and all lectures.

Those taking the courses for village and rural schools will not be charged any fee.

All lectures are free to all members of the summer school.

Good table board can be had at $2 to $2.50 per week. Rooms cost from 50c to $1 per week. Rooms for light housekeeping can be had at a slight expense.
LOCATION

The Michigan State Normal College is located at Ypsilanti. Ypsilanti is a beautiful and healthful city, having a population of about 8,000. The college buildings are on high ground, overlooking the city, giving almost ideal conditions for a summer school. The city is on the main line of the Michigan Central Railroad, over which it is readily accessible from all points on the various divisions of the Michigan Central System. The Ypsilanti branch of the Lake Shore & Michigan Southern gives a means of approach from the south and west. The D., Y., A. A. & J. electric line passes through the college campus, giving communication every half hour with Detroit, Ann Arbor, Jackson and intermediate points. The same electric line makes connection with the Ann Arbor Railroad at Ann Arbor, and with the Pere Marquette system at Wayne, and at Detroit and Jackson with the various roads entering those cities.

LATER INFORMATION

As soon as all arrangements are completed, an announcement will be sent out giving detailed information as to teachers, lecturers, courses of study, and all other matters of interest and importance relative to the summer session. Correspondence is cordially invited from all who are planning for a course of study the coming summer. Address,

L. H. Jones,
President Michigan State Normal College, Ypsilanti, Mich.

"When the heart is right, there is true patriotism."

Bishop Berkeley
Alumni

In Memoriam

SUPERINTENDENT AUSTIN GEORGE

On Tuesday morning, January 20, 1903, Superintendent Austin George passed away from the labors of the life that now is to the higher activities of the life to come. He departed in the prime of a ripened manhood, without premonitions of decaying powers, and with the "harness still on." His death came like a violent shock to the whole community in the midst of which he had lived for so many years. The bereavement seemed a personal one to almost every family in the city of Ypsilanti.

By his very nature Professor George was a man of affairs; a man among men; a citizen among citizens. He was active in municipal and all other public matters, and his loss will be sorely felt. Especially will he be missed in the public schools, which he had been instrumental in raising to a high degree of efficiency. Space compels us to pass over all these things with a mere mention, and only permits us to speak of him in his relation to the Normal College.

Austin George graduated from the school in the class of 1863, and immediately became principal of the Kalamazoo high school, which position he filled with great credit till the close of the school year 1864, when he resigned to pursue advanced studies, first at the University and later at Kalamazoo college, from which he graduated in 1866. Subsequently he taught for a short time in the college, and then accepted the superintendency of the public schools of that city, a position which he held for nearly seven years.

He came to the Normal school in the fall of 1879 as professor of rhetoric and literature. In 1882 he became director of what was then usually called the "Practice School," the name being, at his request, changed to "Training School." Up to that time this school had been confined to very narrow quarters, and had only been partially developed. With characteristic energy and enthusiasm he set about the enlargement and development of the work of the school. The progress was steady and as rapid as conditions would allow. He prepared a complete plan for the organization of a primary and grammar school of eight grades with a kindergarten. When he closed his connections with the school, its organization had been thoroughly completed and its work well systematized. He did more for the development of the primary school than any other one person.

Besides the necessary attention which he gave to his own special department, Mr. George was always active and influential in the management and development of the Normal school as a whole. Every new departure had his hearty cooperation and support. The NORMAL NEWS owes its origin to him. He assumed the entire financial responsibility of the enterprise at the outset, and continued to manage its financial affairs for seven years, when he retired from the position of manager and turned over to the faculty a balance of $700 which he might properly enough have retained. The establishment of the oratorical contest was largely due to his initiative.

He was chairman of the committee of the faculty which secured an appropriation for erecting the gymnasium in 1893, and, with some assistance, raised by subscription, funds for the purchase of the ground upon which the building stands. During eleven years he was an active member of the committee in charge of the Normal Lecture Course. During this period a surplus of $2,600 was accumulated which was appropriated for various school purposes.

Mr. George left the Normal in 1896, since which time he filled, with marked success, the position of superintendent of the city schools.

Mr. George was a man of abounding vital-
Superintendent Austin George
ity and energy, of a cheerful and hopeful temperament, quick in perception and ready in execution, fertile in resources and expedients, a good thinker and a fluent and convincing speaker. In addition to these qualities he was a genial and agreeable companion, a trusty associate and co-worker, and a true, faithful and sympathizing friend. Few men have served their generation better or have been more sincerely mourned at their departure.

RESOLUTIONS

At a meeting of the faculty of the State Normal College, on January 21, 1903, a committee was appointed to draft appropriate resolutions relative to the death of Superintendent Austin George. The following resolutions were adopted and ordered to be spread upon the college records:

Resolved, That in the death of Professor Austin George, the cause of education in Michigan has lost one of its most experienced and efficient superintendents, and the Normal College itself one of its most loyal and sympathetic friends.

Resolved, That as a college faculty we desire especially to express our appreciation of Professor George's distinguished services to this institution; his rare executive ability at the head of the Training School for fourteen years, the practical wisdom with which he adapted educational theories to the needs of the class room, and above all, his business sagacity, which was always at the services of his beloved Alma Mater, notably as manager of the Normal News for many years, as practically the founder of the Oratorical Association, and as especially influential in securing the site and the appropriation for the college gymnasium.

Resolved, That as a citizen, Mr. George has ever exemplified the sterling qualities of a lofty patriotism, a keen sense of honor and honesty, and a high degree of public spirit; and that many of the public improvements of the city of Ypsilanti have been largely due to his earnest and intelligent advocacy.

Resolved, That we tender to his afflicted family in their irreparable loss, our most sincere and heartfelt sympathy, and that we assure them of the grateful remembrance with which we shall ever bear in mind the life and services of our former friend and colleague.

BENJ L. D'OOGH,
P. A. BARBOUR,
S. B. LAIRD,
Committee.

A Letter from California

The following letter comes from Miss Nellie M. Westland, '02, who is teaching in Redlands, California:

Redlands is a most beautiful city, and really ranks among the first in Southern California. They are under peculiar circumstances as far as their schools are concerned, the city being divided into two districts—with one central high school. The Lowell school is in the Redlands district, and since I am principal of that school and not of the whole district, I am vice-principal of the Redlands schools. They vote on a city charter December 27, and if it is passed my place will be equal to any. We have in the Lowell school about three hundred children, seven teachers and two special teachers besides myself. The building is the newest and best arranged in the town, and I do wish you could see the view we get. The mountains, which change in color and impress one differently every time one looks, surround the city, and from my office, which is very pleasant, they are beautiful. The flowers, fruits and green foliage are all about us, but we have only to look up to the mountains to see a great deal of snow.

I had no trouble whatever getting my certificate accepted. Be sure to say that the Michigan State Normal is respected very highly out here. Of course I shall do my part to keep up its reputation.

The state is "the whole thing" in school affairs. The books are all printed by the state and called the State Series. Every teacher must teach from this set of books or not draw wages. It is the common opinion that a worse set of books was never gotten up. A state register is also used, and teachers have to swear before their respective school boards that they kept theirs according to law. I have had occasion to swear several times by myself, but not before the board as yet. Next Monday the County Institute begins and continues for one week. Every teacher is required by law to attend, yet we are paid our regular salary for the time.
This is all very beneficial to the general school system of the state. The rural schools are on the same basis as the city schools. Teachers are well paid; the lowest salary I have heard of here is $60; and $70 and $75 are very common. It certainly pays better to teach in California than in Michigan. Of course one's expenses are increased, yet I live for $25 per month; and it is worth something to breathe in such fine air, to eat oranges right off the trees, to be most comfortably warm, and to see the sun about 325 days in the year. I have said nothing of the dust, the lack of nice green grass, and of the beautiful lakes and rivers back east which we never see here. I miss them as do most people. I was told to be sure and see the Los Angeles River when I went into the city, as I would pass over it. I looked and looked, but it had all dried up. There is one peculiar thing about the California rivers—they are just opposite from those in Michigan. There, the sand is on the bottom and the water is on top; here, the water is underneath and the sand is on top.

December 23, 1902.

The Michigan Normal College was well represented at the North Dakota Teachers' Association held at Fargo, December 29-31. The president of the association was W. E. Hicks, '86, who has been for several years past the superintendent of schools in Dickey county, and is at present president of the State Manual Training School at Ellendale. Mr. Stegenga is teaching German and mathematics in the high school at Fargo, and Mr. Darwin Cook '97, is still principal at Cando, where he has been located for the last five years. Miss McArdle, '98, is assisting her brother in the department of mathematics at the State Agricultural College, Fargo. Mr. T. O. Sweetland, '98, is doing his third year's work as principal at Kulm, N. D. Other graduates of the M. S. N. C., I have been climbing the Rocky Mountains of Colorado. My schoolwork received some recognition by way of promotion to a fine superintendency at $126 per month. Later I accepted the vice presidency of the Normal College here, and I have entire charge of the Normal Department and abundant opportunity to test 'theory' by practice.'

'02—Miss May Walton has fifth and sixth grade work at Shelby, Mich. The latest reports are that she is enjoying this picturesque place of something over a thousand inhabitants. She writes that Miss Cooley and Miss Higgins, former Normal girls, are also teaching there. Mr. H. D. Lee, '01, is superintendent of the schools, and is making his first year a decided success.

'02—Miss Meta McDonald has fifth and sixth grades in Pocatello, Idaho; Miss Virginia Hulsart has first primary work in the same building. Good salaries are among the pleasant features of these western positions.

'02—Miss Loa Green writes from Big Rapids: "My school work has gone as pleasantly as anything possibly could. Five months gone and my pupils still seem bent upon pleasing me with good work." Much new material has been given to Miss Green's laboratory, and the students are doing practical work in electricity by putting in a system of bells for the class room.

'02—A. J. Stevens writes from Marlette where he is superintendent of schools: "We have everything in the school line that tends to make life one huge dream." He sends an announcement and course of study for the school which certainly gives the impression that Mr. Stevens is correct. A. C. Stitt is principal, and Miss Birdelle Sprague is an assistant in the high school.

'01—Mr. J. Andrew Ewing is now principal of a ward school in Aspen, Col.

'01—The Misses Bertha Van Riper and Elsie Cole are well started on their second year at Lake Odessa, Mich.
Athletics

DETROIT VS. NORMAL—24 TO 14

The first scheduled basketball game of the season was played at the gymnasium, January 24, with the Detroit Y. M. C. A. team, Detroit winning by a score of 24 to 14. Our men excelled in individual playing, but the team work of the visitors was particularly good, over-balancing our occasional individual plays. The Normals scored first and prospects for a victory looked bright, but at the end of the first half the score was found to be 10 to 6 in favor of Detroit. During the first part of the second half our team held their opponents down; but toward the close of the game the visitors scored several baskets in quick succession. Our star player was Novac, who threw seven baskets from the foul line and made one field goal, thus securing 9 of the points scored.

The teams lined up as follows:

Detroit        Normals
Mazer and Schinck . . Forwards . . Novac and Cowan
Hockaday . . . . . . . . Center . . Smith, R. C. (capt.)
Kuhn (capt.) & Gardner Guards . . . Huston and Morris

As a curtain-raiser two co-ed teams—the Blues and the Whites—played a game, the Blues winning by a score of 8 to 7. The contest was a keen one, and was greatly enjoyed by the spectators, who applauded with great enthusiasm.

Blues        Line up        Whites
Misses— . . . . . . . . . . . . . . Misses—
Heth and Stowe . . Forwards . . Steward and Campbell
Hadley and Crane . . Center . . Young and Abby
Spafford and Mills . . Guards . . Geer and Johnson

REPORT OF ATHLETIC MEETING JANUARY 28, 1903

The meeting in Normal Hall of the athletic association, held at the suggestion of President Jones, for the purpose of adopting a new plan of organization, was rather poorly attended. However, the loyal few who were there, made up in spirit what they lacked in numbers.

Girls, why don’t you come out and show your college spirit and enthusiasm for athletics? We know your ability in that line. A few were present, but only a few. So few, indeed, that several times during his talk Professor Roberts failed to recognize their presence and had to be reminded by a smile from the assembly.

The president, Mr. W. B. Smith, being absent the vice president, Mr. Geo. Wilson, opened the meeting. Miss Florence Perkins was elected secretary of the association. The report of the committee which was to offer some plan for re-organization of athletics in the Michigan State Normal College was then brought before the meeting by President Jones.

The plan was unanimously adopted and the constitution read by President Jones. After some discussion, it was adopted with an amendment to section 4, in regard to the time of elections of the several managers in football, basketball, baseball, and track athletics.

The constitution as read fixed the election of said officers on the last Tuesday of the winter quarter. This seemed somewhat unwise on account of the baseball manager. He should be chosen by and from the baseball men, who at that time of the season would not be well enough organized to know the probable players of the regular team, and who would be a part of the team the following year.

Section 4 was amended to read:

At a regular meeting on the last Tuesday of the winter term assistant manager to the director of athletics in football shall be elected by the general association for the following year. And at a regular meeting on the last Tuesday in April, the assistant manager to the director of athletics in baseball, track athletics, and basketball respectively, shall be elected by the general association for the following year.

Perhaps the most interesting feature of the meeting was the announcement by President Jones of a new regulation in the college which places athletics on a fine financial basis means much to this particular branch of college life and work. We know that Presi-
dent Jones has taken a deep interest in the athletics of the institution and now we have a splendid result of his efforts to help us in this line. After a somewhat prolonged interview with the State Board of Education, he informs us that he succeeded in bringing them to the decision that it seemed best, until action could be taken and necessary appropriations for the support of athletics in the Michigan State Normal College be made, to make the registration fee four dollars ($4.00) per quarter instead of three ($3.00), and lay aside the extra dollar on each fee for the support of the athletics of the college. This should be met by every man and woman of the college with an enthusiasm that will stir every inch of metal there is in us, and make us, as we should be, the leading college in the state. Lack of financial support has been the greatest handicap in our athletics. Now a channel is opened through which we can work out our plans and develop the material there is among us.

Enthusiasm and the vocal support of the gentler sex will mean much toward our success. Appreciation of our efforts in all contests by those who do not take part will stimulate us to do our best, and mean in large measure our success. Under the new regulations every student at time of registration will receive a free ticket to all games and contests. In view of this fact there is no reason why we should not on all occasions have the support of every student in the institution.

With this splendid financial backing, with the material we have at our disposal, and with the multitudes of splendid young ladies that should be present at every contest with flags and banners that will dazzle the eyes of our opponents, and yells that will strike terror to their hearts, every indication points to a coming star in athletics—the Michigan State Normal College.

F. H. SQUIRES

Pitcher Owen of the Chicago American League is our baseball coach this year. The men under his direction are improving rapidly, and we expect to have a winning team this season. Baseball practice is carried on every day from 1 to 2.

In the basketball game between the first and second teams, the third team was defeated by a score of 23 to 7. The players on the second team were:

- Forwards—Whitlock and Thomas.
- Guards—Salsbury and Rice.
- Center—Hayward.

Owing to the absence of Huston from the first team, Perry took his place during the first half and O'Brien during the second.

Saturday, Feb. 7, the Normal basketball team played the Hillsdale College team at Hillsdale, and won by a score of 15 to 12.

The line up was, Hillsdale: Center, Taisy; forwards, Mackintosh and Baker (captain); guards, Boone and Wood.

Normal: Center, Graham; forwards, Novak, Cowan; guards, Morris, Huston; umpires, Bisbee and Jordan; referee, Wolf.

The conditions were clearly in favor of Hillsdale as far as familiarity with the gymnasium and the aid of the referee was concerned. The game started at 3:30 and a few minutes playing clearly showed the superiority of the Normal team. Novak with his customary skill dropped two field goals and a free throw into the basket. At the end of the first half the score stood 5 to 1.

All that was necessary to secure victory was to continue the good work so valiantly begun. The game continued to go our way until the middle of the second half when the Hillsdale men drew themselves together, dashed into the play like fiends, broke up our team work and secured four field goals in rapid succession. At the end of the second half the game stood 12 to 12. In case of a tie the game is continued until one side scores two points. With a strong resolve to win the game Novak safely placed his free throw, and Cowan brought victory with a field goal.

"'Pa what's the first requisite of a patriot?'" "'That he belong to your party.'"
Locals

A Visit from the Legislative Committee

The Normal committee from the Legislature visited this institution Friday, January 30th, for the purpose of inspecting the college, and the gentlemen did their work thoroughly, visiting all the departments, including the training school, the gymnasium, the library, and the various recitation rooms.

The students were assembled at 11 o'clock, and the committee and their escorts took their places upon the platform. President Jones spoke briefly of the mission of the committee, and then called upon President Kelley, of the State Board of Education, to take the chair. He, however, passed the honor on to John P. Kirk, the representative from this district.

The members of the committee, Senators Farr, Glasgow, Petit, Scripps, and Representatives Read, Hunt, and Barnaby, were called upon in turn for remarks, and all expressed the kindest feelings for the institution, and an appreciation of the noble work it is doing so well. They promised to champion its cause vigorously before the Legislature, and to try to secure for it a liberal treatment. Hon. E. P. Allen also made a few remarks, dwelling on the general value to a commonwealth of educational institutions. All the addresses were short, witty, and to the point.

The music rendered during the hour, highly pleased our guests. The choir and audience sang "America," after the organ solos by Mr. Winton and Prof. F. H. Pease. The choir rendered Gounod's setting of Tennyson's "Ring Out, Wild Bells," and the Conservatory lady quartet sang beautifully Prof. Pease's arrangement of "The Last Rose of Summer."

May we say here, considering the part music plays in school life, and on all public occasions, it would be only fair that the next new building be a Conservatory, since the present building is unsuitable.

Y. W. C. A. Membership Tea

The membership tea held in Starkweather Hall, January 31, from 3 to 5 o'clock, was a delightful occasion.

After the devotional exercises, reports were given by the various officers and chairmen of committees, showing the progress of the local work and awakening a deeper and more comprehensive interest in the larger work of the student department of this most significant organization of young women.

Miss Bertha Buschman, extension secretary of the Detroit city association, spoke of the methods used in carrying association principles and aims into great industrial centers, emphasizing the necessity of creating ideals for the factory girl, helping her to receive a broader vision of life, and leading her to a knowledge of Jesus Christ.

Prof. Julia King, chairman of the advisory committee spoke of the Y. W. C. A. of the college serving the young women as a training for larger service after leaving the institution.

Guests were then invited to take tea. This gave a larger opportunity for the forming of acquaintances among the girls. The occasion was made more interesting by the presence of a number of the faculty women. Musical numbers rendered by the Misses Case, Bliss and Halliday, added much to the pleasure of the audience.

Reception at the Gymnasium

At a recent gathering of the student body to consider ways and means toward a more cordial social intercourse in the college, between student and student, and students and faculty, it was suggested that two annual receptions be given in the gymnasium, one by the faculty to the college, and one by the sororities and fraternities. Accordingly on January 17, Saturday evening, the first of the series took place. Everyone seemed to be present, and everyone seemed thoroughly in the spirit of the evening, seeking out both friends and acquaintances. One almost felt encouraged to believe that after all conversation was not a lost art, in watching the interested groups. No formal entertainment was offered, and at parting there was a general expression of sin-
Miss Nellie Smith is ill with diphtheria. Quite a number of Normal pupils have had to undergo the unpleasantness of being quarantined.

The News Board was very sorry to be obliged to accept the resignation of Miss Jessie Doty as local editor. She will be greatly missed.

Hon. P. H. Kelley, President of the Board of Education, was at the Normal, Wednesday, February 4, and attended the faculty meeting in the afternoon.

Mr. Roy Spencer, recently a student of the Michigan State Normal College, and also on the staff of the Ypsilanti Times, has accepted a journalistic position on the Kansas City Star.

Mr. Cyrus Tremper, who was called home by the illness of his mother, has returned to Ypsilanti.

January 14, Professor Hoyt spoke entertainingly during the chapel hour on his work at Jena, explaining in some detail the courses of study, particularly those concerning the practice work in teaching under Dr. Rein.

Senior to Junior President—"Have you chosen your class-day participants?"

Milliken—"What, what, never heard of such a thing."

(Juniors! wake up!)

Annual debate at the Normal College, February 12, on the question: "Resolved, That the government should own and operate the railroads." The debaters: J. M. Munsen, Webster Club; S. E. Crawford, Lincoln Club; E. A. Mowry, Olympic Society; C. B. Jordan, Athenæum Society; F. F. Carr, Crescent Society; C. E. Kellogg, S. Milliken and Willard Barbour, school-at-large.
Misses Ballard and Ableson spent Saturday, January 31, in Detroit.

Mr. Graham and Miss Graham spent Sunday, February 1, with their parents near Detroit.

Our business manager, R. C. Smith, sprained his ankle at the basketball game, Saturday, January 31.

Professor Jefferson will be glad to have the names of any students who wish to enroll in the course of Field Geography for the Spring quarter, at as early a date as is convenient. It will probably be necessary to limit the membership of the class.

Miss Lucia Lovewell of South Lyons, of the class of '97, has been visiting friends in Ypsilanti.

The department of superintendence of the National Educational Association holds its annual meeting at Cincinnati, February 24-26. One of the leading papers—"The Best Methods of Electing School Boards"—is assigned to President Jones, who also leads a discussion at one of the Round Tables—the topic being "The Organization and Function of the City Training Schools." Other members of the college faculty will be present.

Miss Lora Dunker visited in Detroit, February 7 and 8.

Professor Laird went to Ionia to attend an institute February 5, where he spoke on "The Meaning and Fruit of Education."

Miss Wise has been invited to read a paper at a meeting of the Primary Section of the South Wisconsin Teachers' Association, to be held at Madison, April 3 and 4.
Miss Jessie Laird is again in school after a slight illness.

The critic teachers of the Normal Training School are in demand for institute work. Miss Lynch goes to Hastings February 20, and Miss Roe to Monroe.

R. A. Smith spent Sunday with B. A. Barnes, in Delray.

Miss Adams, '02, teacher in the kindergarten at Pontiac, visited friends here January 30.

Miss Margaret Graves, a former Normal student and now a teacher in the Jackson public schools, spent a few days with Mr. and Mrs. C. F. Comstock.

A little London street waif was taken on an excursion to the seashore where he had his first glimpse of the ocean. He heaved a sigh and said, "That's the first time I ever saw enough of anything."

Dr. Frothingham of Princeton University delivered a very interesting lecture in chapel on Wednesday, January 28. His subject was the "Triumphal Arches of Rome," particularly the arch of the Trajan. His lecture was supplemented by a collection of excellent stereopticon views, which added greatly to the interest of the lecture.

Miss Lowden of the Conservatory of Music, has been elected first assistant in the department of music, at the Central Normal School, Mt. Pleasant. While this is a distinct loss to the college, we congratulate Miss Lowden most sincerely.

Professor Jones has begun a series of interesting chapel talks on "Studies in Education." The one given February 4, was on "Self-Activity." Others will follow on "Self-Consciousness," "Self- Direction," and "Self-Sacrifice."

Professor Strong reports meeting a number of Normal graduates on his recent visit to Northern Ohio. Among others Miss Frances Glaspee, who after some years of successful teaching in this state went to Cleveland and is now head bookkeeper in a large establishment; also C. E. St. John, class of 1883, and at one time assistant in the physical science department, who is now professor of physics in Oberlin College, and Superintendent W. W. Chalmers of Toledo, Class of 1886.

Miss Phelps has been entertaining her sister Miss Mary Phelps of Pontiac.

The student teachers and pupils of the second grade in the Training School enjoyed a sleighride January 24.
Miss Petit and Miss Himebaugh were here to attend the Pi Kappa Sigma initiation, January 30 and 31.

Mr. Fred Pease of Battle Creek, and Mrs. Alfred Johnston of Toronto, Ontario, have been visiting their father, Mr. F. H. Pease.

Mr. Roy Sprague, of Farmington, a former Normal student, spent a few days with Mr. W. W. Morris.

Miss Ettroile Kent, who was obliged to return to her home in Flint, on account of severe injuries received from a fall, is again in school.

Professor Barbour lectured at Coldwater before the Branch County Institute, on Friday evening, January 30. He was formerly superintendent of the Coldwater schools.

E. C. Clippenger, Earl Peters and Fay Dodge came over from Ann Arbor, Friday evening, February 7, to assist in the initiation of E. L. O'Brien, B. E. Milliken, F. E. Hathaway and W. Morris, into the mysteries of Phi Delta Pi.

The Hahn-Parke concert, Saturday evening, was most enjoyable. The basso soloist, Mr. Haskins, possesses a full, pleasing voice, and was at his best in the "Armorer's Song" from Robin Hood, and Pinsute's "Queen of the Earth," in which he was accompanied by the quintette. Mrs Hahn, in her "Hungarian Dances," displayed great strength, force, and accuracy of technique, which was balanced by the delicacy and sweetness of her encore. Miss Caroline Parke, pianist, gave evidence of the true musician's soul in her beautiful interpretations. Her short descriptive remarks of the character of Brunehilde, added much to the appreciation and enjoyment of Wagner's "Magic Fire," and equally pleasing were her words of Haydn and Chopin. Schumann's "Traumerei," by the quintette was well rendered, and the Menuet "Célébre," by the string quartette, was particularly dainty and pretty. It was easy to people the stage with the powdered wig and gorgeous costume of George Washington's time as the harmonies tripped along.

S. C. A.
Y. W. C. A.

At the missionary meeting for January the Association was favored by having present Mr. Sallume, who spoke for his native country, Syria. The vivid portrayal of Syrian life left its impression upon his hearers. Mr. Sallume is now studying medicine in Michigan University, preparatory to returning to work among his people as a medical missionary.

The meeting of February 1st was especially rich in spiritual blessing. The room was filled. Professor Hoyt's treatment of his subject, "How to get the most out of college life," was most earnest and inspiring. Expressions of appreciation from many of the girls proved that the lessons of the hour had awakened in many a desire to get the most out of college life, and that, not by the self-centered living, but the more excellent way of receiving but to minister in turn.

Do we realize that to-day, there is no factor in the salvation and development of young women, with all that implies, so potent as is the Young Women's Christian Association? That in its history of seventeen years its growth in numbers as well as in power has
been phenomenal? That it has gone not only into hundreds of the colleges and cities of our land, but throughout the Orient and Occident have come into existence many of these Association sisterhoods. Let us not forget that the Evangel, the official organ of the movement is to be found in the reading room at Starkweather Hall. One cannot but become intensely interested in watching the progress of the work in all of its departments.

**V. M. C. A.**

Professor Strong gave an interesting missionary talk, February 1. The talk was much appreciated by the boys.

Mr. Chas. D. Hurry, state college secretary, made a few remarks at the close of Professor Strong's talk. Ten delegates were elected to attend the State Convention at Pontiac, February 12-15. Mr. Hurry increased the enthusiasm of the boys by telling them what other colleges expect to do.

February 8, a union meeting of the Y. M. C. A. and Y. W. C. A. was held. The object of the meeting was to increase interest in the world's student body, the day being especially set apart for prayer for students. The meeting was led by members of the Y. M. C. A. and Y. W. C. A. of the U. of M.

**Lyceum**

**CRESCENT SOCIETY**

The meeting of the Crescent Society, Friday evening, February 6, was largely attended. The young men of the society furnished the program.

Mr. Rivett gave an excellent reading. He is one of our new members, and in him the society has gained an active worker.

Mr. Herald delivered an oration, which was followed by a select reading by Mr. Wood.

The society then took a short recess, after which we enjoyed a reading by Mr. Prine. Mr. Novak favored us with an oration entitled "The True Ideal." It was very well delivered, and gave expression to thoughts that all might do well to consider.

Our literary program closed with a pantomime, given by Messrs. Ackerman, Smith, Herald and Prine. Each part was well carried out, and the society was kept in a constant state of laughter.

After a short business meeting, the Society adjourned. The young ladies will furnish the program at the next meeting, and we therefore expect an excellent entertainment.

**OLYMPIC SOCIETY**

At a meeting of the Olympic Society, on February 6, the program was furnished entirely by the young men of the society.

The Quartette of mixed voices (and also mixed words), was a great success.

The program on the whole was well rendered, and it now remains for the young ladies to surpass it.

**ATHENEUM SOCIETY**

The work of the Atheneum Society is surely successful, for people from out of town visit us.

Mr. Dishong is the "wit" of the Society. Watch the Normal News for his article.

*Our Girls can debate when they have an inspiring subject, like, "Was the Decision of Paris a Wise One?"* Miss Grover even surpasses Mr. Dishong in wittiness—on certain subjects. The points made by Misses Ballard, Parsons and Ableson, convince us of their great ability.

Mr. Pierce will surely develop into an orator or poet. Miss Koeler made "Helen, the Queen" appear. Miss Wise, as her name implies, gave us wise ideas from "The Fall of Troy." Boys are not competent to judge on some questions. When Mr. Hamill appears we know we look for something good, and we are never disappointed. Miss Holbrook made the room ring with her laughter when she read "The Freshman's Story."

"Do you remember the sleigh-ride?" "Well, I think so." "Wish we might have something with as much fun some time again, don't you?" "We are going to be at the next meeting." "May I come?" "Yes, and bring your friends."
Mr. Wilson has not read his Bible lately, but the members of the club prophesy that he will certainly be a second Elijah.

Mr. Rutherford has some doubt as to Methuselah being the oldest man in Bible history, inasmuch as he died before his father—"Enoch, his father, walked with God and was no more."

The club is glad to welcome C. E. Crawford back again, fully recovered in health.

The club has challenged the Webster Club to a game of basketball in the near future, and Mr. Jenson was appointed athletic manager.

Mr. Katz thinks the difference between the debate he prepares at home and the one he gives in club, is fairly represented by the following story of the German: "The father was dead, and the son having no picture of him, wanted one very much; so he visited an artist and gave him an excellent description of his father. The artist listened quietly, then told the German to come back in a few days. At the appointed time the German came to view the picture. He gazed at it a few minutes, nodding his head meanwhile, and then said, 'That is my father, but by Himmel, how he have changed!'"

The new members of the club are Mr. McKay, Mr. Shigley, Mr. Rivett and Mr. Guy Mowry. We are glad to welcome R. A. Smith back as a Websterite.

January 30, it was unanimously decided that it would not be well to change the Presidential term to seven years and make the President ineligible to re-election.

Question for February 7: "Resolved, That within the next twenty years the United States should build a navy equal to that of any other nation in the world."

Our critic, Prof. J. S. Lathers, has recovered from his sickness, and as usual is dealing out his kindly advice.

Guy C. Smith was elected as the representative of the club in the oratorical contest.
Friday evening, January 30, the patroness, Mrs. Fannie Cheever Burton, delightfully entertained at the Ladies’ Library, about fifty guests in honor of the initiates and the sorority. Dancing was the amusement of the evening from eight until ten, when a most appetizing supper was enjoyed at the Church House. The dining room was artistically decorated with maidenhair ferns, and the sorority colors, blue and gold. Every one enjoyed a royal good time, and voted Mrs. Burton a charmingly versatile hostess. The following absent sisters returned for the occasion, and spent a few days visiting college friends: Louise Petit, Benton Harbor; Edith Garrison, Jackson; Gertrude Heimbaugh, St. Johns; Ida Pearce, Zora Perkey and Mae Harper Seeley, Ann Arbor; Lou Loughray Conlon, Detroit.

Saturday evening, January 31, the following candidates were initiated into the mysteries of Pi Kappa Sigma: Elizabeth Huntington, Jackson; Irene Callow, Pontiac; Lucy Brown, Traverse City; and Clara Knowles, Ludington. After the initiation ceremonies, the sorority gave a spread in honor of the initiates and visiting sisters at the home of Allie Lowden. Myra Bird as toastmaster proved herself a felicitous after-dinner speaker. The following toasts were responded to: New Members, Fannie Hopkins; Our Guests, Carol Holt; Curiosity, Irene Callow; Scrap, Gertrude Heimbaugh; Alpha, Beta, Gamma, Delta, Edna Skinner. All felt cheered by this happy re-union and each resolved more firmly than ever to maintain the high standard for which Pi Kappa Sigma has always stood.

Miss Allie Lowden has accepted a position at Mt. Pleasant Normal, and leaves next week to enter upon her new duties.

**ALPHA SIGMA TAU**

We welcome into our sorority two new members, Miss Carrie Nicholas of Jackson, and Miss Nell Silk of Hillsdale.

Miss Edith Silk, who was an active member of the sorority last year and who is now teaching in Oxford, spent Sunday with her sister, Miss Nell Silk.

The sorority informally entertained a few of their friends, Thursday evening, February 5, at the home of their patroness, Miss Norton.

**KAPPA PSI**

The Kappa Psi Sorority met with Miss Chase Wednesday evening, February 4, for the rite of initiation. The initiates were Miss Zagelmeier and Miss Holden.

The annual banquet was given the following Friday, at the Hawkins House at eight o’clock. The guests of honor were Miss Fisher of Ann Arbor, and Miss Ballard of Oxford. Miss Foster presided as toastmaster and responses were given by Miss Towner, Miss Chase, Miss Fisher, and Miss Holden.

**TAU KAPPA THETA**

The members of the fraternity are elated over the advent of a very young member in the home of Mr. and Mrs. C. T. Teetzel. Mrs. Teetzel will soon arrive from Chicago with the little fellow in order that “papa” may early begin his son’s training in “line-bucks” and “end plays.”

The annual fraternity party at the gymnasium will be given February 27.

Minor White of the Normal Conservatory played in Detroit at the Conservatory recital last week.

Favorable reports are received from C. C. McClelland of Eaton Rapids, “Jim” Melody of Marine City, John Reineck of Tecumseh, J. W. Martin of Petoskey, and Phillip Dennis of Sault Ste. Marie. The boys are enjoying their work.

A gloom was cast over the fraternity when our new member, Mr. Lomphrey, was recently called to attend the funeral of his mother. We are glad to welcome him back after an absence of ten days.

All Albion is in a jubilee of spirits. Within the last six months through the efforts of President Dickie, a debt of $92,000 has been liquidated.
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