For what else does the term professional teacher signify but a good teacher, a teacher who knows what he is doing and why he does it?"

August Lodeman

January 1903
CONTENTS

PROFESSOR AUGUST LODEMAN ............................................ 85
APPRECIATION ....................................................................... 87
A TRIBUTE FROM AN ALUMNA ............................................. 88
A TRIBUTE FROM A STUDENT .............................................. 89
THE LODEMAN MEMORIAL EXERCISES ................................. 90
ODE TO JANUARY .................................................................. 95
COLLEGE DEBATING ............................................................ 96
REACTION FROM COEDUCATION ......................................... 98
DEPARTMENTAL .....................................................................
EDITORIAL ............................................................................
STUDENTS' MEETING ...........................................................
ALUMNI ................................................................................
COMRADESHP (poem) .............................................................
ATHLETICS ............................................................................
LOCAL ......................................................................................
S. C. A. ..................................................................................
LYCEUM ................................................................................
CLUBS ...................................................................................
PRATERNITIES ......................................................................

DIRECTORY

ATHENIUM SOCIETY
President ................................................................. Isaiah Bowman
Vice-President ......................................................... Nellie E. Smith
Secretary ........................................................................ Margaret Dundass
Treasurer ........................................................................... Chas. B. Jordan
OLYMPIC SOCIETY
President ................................................................. R. A. Smith
Vice-President .......................................................... Iva Bliss
Secretary .......................................................................... Jean McKay
CRUSCANT SOCIETY
President ................................................................. Vinora Beal
Vice-President .......................................................... Marion Paton
Secretary ........................................................................... Frank Ackerman
WEBSTER CLUB
President ................................................................. J. M. Munson
Vice-President .......................................................... O. B. Winter
Secretary ........................................................................... Robert C. Smith

ATHLETIC ASSOCIATION
President ................................................................. W. B. Smith
Vice-President .......................................................... Geo. Wilson
Secretary ........................................................................... Edward Kinsler
Treasurer ........................................................................... Prof. Dimon H. Roberts
Football Manager ......................................................... Richard Smith
Baseball Manager ........................................................ Newell Wallace
Basketball Manager ....................................................... C. B. Jordan
Track Team Manager ..................................................... Fred Scovel
'M I. A. A. Director .......................................................... W. W. Morris

LINCOLN CLUB
President ................................................................. C. E. Crawford
Vice-President .......................................................... Geo. K. Wilson
Secretary ........................................................................... O. L. Judson
PORTIA CLUB
President ................................................................. Emma J. Permeter
Vice-President .......................................................... Anna Dobbins
Secretary ........................................................................... Margaret McGillivray

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

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

Churches of Ypsilanti
Baptist—Corner Cross and Washington Sts., Rev. Mr. James Brown, pastor.
Catholic—Corner Cross and Hamilton Sts., Rev. Father Frank Kennedy, pastor.
Congregational—Corner Adams and Emmet Sts., Rev. Mr. Arthur Beach, pastor.
Episcopal—Huron St., Rev. Mr. William Gardam, rector.
Methodist—Corner Washington and Ellis Sts., Rev. Mr. Charles Allen, pastor.
"Let me remind you that when we speak of professional instruction, of theories and methods, and such like things, we do not mean merely the views and ideas held by teachers of this school. What is meant is that our students have been ever more thoroughly familiarized with thoughts and practices of the great educators of all times, from Plato to Herbart, and Pestalozzi, and Froebel. They are thus enabled to judge of educational problems of our own time in the light of history and not from their narrow personal standpoint only."

"To study with a view to teaching does not mean to have one’s interest divided by continual attention to class-room technique in the handling of a topic, but it means to observe in the process of acquisition the attitude of one’s own mind in order the better to know how to reach the avenues of another mind for the communication of knowledge sought. This conscious and deepened mental activity is truly philosophical and forms an essential element of the teacher’s professional training. In a certain sense, therefore, the spirit of the training school ought to pervade every other department of college as well."

(From an address delivered by Professor A. Lödeman on the Fiftieth Anniversary of the Normal College.)

In words like the above there is felt so much of personal presence as to make it difficult to realize that Professor Lodeman is not speaking. It is very difficult to realize that the voice is silent and the places vacant. Many years have come and gone as he went out and in before the throngs of students in this institution; rarely away from his desk a day; rarely absent from his place among the faculty on the chapel platform. The hopes and anxieties, the success and failure, the courage and labor shared here cemented strong friendship. Obeying the summons, he left behind him many bereft as by the loss of a personal friend.

Living, few among Professor Lodeman’s most intimate acquaintances ever heard him speak of the enviable position held by his father or his close relationship to some of Germany’s proudest names. Why call it up now? Only that, when the “mortal has put on immortality,” these things like the cast-off garments of the dead, are touched with tender interest.

August Lodeman was born in the city of Zeven in the then kingdom of Hanover. His father was a criminal lawyer attached to the king’s court, a fact important only as it shows the social position of the family. In due time the boy was enrolled in the Gymnasium of the city of Hanover. Language, both ancient and modern, as is usual in these schools, constituted a large part of his training. Mathematics, science, and history held their place. Pflotz’s General History was his text-book in that subject. Completing the course at the Gymnasium he entered the Polytechnic School from which he also graduated. With this brief review these early school days are passed. It could in no sense be called the education of the man. It only furnished him a few tools for use later on. His marriage and the transference of his home to America belongs to this early period and closes the first twenty-five years.

Here in the country of his adoption, began his real life work. Professor Lodeman was first a student, after that a teacher and a writer. To the science of teaching he was devoted and many of his finest utterances were on this subject. He was no mere theorist. The theory worked out in study and investigation was constantly subject to the correction of the practical test in the class-room. During his thirty years of connection with the Normal School he gave himself large opportunity of studying like institutions both here and in the old world; of comparing systems and methods; of determining the peculiar province of the normal school and its relation to other schools. He was considered so much a master in this field that, severa
times, when occasion demanded, he was urged by his associates to use both voice and pen in the exposition of the so-called "normal school problem." In the advancement of this institution to its present rank his teaching and writing have been a factor continued of power.

The following are some of the formal papers upon educational themes presented by Professor Lodeman before different societies and clubs: "Language as a Center of Instruction," "Thoroughness in Teaching German," "Practical and Psychological tests of Modern Language Study," "The Superior Normal School of France," "Luther and Melanchthon as Educators." It seems meager to mention these only where so many were equally worthy. It is hoped that all the essays, really forming so valuable an addition to pedagogical literature, may ultimately be edited and published.

In this brief sketch the life seems uneventful, as perhaps any teacher's must. It was not long as men reckon time, but in real service to education it is not easily estimated. In the ripeness of his years, before strength weakened or power failed, he closed his door to come not again among us. And his works praise him.

"Beyond all wealth, honor or even health is the attachment we form to noble souls, because to become one with the good, generous and true, is to become in a measure good, generous and true ourselves."—Thomas Arnold.
Appreciation

A Tribute from a Fellow-Teacher

Of Professor Lodeman I feel like saying first of all, "He was my friend, faithful and just to me." His was the first hand to grasp mine when, as a stranger, I went to Ypsilanti eleven years ago; he was with me when the message came which called me to another field; his was the last "God-speed," at the Munich station, when I set out for my new labors. We explored all the country round about Ypsilanti on our wheels, thrice we were in Europe together, and in four ocean voyages we were companions. His home was mine, and mine was his; our burdens were shared, our pleasures were mutual. The very eccentricities of each seemed to fit into the eccentricities of the other to make the bond of friendship the stronger. And because of all this, my pen refuses to record the calm judgment of a critic. Visions of the sea, of the Bavarian lakes and forests, of the Quartier Latin, and of favorite spots by the wayside, spread a pleasant, dreamy mist over the picture of the scholar, and lead me to feel that one who loved him less should tell the story of his work.

It would, however, be selfish to bury with him, or to entomb in my own memory, all estimate of the man, and so I am led to roughly sketch it.

What most I liked about him was his honesty, his unusual honesty. What he thought, he said. You always knew where he stood. If he thought you were wrong he told you so, and told you in English that admitted of no misunderstanding. For this reason we trespassed upon his kindness and upon his time, some of us with manuscripts to print, valuing not his good judgment alone, but his rarer quality of telling a friend the truth with absolute directness. And how he hated shams, whether in books or in men! Time-servers had no sympathy from him, and as little courtesy as his good breeding would allow.

Next to this, among his prominent characteristics, was his great interest in the welfare of those with whom he worked. Some there were who could not look beneath the thin surface of criticism and see this sterling quality. But it was there. Criticise he did, for that was his duty, and the duty was performed with utmost honesty of purpose. But beneath all this was a most abounding interest in his students, in the work of his confrères and in the success of the College.

Joined to these two characteristics was his love for real scholarship. He was the Teuton professor; ever a scholar; ever a worker, ever modest in his labors. In our profession it is not easy to find such men. There are plenty who wish to rise without work, plenty who make pretense of scholarship, plenty who are seeking a mere living or a "bubble reputation;" but the steady, thorough, painstaking student is comparatively rare, and of this small class Professor Lodeman was one.

In College matters he stood for the large interests and for the best. His mind could not get down to the myriad of non-essentials so often magnified into unreal prominence. High scholarship and nobility of character were the two rocks upon which he felt the student body must stand, and he had faith that these foundations would be sought with a minimum of paternalism on the part of the authorities. The popularity of a measure seemed to have no weight with him, but its intrinsic merit, judged from these high standards, was everything. Other expenditures of money would have caught the public attention more quickly, but he stood, as no other one person did, for the steady expansion of the library and for the presence of works of art in the corridors. Indeed it may be said that there has been no College movement at Ypsilanti in the last three decades, that we now look back upon as really important, in which he did not have a prominent part.
Another characteristic of the man as member of a faculty was his loyalty to those in authority over him. I should like to break the seal of confidence and tell what this meant at times in his life, but it is not yet time to do so. Suffice it to say that his was the best of all loyalty; the loyalty that dares to approach a superior officer and tell him frankly, as a friend, but with no mincing of words, his mistakes; the loyalty that then goes hence and helps to bear the burden and courageously fight the battle.

It is not conventional to speak the truth concerning the religious views of such a man. Such references are generally saved for those who have clamored loud that they were among the elect, and who have condemned before the multitude those things for which they themselves had little care. Yet it would be wrong to have any silence upon this matter misinterpreted. We have had many talks upon religion, and each knew the other's thought as well as imperfect language would permit. It should suffice, however, to say that his was a sincere religious nature, but that in it there was no place for any of the cant, hypocrisy, bigotry, and uncharitableness that he felt was often looked upon as Christianity. He loved his fellow-man; the Golden Rule was woven into his soul; he sought the truth; he labored faithfully.

His death was what he would have wished. Quietly he went about his duties in life, and quietly, without a murmur, he welcomed the Messenger when he knocked. Happy must be the soul of that man who crosses the bar so peacefully, leaving behind him a record so genuine.

PROFESSOR DAVID EUGENE SMITH, Ph. D., Columbia University.

A Tribute from an Alumna

A MIDST the hurry and anxiety of college life, students acquire much of which they are unconscious, and assimilate much which they realize only when after years have given the needful perspective. If we alumni stop to analyze our thoughts, our methods, ourselves, we find that the influence of those whose teaching and personality meant a great deal to us in our college days, has grown with our own mental and moral growth.

Thus it is that the shock of Mr. Lodeman's death brings to all of his old students the feeling of intimate and personal sorrow and loss. Our thoughts go back to the old days when we learned to love not only German and French, but what was vastly more important, literature in its widest sense; because he who taught us loved it, and gave freely of his broad scholarship. Who of us have not realized, when before classes of our own, that we were transmitting to our high school pupils something of that which had been so generously bestowed upon us? Well for us and for our boys and girls, that we can be the medium through which they come in contact, even indirectly, with the mind which for so many years gave the best work to our training.

A smile is inextricably mingled with our memories of the hardest tasks; for humor rarely failed to illumine for us even those German sentences which covered one page and lost their verb on the next, and often a kindly jest in which there was no sting, was the philosopher's stone that changed our humiliation over a mistake into courage. But sometimes when we had been careless, there came instead the reproachful look over his glasses, and the solemn shake of the head, and perhaps a word of condemnation in German, which made us glad when the five-minute bell promised speedy release. Then that night we burned the midnight oil, and the next day all was serene again. No one understood better than Mr. Lodeman, that college students are after all very like the rest of humanity, and need different kinds of encouragement. We never had the feeling that to him we were merely a "class." He gave his personal interest and sympathy to each one of us in unstinted measure.
It was an interest which followed us when we went out into the world of teachers to put to practical application in our humble way, all that he had labored to teach us. No problem that perplexed us during that first trying year when we were "gaining experience" was too small to receive his sympathetic attention if we returned to him for help.

I think many alumni may have had my experience in returning to the Normal for the first time after graduating. Mingled with the pleasure was a little homesick feeling caused by the many changes, until I entered the modern language room and felt myself once more a part of its life and work. Then after the class had gone, came the few moments of talk, so full of information and helpful suggestions. Mr. Lodeman never forgot in his class work that he was training teachers, but he knew well how the first few months of independent teaching in a schoolroom of our own brings home to us the many things we need to learn. We were fortunate, indeed, to be able to appeal to his ripe experience and wisdom, sure of the seasonable and reasonable word, and then go back to our work with renewed strength and confidence.

It is hard, indeed, to feel that that personal help cannot be ours again, and we realize that the Normal can never be quite the same to us now that we shall miss him in his room, and in the corridors, and in the library; and that we shall rejoice no more in the instant recognition and cordial hand clasp.

But, fortunately, his influence cannot die. The "angel of the backward look" only places more vivid pictures before us when we put our sole dependence upon her. His class-room sayings and stories are repeated by the hundreds of men and women who have studied under him, and they have become traditions in the schools, large and small, wherever Normal graduates are found. The subtler power of his humor and wisdom and kindliness, is not less surely felt.

It seems to me that the truest tribute, and one that is re-echoed in the hearts of all of us, lies in the simple, earnest declaration made by one of his old pupils only a few days before he went away from us:—"I loved Professor Lodeman."—ELSIE COOPER, '95.

---

A Tribute from a Student

It was with mingled feelings of grief and awe that the students of the State Normal College received the announcement of the sudden death of Professor Lodeman.

The idea that the busy, strenuous life was cut off in the midst of its activity, must make each pause, but must also spur each on to be doing his best when the summons come. Yet, though God buries his workmen, his work goes on.

Only to those students, who have sat under Professor Lodeman's instructions has it been given to know and to admire the scholarly mind with its vast stores of accurate knowledge, and its earnest searching for truth in its broadest sense, and to receive strong inspiration from such contact.

But great as has been the influence of Professor Lodeman as a teacher upon his special students, greater still has been the enduring uplift which comes from the daily example of the cheery humor, the ready sympathy and consideration, and the courtly bearing of this true gentleman. Can we say more than that "he was a good man and a just?"

MARY E. CRIECH, '99-'03.
The Lodeman Memorial Exercises

The services in honor of Professor August Lodeman were held in Normal Hall, January 21, at ten o'clock. All departments of the College, including the Library and Training School, were closed for the remainder of the forenoon. At the appointed hour the hall was well filled with students, members of the faculty, and citizens, who came to pay the last tribute of respect to the memory of a much-loved teacher, colleague and friend. The sudden death on the previous day of Superintendent George, long a member of the Normal faculty, and also a member of the Committee appointed to arrange for the Memorial Exercises of Professor Lodeman, gave an added solemnity to the services. Frequent allusion was made to the sad coincidence. President Jones presided with his usual good taste and fine feeling. His words, as he opened the exercises and introduced each speaker were unusually well chosen and charged with the feeling of the hour. Rev. Mr. Gardam conducted the devotional services with rare tenderness and power. The Normal Choir was in its usual place, and, assisted by a quartette and soloist, rendered appropriate music.

The exercises began by the hymn, "Just As I Am," sung by the choir, which also, after the devotional services, sang, "Come Ye Disconsolate," and "Blest Are the Departed," assisted in the latter by a quartette: Misses Eva Chase and Beulah Robertson, and Messrs. Howard Brown and Fred Ellis.

Professor Strong spoke in part as follows:

I suppose there must be many here this morning who had but slight acquaintance with Professor Lodeman, perhaps none at all. If so, it is natural that your minds should dwell at this time on the more general aspects of his career. You remember his long life of useful service; his eminence in his profession; what he has so long been to this school and to education in the state. You admire such a life; you glory in such a career. So that, mingled with the sadness of the hour there is also for you a note of triumph. We long ago learned that we are mortal and that our friends are as mortal as we; but here is that which the ancient hurt of death cannot touch. How complete his life! How safe his place in the annals of this school! What a well-rounded career! How beautiful his quick and painless release!

But there must also be present many dear friends of Professor Lodeman, and to you such a view is at present impossible, perhaps repellant, as it only renders more keen your sense of loss. You feel that in his death something has gone out of your own lives. For what a good and true friend he was. Say as you all must,—What is my loss to that of his immediate family?—yet you feel that the world can never be again for you what it has been. For Professor Lodeman possessed graces and delicacies of character far beyond the common. His was no ordinary friendship. He entered so deeply into the hearts and lives of those whom he attracted to him that they learned to depend upon him for sympathy and companionship to an unusual degree.

To turn to that side of his life which was for us all, it seems to me that I must place first among his characteristics that excellent judgment and sound sense that enabled him—a German by birth and education—to sympathize so fully with American ideals and the American point of view. Loving his native land intensely, a frequent visitor to the great capitals of Europe, intimately familiar with European affairs and European policies he was yet a most excellent American.

His services to the school were many; I will name only two. He did far more for our noble library than any other one of our number. For many years he was librarian, and more recently he has usually been an active member of the library committee. This interest was always very near his heart.

So, too, our art collection was mainly his work. Few know how much time and thought
he gave to it. I am sure many of us will never be able to look upon our well selected art collection without thinking of him.

Professor Daniel Putnam spoke substantially as follows:—

It is an old and trite saying that we are wrapped about with mysteries. They baffle our investigations, and mock at our fancied solutions.

In the order of nature, Professor Lodeman should have stood here to speak some words of kindly remembrance of me rather than I of him. But the younger, the more vigorous, the less worn and wearied, passes over into rest before the older, the less vigorous, the more worn and wearied.

I am asked to speak a few words of Professor Lodeman as a member of the faculty of the Normal College, and an associate teacher and fellow-worker in the institution. It is an agreeable duty to speak when there is nothing to conceal or to avoid; when the thoughts and feelings of the heart and the language of the lips may be in perfect accord; when there is no mental reservation or half-unconscious modifications of expression. For thirty years we went in and out of these halls together, counseled and labored together for the interests and upbuilding of the school. It would be strange if in all that time there were no differences of opinion, no divergences of judgment as to measures and policies. We were however, men of like flesh and blood, living in a real everyday world, and not in a ideal and sublimated sphere. Yet I can recall no occasion where differences of opinion or divergences of judgment, left behind any bitterness of spirit or caused even a ripple in the current of our mutual sentiments of esteem and friendship.

Professor Lodeman, from the first, was an important factor in the management and administration of the affairs of the institution. He was conservatively progressive. He did not idolize the past, its principles or methods; he did not hasten to adopt and advocate the new from love of change and novelty. Practically he adhered to the maxim: "Prove all things and hold fast that which is good." When principles, policies, or rules for the conduct of affairs within the institution had been adopted, he carefully conformed to them even though they failed to command the assent of his judgment.

To bring out clearly some of the best traits of an associate teacher it is necessary to allude to one or two special points, which can be appreciated only by associate teachers themselves.

For an institution embracing many departments, and diverse interests, each teacher has his own department and his own particular interests to consider. Naturally, necessarily, properly, he labors for the advancement and upbuilding of these.

But at the same time the upbuilding of the school as a whole, the interests of all parts and departments are to be considered and kept constantly in view. Sometimes the individual and his apparent, possibly real, interests, must be made secondary, must give way to the higher interests of the whole, which is more important than any single part, or any single individual.

It is not given to every man, or woman, to every teacher, to accept with cheerfulness and good grace this obvious truth. More than most men, Professor Lodeman was able to do this, with full recognition of the principle involved,—to put himself into his associate’s place, and to look through the eyes of others, to subordinate, if need were, himself and his to the greater whole.

Taken all in all he had few superiors in all that goes to make up an associate teacher worthy to be remembered with feelings of the most profound respect and of the warmest affection.

Professor B. L. D’Ooge spoke with reference to the scholarly attainments of Professor Lodeman, as follows:

As head of a related department it was my peculiar good fortune to be very intimately associated with Professor Lodeman, and in this way I came to know the riches of his learning and the great breadth of his culture more
thoroughly, perhaps, than some of my colleagues. For Professor Lodeman was more than a mere specialist. He was a man of culture in the broadest and the best sense. Educated first in a German Gymnasium, he added to his humanistic training the special training of a Polytechnic Institute of the first rank, and later, coming to America, he enriched his knowledge farther with the learning and literature of our own language. It was the favorite boast of a famous Latin poet that he had three minds, in that he had mastered the language and literature of three people. In like manner we could say of Prof. Lodeman that he had gathered what was best in German, French, and English. Not alone that he spoke all three with equal fluency, but that he had made their life and spirit his own. He was unusually well versed, too, in the great educational questions and movements of the world, and when he prepared anything for publication it was rich in apt quotation from the world’s best thought. The students in his classes recognized in him a master, and the faculty, too, naturally looked to him when anything strong and convincing was to be prepared for the press or for educational gatherings. Professor Lodeman was very modest of his attainments, and from his lips one would never have heard words of self-praise, yet he would have graced the chair of Modern Languages in any institution of learning in our land. He was a frequent contributor to many of our leading journals, and his name adorns the title-page of many books and papers; but more enduring than any of these is his name written on the living hearts of hundreds of young men and young women who have been inspired by his teaching and who are trying to realize his lofty ideals. Professor Lodeman is gone, but his work lives and his memory will abide.

Professor Barbour spoke in part as follows:

In the few moments allotted to me I shall not speak of Professor Lodeman’s professional attainments. I wish rather to say a few sincere words concerning his personal character. And my first thought is that he loved the truth; assuredly one of the manliest of all virtue. In addition to this, in his love of justice and in his kindness of heart, Professor Lodeman was a Christian gentleman. It always gave him pleasure to do one a kindness. One who was associated with him for years as an assistant in his department, herself an active worker in the Christian Association, said with emphasis one day: “Professor Lodeman is a Christian.” And the judgment was made up from a long acquaintance with his daily conduct, his kindliness, his goodness of heart. I can myself bear testimony to the fact that it always seemed to give him pleasure to be able to do one a kindness or to render him any assistance.

It seems a strange dispensation of Providence that one so richly equipped in mind and heart for large usefulness should be suddenly cut off with apparently many years of service before him. But I do not think of the service as interrupted. There has simply been the “transition” which we call death; the change wonderful, the passing over from the service here, limited, hampered, and restricted, to the more glorious service of the perfect freedom of the spirit. “Where is Professor Lodeman?” asked one of the members of the Faculty recently. We do not know, but we do know that his Redeemer and our Redeemer liveth and that because He liveth we shall live also.

The exercises closed with a solo from Spohr’s Last Judgment, sung by Miss Myra Bird,—“Blest Are the Departed.”
A. LODEMAN

"But thou when thou prayest, enter into thy closet, and when thou hast shut thy door, pray to thy Father which is in secret."

From the Y. W. C. A. Book of Quotations.
ODE TO JANUARY

F. E. HATHAWAY, '03

WELCOME faithful Month! With faith we look again to Thee To bring us signs of hope renewed. Now, glad our hearts are wont to be Our wildest murmurings subdued

For Thou art come. Thou breathest new life upon the land, Thou fillest with pregnant hopes, the breast, Thou rulest with such a steady hand, That all domains are brought to test.

Thou welcome Friend! Past, present, and so long to be. We live that Thou art come again The strong world waits to march with Thee And forms no resolution vain

Strong two-faced Measurer! Just as a temple once was placed Beside the city gate of Rome With one head toward the city faced The other sought the journeyers home

Thou seem'st to be. From unknown glens with noiseless tread Thou comest close to time's oped gates; And gaze upon a year now dead, The while you face the future's fates.

Mysterious Wanderer! Far off thou wast, but ever nigh. Thy voice beneath the surges falls. And thou hast come again to die. To pass beyond the reverend walls.
IN choosing "Debating" for a subject, I have chosen a very old one. It was viewed from all sides and discussed by men in former times. Hence I do not hope to say anything new or original about the subject. Yesterday someone said that public speaking is an art that need be acquired no longer in order to attain success; and a great number of men and women have, without independent thought, accepted the statement. The consequence is, that public speaking is fast becoming a lost art. By losing the art, we necessarily lose the benefits which may be derived from it. These benefits are numerous and should not be cast aside without due consideration.

Debating is one form of public speaking, one manner in which a man may express his thoughts to his fellow-beings so that all may reap the advantage of numerous opinions. College debating is one phase of the larger subject "Debating" and it is this phase upon which I shall dwell. There could be no more appropriate time for a review of this part of the subject than now when our preliminary debates are drawing to a close; for, although debating was discussed by the ancients, there are many, perhaps the majority, of the rising generation who have never given the subject serious thought and do not realize the importance of college debating.

Mathematics is studied by the majority not so much for its practical value as for the training of the imagination and reason it affords; Latin is studied not so much for the sake of the Latin as the training in English it imparts; and so we might go through the whole curriculum and find that no subject is studied mainly for itself, but rather for the development of the student. Likewise debating is studied and practiced by the college student not for the sake of the debate or the decisions rendered, but for his own benefit. College debating is a preparation for active life, and although the college-bred man may become successful without this preparation, yet his chances of success are increased by it.

The time is yet far distant when men and women will all become dumb and express their thoughts in writing. Men are going to exchange their thoughts orally for many years yet. One of the essentials in the transaction is the ability to think and reason. To obtain the best results for the time expended and the efforts put forth in this exchange, a man must be skilled both in speaking and listening. He must express his thoughts in the best and clearest form so that he may be readily understood and thus produce the desired effect on the mind of the listener; he must be skilled in listening that he may be able to catch and interpret the sounds which are to arouse in his mind the thought of the speaker.

By speaking, I do not mean the uttering of words but the expression of thoughts. There is no doubt that the best way to become a skilled speaker is to practice speaking, and paradoxical though it may seem, the best way to become a skilled listener is to practice the art of speaking. "We learn to do by doing." We learn to express thoughts by expressing thoughts; and in expressing our own thought we pass through experiences that enable us to interpret and understand another's expression the more readily. Thus by speaking, we become skilled both in expressing and listening. College debating is made up partly of practice in speaking.

It is often said, that in elementary language exercises, the child must have something to think about and then must think about it before he can possibly express himself either orally or in writing. As it is with a child, so it is with the college student, before he can debate, thoughts must come into existence in his mind. Hence if a student endeavors to debate, he must exercise his thinking powers either by originating thoughts or by forcing his mind to follow the intricacies of another's
thoughts thus making them his own. In this way college debating develops the ability to think.

In preparing his argument, the debater must be able to distinguish truth and falsehood. Various and plausible arguments will enter his mind as he thinks of the question to be debated. These must pass the inspection of his reason and those which tend most strongly and logically to establish what he has decided is the truth are retained, while those that are found wanting in this respect are cast aside. Perhaps no better exercise for the reason could be found than this, and college debating furnishes it.

Thoughts become valuable to a man and the world only when they are expressed in some manner. During waking hours thoughts are continually passing through a man's mind. Most of these are composed only of principal ideas, which he does not stop to complete and hence loses. Some, if developed and expressed would be valuable. The more thoughts a man completes and expresses, the more he desires to complete and express others. So it is an advantage to the race to cultivate in the individual the habit of expression, and this expression should be the best and clearest possible of attainment. He is fortunate who can express all that he can think. College debating creates the habit of expression; for, to debate, a man must express his thoughts, and to debate well, he must give complete expression to completed thoughts.

By going through the processes necessary in debating, the debater becomes familiar with the qualities of good thought and good expression, and is thus given a standard with which he may judge the thought and expression of others. In fact while debating, he must have some such standard in measuring his opponents' arguments. So that during the progress of a debate, he is constantly exercising his judgment. Thus college-debating develops this function of a student's mind.

These are a few of the results of college debating and in the space remaining, it may be well to inquire what becomes of this developed individual, the debater. He leaves college to fill a place in the ranks of workers and generally this place is obtained by his own efforts.

To the average college student, the time when he will again take up the active pursuits of life always seems far distant; a few months are, to him, a long time. Yet the fact remains that after a brief period of preparation, each one must enter some department of the world's workshop. The abilities of each are unknown to his new associates, apparently all take up the work with equal chances for success. But at the end of ten years they are widely separated. Some are where they started and the others are,—some, lower; some, higher. A few are leaders; many are followers. But where is the former debater? There are exceptions to all rules, but the chances are that he is among the leaders where we would expect him to be for his abilities were developed; his preparation was adequate; his success was assured.

He went out with the rest. He took an active interest in the affairs of the community, state and nation. By force of the habit formed in debate, he thought seriously, connectedly and logically upon the various questions that arose. Perhaps he even anticipated some of them so that when it came time for the people to settle them, he was willing and able to give expression to the best solutions, and immediately was looked upon as the leader in dealing with the situations.

If any of the above is true we must conclude that debating is an important part of the college work. For by this means some of the future leaders of the state are being developed. The more of these leaders the Normal College furnishes, the greater will be her prestige in the state; and the greater her prestige, the greater will be the prestige of her graduates. The responsibility of sustaining college debating at the Normal rests both now and hereafter with the faculty and students of the college. Hence it behooves the faculty to always furnish adequate opportunity for and encouragement to such work, and it behooves the students to participate more actively in it.
RECENTLY, in some of the large universities, a vigorous controversy has sprung up upon the question of the position of women students in these institutions. This discussion in the University of Chicago has attracted considerable attention in all parts of the country. The plan proposed by the President of that university, and said to be approved by a majority of the leading professors and by the board of trustees, is termed Segregation. The details of the plan have not yet been stated in an official and authoritative form. It is understood, however, that the men and women in the Freshmen and Sophomore classes are to be taught in separate divisions, and that a woman's quadrangle is to be set apart on the college campus. At present the two upper classes remain as they have been, and probably the arrangements in relation to graduate students are not to be changed, at least not immediately. It will be the part of justice and fair dealing to wait for an official statement of the reasons for this reactionary movement before pronouncing judgment, or expressing positive opinions in respect to the wisdom of the proposed system. Meanwhile it will be natural to refresh one's memory by referring to some of the steps by which education for women has reached its present status in the country.

During the period immediately succeeding the Revolution very little public provision was made for the education of girls even in what are called the common school branches. In the larger towns and cities they were not generally admitted to the schools for boys, called the master's schools. As far as girls of the common people were taught at all, it was in the "dame" schools, in other cheap private schools, or at home. The first practical public effort was to secure admission for girls to the master's schools. At first, most of the towns voted decidedly to incur no expenses for the education of girls. If girls were admitted more and larger school houses would be necessary and more teachers would have to be employed and paid. Taxes would be higher and other evils would follow.

Slowly and most reluctantly the conservatives were forced to yield. For awhile the boys were dismissed an hour earlier in the morning and afternoon and the girls were allowed to come during the hours thus saved; in some cases the girls came an hour in the morning before the boys, and one afternoon in the week when the boys had a holiday. This concession, however, was, for some time, confined to the summer months out of a tender regard for "the female health."

It required fifty years, after some concession began, to secure equal privileges for girls in the elementary public schools of the large towns of Massachusetts. Conditions were essentially the same in the other eastern states.

Public high schools for girls were unknown. Boston opened such a school for girls in 1825, but closed it after an experiment of two or three years, and it remained closed for twenty-five years. The chief reason for abolishing the school was, that too many girls wished to attend. Time will not permit us to trace the steps of progress from that day to the present.

It is now generally, if not universally conceded that women have equal rights with men to public education of all grades, primary, secondary, advanced, and technical and professional. This education may be given in separate institutions, or in the same institutions. The only important matter is that the educational facilities for both sexes shall be equal. In public institutions the question of expense will be taken into account, and the schools will, as a rule, continue to be coeducational without much doubt. Endowed incorporated colleges and universities can adopt whatever policy the trustees and teachers may prefer. But it is reasonably safe to believe that the policy of "annexes" and "segregation" will not prove successful in the middle west or in the extreme west. Such a policy
may prove satisfactory, for a time, in the more conservative east, but even there it is doomed to failure ultimately. Human nature is a stubborn fact; women will not accept today a position which implies inferiority. They will not insist on going in at the same door by which men go in, but they will refuse to go in at a back door, or a side door, and leave the front door exclusively for their brothers. It will not be difficult to provide for two front doors, equal architecturally and educationally; else one door and one sex.

Let us return for a moment to the discussion in connection with the university of Chicago. In the *Popular Science Monthly* for November last, is an article by Professor J. B. Angell of the University of Michigan. The article is ably written and indicates quite clearly that the atmosphere about the university is in a somewhat electrical condition, and that there is not entire unanimity of sentiment among the faculty. Mr. Angell shows the influence of a western environment, and has no profound respect, at least no reverence, for the arguments employed by the advocates of segregation. Occasionally he allows himself to mingle a slight infusion of irony into his sentences which increases the enjoyment of the reader who sympathizes with his side of the question, as this present writer does. The conditions which have tended to produce the present apparent reaction from coeducation are thus stated by Mr. Angell: "The authorities of many of our great coeducational universities have been of late much perplexed and depressed at the astonishing number of young women who insist on patronizing these institutions. Taken in moderation the coeducational young woman has succeeded in approving herself to a considerable majority of her instructors. But she has recently shown a disposition to outnumber the young men in her classes, and this is resented by certain of her mentors as an obvious impropriety. A few, especially certain of those educated in eastern non-coeducational institutions or in foreign universities, are severely, not to say bitterly, critical in their attitude, and eager for anything so it be a change. We may therefore expect in the near future much experimentation, and more discussion, upon the coeducational program." Allusion is made to certain 'nervous prophets who foresee a tidal wave of women sweeping the helpless men before it out of the coeducational institutions.'

The situation in some of the higher coeducational institutions is similar to that in the Boston high school in 1825, there are too many women. The institutions cannot be abolished, so something must be done to lessen the number of women students. That appears to be the gist of the matter. Segregation will doubtless accomplish this end wherever it can be applied.

In this connection the percentage of women in several coeducational institutions is a matter of interest. In the department of literature, art, and general science, the per cent of women, in the year 1900, was, at the University of California, 55; at Minnesota University 53; at Chicago 47; at Michigan 47; and at the Northwestern 44, as given in the article referred to. However, taking all departments of the University of Michigan, the per cent in 1890 was only 16, and in 1900 only 19, an increase of only three per cent in ten years. This would not seem to be a cause of serious alarm even to 'nervous prophets.' The probability is that the increase will be still less as years go on. At Oberlin, the earliest of the coeducational college, the percentage of women, in the department of liberal arts, has not increased during the last ten years, indeed has fallen a little during the last two or three years. This is what would naturally be anticipated.

After considering the most important of the arguments urged against coeducation, and showing, in a general way, their inconclusiveness, Mr. Angell, in words to which most of us will heartily assent, says: "Coeducation has a monopoly of neither the virtues nor the vices of the educational world. It is a safe assertion that many young men and young women would be better off in colleges of some
other variety. Experience certainly suggests that a coeducational university is a dangerous place to send certain young men and especially certain young women, brought up in schools for boys and girls separately. The sending of certain girls to such coeducational institutions without providing for guardianship of any kind is often in the highest degree reprehensible. But for the average young person brought up in coeducational nurseries and secondary schools the university of this type is capable of supplying a peculiarly valuable training, and one which could be discarded only at great cost."

The outcome of the present agitation and discussion upon this subject will be of interest to all teachers, in all classes of schools. We welcome the experimentation which it will cause. Truth has nothing to fear. If there is some plan or system better than the present one, by all means, let us have it. This much is certain, the educational rights, privileges, opportunities, and facilities for women, will not be abridged. We are living in twentieth century not in the eighteenth.

"Drudgery kills; thinking is life."

"The end of all education is to find out God."
A TEACHER'S VIEW OF HISTORY

From what has already been said a few principles for guidance may be adduced. The early acquisition of historical knowledge can not in itself be of very great value. The mind is too immature and can, at most, only be enriched by a few pictures wholly disconnected and fragmentary. Its main value lies in its use as a means to stimulate systematic and ordered activity.

In the selection of material for use in the elementary grades, three factors are of importance. History like all other subjects must be presented through its fundamental concepts by which alone it can be explained. These concepts of which there are four or five cannot, from their nature, be rapidly or at once fully realized. The idea of a social group, whose life men agree is history, is one of these concepts, and so far as the history is concerned, the most natural one with which to begin the teaching. The others may follow in psychological order.

A second determining factor is the teaching ideals. Society holds not only the means for social education, but also the ideal towards which the education must move. Since social consciousness is fundamental in society this awareness of the other one is naturally the first idea to be awakened in the individual. Along with the ever deepening consciousness of the group will arise the growing conception of the individual's part in it and the mutuality between himself and the whole. This complex idea to be realized in the mind of the pupil consciously shapes all the teaching. It becomes, indeed, the teaching ideal. The kindergarten and lower primaries hold this ideal sharply but the tendency seems to be to work away from it as the grades go forward. Still further, individual activity is not free. Society affords opportunity and consciously or otherwise directs the activity for its own interests. The will of many becomes the law of one. The idea that social will controls individual conduct in matters pertaining to society is another idea fundamental in social education and must early be awakened in the individual mind. It is another of the teaching ideals. Take just one other point. Social ethics is a matter vitally concerning the well-being both of the individual and of society. In the light of present history the statement gains in pertinency. Whether it be held that the "golden rule" is sufficient for the direction of society or that there is another standard of social conduct needed, the fact of paramount importance is, that the mind fixes its idea of social right and that the conduct habitually conforms to it. This again is a teaching ideal. Restating these points it will be seen that there is really but a single ideal towards which social education strives; it is to awaken in the mind the consciousness of the social group as controlling individual conduct by its standard of right. This statement is altogether primary and does not take into account the revolt from a hitherto accepted standard by which a new and higher ideal of social right may be established.

The third determining factor remains to be considered. Historical sequence and civic ideal must both wait upon the child. Without entering into a psychological discussion, the ground is too familiar, a few pedagogical axioms may be dogmatically stated. All the images, ideas must arise from sense perception. They must be intimately related to the experience. The concrete form of the idea must be picturesque. The ideas themselves must be of a sort to affect the personality, touch the feelings, give opportunity for choice, furnish an impulse to self-conscious volition.

If these three things, historical sequence, civic ideals, and logical sequence, are not in strict accord, history cannot be used effectively in social education. The social whole upon whose investigation the science of history fixes its attention is, in its inherent characteristics, not different from that in which the child has his experience and for which he is, by educa-
tion to be fitted. The truth of this proposition will appear in what follows:

The ideas through which the mind vaguely reaches consciousness of others are the ideas of reciprocity, mutuality, sharing; the idea of authority, individual at first, but in the end becoming social or political; the idea of cooperation the better to secure the end for which the group exists. It will be noticed that the emphasis falls not upon the facts, but upon the ideas conveyed in the facts, which ideas furnish an apperceiving center for the new as the work moves forward.

The child's experiences are connected with the family, a typical social group. Here the mutual services, the commissions, the employments, the society, the regular activities, the occupations, the authority, the protection, the ownership—these all and much else need only to be adjusted and adapted to school life to make intensely interesting present history lessons through which to realize the social whole. Shelter, food, clothing, production, storing, money, each suggests some things by means of which the adaptation may be made. No more graphic illustrations of cooperation and sharing can be found than those freely worked out by the children themselves in their play groups. It seems such a pity that games which so cleverly mark the unfolding of social thought and feeling should be so wholly neglected as material by which to explain historical ideas. Recall the play-house built by the little girls in some rural fence corner; the coöperation in building and furnishing; the house-mother tacitly elected; common contributions of bits of china and glass, acorn cups, doll's dishes; the high teas and spreads, occupations of housekeeping; the crude government and the execution of an unwritten law. The play-house in the fence corner is, I fear, antiquated, but why not take the whole thing into the school. It is in some schools worked out in connection with manual training, but fails of being history because the thought is not carried over into institutional life.

Material of this sort will help the pupil to ideas in the concrete. It is only a primitive notion of things, but it finds its counterpart in primitive history. To these notions may be told the stories of the primitive families, bits of their literatures, their myths and folk lore. These historic people can best be approached through the shelter, food, clothing, occupations, amusements. But it must ever be the teaching ideal to awaken, though only dimly at first, the thought, feeling, sympathy, so that the mind may take hold of the life and in imagination reconstruct it. The result of such teaching may be confidently looked for in social conduct.

Between the family with its narrow limitations and the real life in the world is the school. The little community-school is typical and in it play all the forces of the larger sphere. With a little care living in it may fit for future social life. The inherent ideas in this group are the same as in the family. Like-mindedness organized for coöperation is its meaning. Here the organizing authority is personal but, if the teacher be wise, supplemented by the wish of the whole. The community must be let to press upon the individual with its steady force. The study reaches out into all the community-industries, both those which are carried on directly by officers, and indirectly through franchises. The community is followed doing its work; electing men, caring for poor, protecting life and property, in short doing everything which needs to be done for public good. The group is larger and more complex than in the previous study, the idea of personal, individual authority passes over into the wish of many the power of one. The ideal is, from the study of the actual community to reach the notion of realcommunity living, to reproduce its power in the school community, and to transform the school, so far as may be, into a social whole in which conduct is regulated by the social standard.

Present history of this sort may seem to lack the elements which make the largest appeal to children in the third or fourth school year. Couple with it the teaching of the more
primitive historic community. Take the stories of the roving communities under the personal leadership of a Duke Rollo, Eric the Red, Cadillac, La Salle or a host of others and the humdrum of daily life is transformed into dramatic romance. Or, locate these roving bands; build up a more settled life, plant colonies in new lands. As the child's interest and understanding of his own life deepens, use material which stands for a freer reciprocity, a broader common interest, more perfect cooperation. With the "circle of thought" extended, the sympathies awakened, the impulses held in check, the one consciously subordinated to the many, it may be that the individual will learn to meet his part in life by sharing in the interests and cooperating in the social whole of which he is only a part.

PROFESSOR KING

HISTORY IN THE FIRST GRADE

During the fall quarter the history of the first grade consisted in presenting the typical home life of the Hebrews.

This was done by telling stories emphasizing the home life of these people.

All through the stories there was a comparison made between their manner of living and that of the present day. The law of cause and effect was brought out throughout the lessons. Given the conditions the children were led by questioning to think out the results.

For instance, the children were led to think out for themselves the reasons for the Hebrews dwelling in tents instead of modern houses.

The aim has been to have the children not only know the home life of the Hebrews, but to see why it was impossible for them to live in the manner in which we do today.

FLORA BAKER

HISTORY IN THE SECOND GRADE

The Family Life—The Roman Family.

The aim of the history work in this grade is to bring before the mind of the child the activities of the small simple group, and the relationship of the members of the group to each other.

Taking a Roman family as a basis for work the child is given definite notions of authority and of the activities of the family, and also of the interdependence between members of the family. The work is intensive, emphasizing family life and its activities. The children are made acquainted with the members composing the family proper and a story is woven around these characters showing their position and duties in the family.

The slaves and clients of the family and all the activities and amusements are woven into the story. The authority of the father is especially emphasized. Everything is kept within the limits of the family.

The material used includes anything which bears upon or illustrates Roman family life and customs. Pictures and rough drawings on the board illustrating the story not only interest the children, but give them a clearer idea of the thought presented. When the children are told about the Roman toga, a boy is costumed to represent a Roman boy.

Whenever possible the children are allowed to work out their own ideas. After a description of the temple Vesta, the children are given material and allowed to make according to their own idea a temple similar to the Roman temple.

By presenting this work to the children in story form their attention is easily held. They see the similarities and differences between Roman family life and their own, and unconsciously form ideas as to what their position in the family should be in order to be most helpful.

At Thanksgiving time a story of the Pilgrim families and their settling of Plymouth is read to them. After hearing the story they work out the Pilgrim settlement on the sand-table. The different buildings of the settlement are represented in their respective localities. The shore-line, Plymouth Rock, the town-house, and all the local surroundings are worked out
by the children with very few suggestions from the teacher.

Bessie I. Wrisley, '03

HISTORY IN SIXTH GRADE—(Fall Quarter.)

The history work in this grade for the fall quarter is the study of the Roman republic.

The institutional life of the Romans under the Republic is the thought around which all else is centered, and at which all instruction is aimed. Institutional life as here used includes the government, education, religious worship, the family life and the trades.

The study of the government, including how the people obtained their rights, and the conquests made by the state, forms the foundation for the work. The pupil has seen that the Roman kingdom was unsatisfactory and that there was need of a government in which the common people should have a voice. He thus sees how the Republic came to be formed. But he finds the people divided into classes having unequal rights, and he sees the need of all classes having equal power, in order to have a good government; therefore, the troubles between the plebeians and patricians are studied.

The pupils next work is to see how Rome grew through her institutions till she became such a great power. The struggles of the poorer class and the effect Rome's conquests had upon her citizens, take him down to the closing years of the republic.

The means employed are interesting and illustrative stories, involving the historical idea to be studied. These stories are usually told by the teacher, but the pupils also read in Guerber's "Story of the Romans." Questions follow the telling of the story to make sure that the pupils have grasped the historical idea involved. On the following day the story is written up by the pupils, read in class and criticised.

The stories used are adapted to the culture of the child, related to his experience and are easily reproduced by him. The need of an event is always shown, before the event itself is studied. Facts are thus brought to assist in a correct understanding of the institutions of the Romans, but in no case are facts taught for themselves alone.

Frank B. Rood

HISTORY IN SEVENTH GRADE (1st Quarter)

Considering the four main ideas in the course as mapped out in the Year Book to be (1) the growth of centralized power, (2) the Crusades, (3) the Renaissance, and (4) the American Revolution, the attempt was made to consider, in the two divisions then in the 7th grade the 1st and 4th of these topics.

To cover so broad a field in so short a time; to make such a selection of material as would be of living interest to 7th grade children; to cause the important points in that material to stand out in bold relief; to place it before the children in such form that the conclusions drawn—the great underlying principles—would be their own and not simply those of the teacher—this was a task to put one on one's mettle.

An unfortunate combination of circumstances interfered with the history work in this grade during the fall quarter; but the plan of that work was, in the main as follows:

In the C division, after a study of the feudal system, in general, with the use of illustrative material to make it concrete, the class was carried on to the stories of the strong kings (beginning with Wm. I., of England) who, by means of this institution, were enabled to bring the whole country under the control of one firm hand. From this study—and by touching upon such a man as Stephen, for example, just to show the conditions which his weakness allowed—they were enabled to see how the king, though himself the apex of the whole structure, became its victim or its master as he was a weak or a strong ruler, and hence, the greater necessity of absolutism after the establishment of the feudal system than before.

From the study of these kings in England and France (which study is, as yet, incomplete) the work leads to the consideration of the Crusades, ordinarily taken up at the beginning of the second quarter.
In the A division, the class have followed the history of the formation and growth of the American colonies in the middle, northern and southern "zones"; have seen that their differences were due to the conditions under which they found themselves in the new country as well as to the character of the original settlers; and have watched the development of an independent, liberty-loving spirit. This naturally leads to the study of the final outcome of this development—when the normal exercise of the spirit is balked—the insurrection against tyranny, in this case, the revolt of the colonies against England.

Such, in very brief outline, has been the work undertaken in these two divisions.

MATTIE ALEXANDER MARTIN

GLEANINGS

"A man who insists upon being carried is not worth carrying."

"True benevolence is to create opportunities and provide tools for those who need them."

"Misplaced charity is one of the worse of evils. Multitudes of men have been injured and many have been ruined by kindness."

"Free schools are the basis of our educational system, but the majority of our people must still educate themselves."

[From President Roosevelt's address at the dedication of the Carnegie library in Washington, January 7.]
Memorial Number

How can this institution better signalize the beginning of another year than by calling to mind the life and character of one who long was a powerful factor in the advancement of its largest and best interests? How can we as students better show our appreciation of his worth, and our personal sorrow at his loss than through this Memorial Number?

Each sketch and appreciation is written either by one who was closely associated with Professor Lodeman in his work, or by one who enjoyed the privilege of being under his instruction. Dr. Smith, now in Teachers' College, Columbia University, N. Y., was formerly head of the Mathematical department in the Michigan Normal College. He was a close personal friend of Professor Lodeman’s, having spent a summer with him in Europe.

Professor King was associated with Mr. Lodeman in his work here for over twenty years, and during all that time she was regarded by the family as an intimate friend.

Mr. Strong was associated with Mr. Lodeman in Grand Rapids before either came to the Normal, making them friends and co-workers for over twenty-five years.

Miss Cooper and Miss Creech were among his strongest and most loyally devoted students.

Personal letters from many old students bring expression of the sense of gratitude and of loss that is general to all who have had the privilege and the honor of working under Mr. Lodeman.

... We start the New Year with a large number of new subscribers. Fully appreciating the recent effort made in behalf of the paper, and the liberal response with which it met, we pledge ourselves to renewed and we trust more successful efforts to make the News a pleasure and profit to all.

But, students, we need your support in other than financial ways. We need your contributions—short stories, sketches or essays. Do not hesitate to measure your talent with that of your neighbor. “All merit comes from braving the unequal,” and “all glory from daring to begin.” There is material enough here for every frame of mind. Confine yourself to the point of view which first tempted you to write, and remember that the briefer the contributions, the greater the variety of the paper. Remember, too, that while your contributions must necessarily reflect the life of the institution, they should endeavor to make the most of all that is noble and elevating in it.

Students’ Meeting

A large and enthusiastic body of students met in Normal Hall on Friday evening, December 12, 1902, in response to a call issued by the officers of the various organizations of the college.
The purpose of the meeting was "to adopt plans for uniting and directing our college spirit so as to make it a more powerful force in supporting the interest of the college, and in developing the character of the students."

A fine beginning had been made at the class football game at which class spirit ran high; and on Friday evening seniors and juniors again vied with each other in giving their class yells, assisted by the sophs and freshies, while the faculty smiled approval from their seats in the rear of the hall.

Professor Lathers, chairman for the evening, called the meeting to order, and made a few preliminary remarks in regard to the effort made throughout the state to raise the standard of college life.

The regular business of the evening consisted in the reading and adoption of the reports of various committees previously appointed.

The subject of the first report was General Resolutions by Mr. Wilson, who by Bible quotations very aptly showed the need of college spirit, and succeeded in arousing an animated spirit in the audience.

Miss Ballard followed with a report of the literary societies, proposing a public entertainment once a quarter by a union of the three societies.

An appeal was made by Miss Closz in behalf of the Students' Christian Association for the hearty support of the student body. The helpful influence of this association in the college was emphasized.

A hearty response was given to the proposal that every student present should attend chapel each week during the winter quarter as set forth in the report on chapel exercises read by Mr. Mowry. Amid enthusiastic applause expressing the loyalty of the students, President Jones was called to the platform and spoke earnestly of his purpose to make the chapel exercises of great benefit to the students by lectures, special music, etc. He also expressed his appreciation of the spirit in which the defeated side at the class game cheered on their unconquering heroes in their determination to "play fair, win generously and lose gracefully."

Miss Holt and Mr. Waldron spoke concerning the purpose and standing of the societies and fraternities, emphasizing the fact that though exclusive organizations, they wished always to maintain a close and helpful relationship to all other college organizations. Mr. Novak voiced the cordial feelings of the independents for these organizations.

Mr. Munson, representing the Normal News, made an earnest and effectual appeal to the students for a stronger support of the college paper. He stated that with two hundred more subscribers the price of the paper could be reduced to fifty cents. An effort was made, and over one hundred and fifty names were taken.

Reports of the Girls' Social League by Miss Mudge, and of the Debating Clubs by Mr. Rice, presented many advantages offered by their respective organizations.

In the report on receptions Mr. Erickson offered a resolution that a public reception be given all students on the second Saturday of the fall term, and also on the first Saturday of the winter term of each year.

The report on song and yells read by Mr. Crawford, discussed the need of a new song and yell, and offered prizes for each. A suggestion was made that the yells be taught as a part of the gymnasium work; Director Teetzel was called to the platform, and fully demonstrated his ability along that line.

Mr. Milliken, for the furtherance of class spirit, suggested indoor field day meets, ball games, Arbor Day exercises, debates, etc.

The last committee report was given by Mr. Bates, representing the Athletic Association. He made a strong plea for the financial support of athletics.

The meeting adjourned with a feeling general among the students that in the future they would work more faithfully and unitedly to "advance the cause and honor the name of the Michigan State Normal College" and all her organizations.  

ADELLA CLARK
The regular semi-annual reunion of the Alumni of the Michigan State Normal college occurred at Saginaw on the evening of December 30, '02, in connection with the sessions of the State Teachers' Association. The Alumni and Faculty to the number of one hundred and twenty-five gathered at 5:30 p.m. in the parlors of the Jefferson Avenue Methodist church, where a little later an excellent supper was served by the ladies of that church. The dining room was decorated in the college colors, and the tables beautified by cut flowers and holly.

The graduates present represented classes of each decade since the 50's. Two hours were passed chiefly in renewing and confirming old acquaintanceships. After the supper President Jones was introduced to the Alumni, from whom he met a most cordial reception and to whom he spoke briefly, but inspiringly of his plans and hopes for the future of the college. Next, Dr. Daniel Putnam was called upon, and as each one there knew him as a personal and valued friend he received a perfect ovation from the assembly. His long connection with the college, naturally suggested to him thoughts of the past and present, rather than days yet to come. Following, came Hon. H. R. Pattengill with one of his humorous characteristic stories.

There remained only time for a few announcements, as the clock indicated that the Association had already begun its evening session.

Much credit for the success of the reunion is due Mr. Earl N. Rhodes, '98, of Saginaw, chairman of the executive committee, whose kindness and forethought secured the pleasant place of meeting.

At the State Teachers' Association at Saginaw, the alumni of the Phi Delta Pi fraternity held their accustomed banquet, at which the following members were present:


Superintendent Ralph B. Dean of the Pontiac schools has broken down from overwork, and resigned.
The following item appears in the *Saginaw Courier-Herald* of December 23, concerning Mr. Earl N. Rhodes, at present principal of the Central School, East Saginaw:—

**BRONSON-RHODES**

The nuptial ceremony uniting Miss E. Louise Bronson and E. N. Rhodes took place last evening at the home of the bride's mother, Mrs. E. M. Bronson, 123 Howard street. At 7:30 o'clock the wedding march by Mendelssohn was played by the high school orchestra, and Rev. N. S. Bradley spoke the words of the ceremony. During the evening several selections were rendered by the orchestra. Refreshments were served in the dining room, where the Misses Abigail Waller, Elizabeth Cowell, Lillian Washington and Elizabeth Vance, the latter of Chicago, presided. Mr. and Mrs. Rhodes left on a late train for Detroit, and on their return to the city will be at home to their friends at 639 South Weadock.

**Saline Observer:**—One of the jokes of the occasion was the numerous congratulations bestowed upon the brother Ernest. The two looking so much alike puzzled the crowd to know which was the groom.

L. P. Whitcomb writes from the Western Military Academy at Upper Alton, Ill.: "The Alumni notes is a very good feature of the '02-'03 *News*; it is a fine departure from ordinary personals and adds mightily to the value of any school paper. Last week I was elected Director of Athletics and Coach in the University of North Dakota at Grand Forks, salary $1200. Besides having charge of the Gymnasium work for both men and women, I shall also direct the military drills of the University cadets. This last work is maintained under regulation of the U. S. government as a result of government patronage. I have not yet decided to accept this position, but it is at my disposal."

This year Pontiac has established three kindergartens in connection with the public schools with Edith E. Adams, '02, as supervisor. Great interest has been aroused along that line and Mothers' Meetings have been organized. Over sixty were present at the last meeting.

Mr. L. L. Avery, Supt. of Schools, Madison, S. D., wants three M. N. C. teachers for high school work next year. After seeing other normals of the West, Mr. Avery says he is well satisfied with his choice.

H. G. Hipp, '98, who has been teaching physics and chemistry in Walden University, Tenn., has accepted a similar position in the West.

Miss Rawson, of Houghton, and Miss Aulls, of Bessemer, spent Christmas with Miss Lindsay in Rockland.

Mrs. Alice Eddy Snowdon, of Cheney, Washington, is slowly recovering from her severe illness of the last two months.

In the November number of the *News* the editor located Mr. Whitcomb in Harvard. In the item referred to, the name should have read Wm. Gregory.

Miss Ella Ellsworth has been forced to give up her school duties at Marshall on account of ill health. Miss Virginia Briggs, '02, is filling her position.

**Comradeship**

The snowflakes white
May shut the tender blossoms from our sight
But this I know
Not all the snow
Of wintry years shall hide
Those faces which abide
In memory’s glow.

Fly, seasons swift,
As melts the silent drift
Till flowers appear,
And days draw near
When friend with friend shall meet
And thus with joy complete
The busy year.

Time severs not,
Nor space divides our lot
Who toil to win
For Christ within
His jewels hidden deep in every heart.
They work no more apart
Who work with Him.

**Emma Woodman '99.**
Basket Ball

The last of the series of basket ball games played by the men for the championship occurred December 12. Captain Hamill's team (No. 1) carried off the honors. Captain Ackerman's team (No. 2) never lost a game and had fewer points against them than any other team, but team, No. 1 rolled up the largest number of points.

During the past quarter, basket ball practice each Friday, together with the series of games for the championship, brought forth a great many good players.

Captain R. C. Smith has announced that basket ball practice will be held in the gymnasium every Tuesday and Saturday from 7 to 8, and Thursdays from 4 to 5. Although there are three of last year's players back, yet, remember there is still a chance for five good men. Manager Chas. B. Jordan has arranged to play games with M. A. C., Hillsdale College, and three Y. M. C. A. teams of Detroit.

Baseball

Great plans are being laid for the coming baseball season. Director Teetzel has organized two classes in indoor baseball practice, and through the efforts of Manager Wallace over forty men have signed to try for the various places on the diamond. A second team will be organized, and there will be a game every Saturday, the second team playing when the first is away. This arrangement will give the first team good practice and will also enable those on the second team to fit themselves for first place next year. Games have already been secured with M. A. C., Albion College, Adrian College, Michigan Military Academy, Detroit University School, Kalamazoo College, Hillsdale College, and in return for the football game with Mt. Pleasant a baseball game will be given them on Decoration Day.

G. E. Bates has been chosen captain for next year's football team.
Miss Lena Wood visited Ypsilanti friends recently.

Mr. Harner and Mrs. Harner (nee Comstock) are visiting Mr. and Mrs. Charles Comstock. Mr. Harner is recovering from his recent serious illness.

The Michigan Normal College was well represented at the State Teachers' Association at Saginaw, December 29-31. President Jones and nineteen members of the faculty were present. They made their headquarters at the Bancroft House.

There are still a number of Quotation Books unsold. Students desiring them will find them at the general office.

There seems to be a rush of the seniors to the Training School this quarter. Of One-hundred eighty desiring to teach, about forty were disappointed.

Miss Josephine Rice, who completed her course here last quarter, is making preparations to enter the University next semester.

Miss Lombard, of Elgin, Ill., will have charge of the French classes in the Normal for the remainder of the year.

Miss Ida Couvert, '01, visited Miss Estelle Downing during the Christmas vacation.

Some nice instruments, a mil-voltmeter and a mil-ammeter, have been received and are being tested in the physical science department. Other smaller apparatus has also been received.

The Misses Mabel Hannum and Mollie Ching, of Hart, visited friends over Sunday, January 11.

Mr. John Waldron has resigned his position as regular student assistant in the library. Mr. Traub is appointed to fill the vacancy.

S. E. Crawford is seriously ill with appendicitis at his home in North Branch.

Miss Moffett, instructor at Wellesley College was the guest of Miss Martin of the Training school, during the Christmas holidays.

The Shakespeare club elected five new members at their last meeting, making their number complete. The new members are Miss Harriett Mudge, and Messrs. Milliken, Jordan, Woods and Guy Smith.

Miss Alice Thoms, who has been teaching in Minneapolis since the beginning of this quarter, found a note left on her desk by the superintendent one day lately, saying that she was getting along finely.

The old Nature Study Club which was dropped when Professor Sherzer went abroad met for reorganization, Friday evening, January 16.

The faculty and students of the department of Modern Languages have made arrangements for the painting of a portrait of Professor Lodeman, to be hung above the desk in his room. The painting will be done by Miss Lodeman.
President Jones is making arrangements for lectures during the summer school. One lecture will be given each day by some educational leader, the lecture to take the place of the exercise for that hour.

Mace Andress is missing from our ranks this quarter, as the result of an attack of malarial fever.

Miss Iler is ill with appendicitis at the hospital in Detroit.

Miss Ida Meek has resumed her work in college, after several months absence.

Miss Margaret Blessing is out on account of illness.

The literary societies held open house Friday evening, January 9. Each society gave an interesting program.

Class in Roman History. Teacher: "'After the death of ---, who carried on the rebellion?'" 
Student: "'His ancestors.'"

Mr. Gorton has been making lantern slides for the departments of geography, ancient languages, and physics. Many lantern lectures are being given by Mr. Gorton and others.

The teachers of the Ypsilanti public schools are enthusiastic over the practical talk given them by Professor Jefferson at their teachers' meeting, Monday, January 12. Many of the teachers present have expressed their determination to take a course in geography during the summer quarter, under his instruction.

At a recent meeting of the Executive Committee of the Alumni Association, Mrs. Burton was elected necrologist.

The sororities and fraternities of the college gave a reception at the gymnasium Saturday evening from 8 to 10, to the faculty and students of the college.

Dr. Small, teacher of psychology last year at the Normal, has accepted a position as superintendent of the training school at Los Angeles, Cal.

The fourth number on the lecture course occurred Saturday, January 10. Capt. Hobson was the speaker of the evening.

The students in the training school are making a special study in Suggestion and Imitation with regard to education. This will be used as a basis for a written paper at the close of the term.

There is a large and enthusiastic class in the Chemistry of Common Life with Professor Peet, instructor.

Dr. Norton, of Hope College, Holland, spent Christmas with Ypsilanti friends.

C. E. Kellogg is back in school again after a quarter's experience as superintendent of the Lexington schools. After all that experience he was heard to remark that he "felt like a freshman over his classification muddle."

The school-at-large contest for the M.A.C. debating team was held in Room 51, January 10. Those taking part were Messrs. Milliken, Barbour, Rice, Guy Smith, Wilson, Kellogg, Wallace and Herald. The question was: "Resolved, That railroads should be owned and operated by the United States." Each member chose his own side, the affirmative being the favorite one. All showed careful preparation. The places won were Kellogg, first; Milliken, second; Barbour, third; Smith, fourth.

At the final preliminary debate February 13, the participants in the order in which they come are: Kellogg, Barbour, Crawford, Carr, Milliken, Munson, Jordan and Mowry. The contestants are all club men, four of them being members of the Webster club; and four, members of the Lincoln club.

JUNIOR JOTS

The junior class have chosen the following officers: —President, Mr. Milliken; Vice President, Mr. Goldsmith; Treasurer, Mr. Jordan; Secretary, Miss Bostwick; Chairman of Executive Committee, Mr. Bates; Athletic Manager, Mr. Graham; Class Kicker, Mr. Thomas; Ser-
geant-at-arms, Mr. Gaul; yellmaster, Mr. Hayward.

The class colors are purple and white; the class yell is:

"Who are, who are, who are we?
Normal juniors, M. N. C. Rah!"

More than one hundred are already members of the class and it is hoped that every junior will soon be enrolled.

The class of 1904 expects every junior to stand up for his college and his colors with a loyalty more intense than any other junior class has displayed.

SENIOR NOTES

The Senior Class met Thursday, 5 p. m., January 15, 1903, in room 51.

This year's Aurora is already materializing.
Steps are being taken to leave a substantial remembrance in the college.

Seniors! ! ! Be ready to take a part in Class Day exercises. The summons may come at any moment.

The seniors of '03 do not intend to be surpassed by former classes. Their motto is to fix a standard so high that succeeding classes must put forth an effort to reach it.

S. C. A.

Y. W. C. A.

As an association we enter upon the new year under the protection of our Heavenly Father. Whatever of joy or sorrow, serving or waiting it may hold for us, shall not our implicit confidence in our loving Lord, our unswerving loyalty to Him give us sweet peace and true restfulness through the coming days.

A most helpful meeting on January 11 had as a subject for consideration "Systematic Giving." The question was practically put by the leader, Miss Bertha Buell, and is bringing good results. This method of giving for state work, world's work and foreign, has been adopted by our association, and we trust that we may have on this list every member of the association, whether the amount contributed be large or small.

The first Wednesday night meeting was led by Miss Mabel Eagle. The subject, "A Thought for the New Year" was treated by the leader in an earnest manner. The attendance at the meeting was good and the spirit most helpful.

Y. M. C. A.

Our president, Mr. C. E. Kellogg, has returned and is assuming his duties with characteristic energy. The winter quarter like the last quarter promises to be one of constant spiritual and social uplift.

The first meeting of the Association this quarter was addressed by Dr. D'Ooge. He spoke, in great part, on early Biblical manuscripts. The talk was exceedingly interesting, inasmuch, that it was requested that the talk be continued at some future date. Dr. D'Ooge assured those present that nothing would afford him greater pleasure.

The work in Bible Study was resumed with much interest and a fair attendance Sunday, January 11. The snowstorm kept many from attending. The classes will continue to meet at 8:45 a.m. every Sunday.

GIRLS' SOCIAL LEAGUE

The Girls' Social League is surely an important factor in the spirit of good fellowship and cooperation which is making itself manifest in our college life.

Through the influence of the League the girls are becoming better acquainted with the ladies of the faculty, and also with each other. The Misses Buell, Shultes, Goddard and Norton have already entertained their groups, and others are making arrangements to do likewise.

Lyceum

CRESCENT SOCIETY

The preliminary oratorical contest will be held Saturday afternoon, January 17. The winner of this contest in the Society will represent us at the Oratorical contest of the college.

At the meeting of the Crescent Society held Friday evening, January 9, many new mem-
members were admitted to the Society. The excellent program given was greatly enjoyed by all. The quarter promises to be a very successful one for the Society.

OLYMPIC SOCIETY

On the evening of January 9, occurred the first meeting of this quarter, of the Olympic society.

The new president, Mr. Knight, gave a pleasing address, in which he brought out the value of the training received in the literary societies, showing that, though one may be poor in mathematics or sciences, he will be likely to hold his position if he can make a good appearance in public. And if one is proficient, both in teaching and appearing in public, his position is doubly assured. A well rendered program followed.

ATHENIUM SOCIETY

The Society held its first regular meeting of the new year, Friday, January 9.

The work this quarter will be the study of mythology. Professor D’Ooge gave a very interesting and instructive address upon mythology. His practical suggestions will be of great benefit to us as students and teachers.

On Friday evening, January 16, the Society enjoyed a sleigh ride to the home of Mr. R. Parson, a few miles out of town. Refreshments were served, and a delightful evening passed.

Lincoln Club

December 13 the Club elected the following officers:—
President—Bryon Odle.
Vice President—C. B. Jordan.
Secretary—A. H. Graham.
Treasurer—Mr. Katz.
Yellmaster—Robert Rheinhold.
Editor—R. E. Allen.

At the same meeting the Club decided to hold a banquet February 14, to which the present and all honorary members are to be invited. By unanimous vote Mr. Bates was elected toastmaster.

In the debate of the Club, C. E. Crawford won first place as its representative. In the debate of the school at large Kellogg and Milliken won first and second places respectively.

The Club was gratified to hear that C. E. Crawford, who has been operated on for appendicitis, is recovering and will soon be with us again.

C. B. Jordan, a Lincoln man, won first place in the debate held in the Atheneum, and will represent that Society in the final debate.

Webster Club

Last quarter’s work was rather broken up on account of some of the members belonging to the football team, but this quarter the club, under the leadership of our new president, Mr. Rice, has settled down for good solid work.

The officers for this quarter are:—President, H. E. Rice; Vice President, G. C. Smith; Secretary, Cyrus Tremper; Treasurer, B. V. Wood; Editor, Ernest Knight; Yellmaster, A. Walsworth.

We are very sorry to lose some of our old members, who feel that their work will be so heavy that they must drop out, but there is an abundance of good men ready to take their places.

Mr. Munson and Mr. Barbour will represent the club in the final debate February 13.

Fraternities

Zeta Phi

The regular meeting of the Zeta Phi was held Friday evening, January 9, with Miss VanCleve, with a full attendance, it being the first regular meeting since the annual initiation. A brief routine of business preceded a long evening of pleasure. Miss Hammond was named toastmaster of the feast, and was generous in her call for responses.

Christmas bells rang in unison with wedding bells for Miss Duquette, who was married at her home in Mendon, December 23, to Mr. Frank Loomis, of Grand Rapids, the new home of Mr. and Mrs. Loomis.

Miss Horner who finished her college course in the winter quarter, and Miss Ballou, who was doing graduate work last quarter, are teaching in the Garfield school, Detroit.

Pikappa Sigma

Christine Louwerse has been called home by the serious illness of her mother, and will not return for work this quarter, much to the regret of her many friends, whose sympathy is with her in her affliction.

Myra Bird has arrived home from her trip abroad, enthused and refreshed by her delightful vacation.

Stella Baker has accepted a position in the Ypsilanti schools, commencing work in December.

The Delta Chapter of Pi Kappa Sigma has very recently been organized in the State Normal College at Cheney, Wash., by Mrs. Albert Snowden. Mrs. Lewis B. Alger, wife of the president, is the patroness, and there are eleven charter members.
SPALSBURY'S
DRUG STORE
FOR THE BEST OF EVERYTHING IN
DRUGS, PERFUMES, and
TOILET ARTICLES
The Leading Prescription Store of the City
Duane Spalsbury
112 Congress St.
Foot Ease.
SEE THAT THIS
Our New Shoe
Department
Has many attractive
bargains in up-to-date
Ladies' and Gents'
Foot wear. Our line of
Queen Quality Shoes
for ladies will please
you; we also have a
good assortment of
Gym. Footwear.
Welted Sole.
Extension Edge.
Low Heel.
Broad Shapely
Toe.
We are headquarters
for Lamps, China and
Bazaar Goods.
G. D. O'Connor & Co.
Our store

E. R. BEAL
DRUGGIST
New and Second
Hand
Normal Books
224 Congress Street
Opera House Block
Help One Another
Mr. A Harnack, one of your
fellow students, is agent for
the White Laundry. Patron-
ize him and help one of your
number along. He collects
and delivers.

Watches
Diamonds
Jewelry
Clocks
Opera Glasses
Cut Glass
Sterling Silver
Leather Goods
Gilt Enamel Ware

You are requested to inspect our line of
Holiday Goods.

Frank Showerman
Jeweler
Engraving
Repairing

A. G. SPALDING & BROS.
LARGEST MANUFACTURERS IN THE WORLD
OF OFFICIAL ATHLETIC SUPPLIES
Base Ball
Lawn Tennis
Field Hockey
Golf
Official Athletic Implements
Minimal Catalogue of Sports Mailed
Free to any address.

A. G. SPALDING & BROS.
New York Chicago Denver Buffalo Baltimore

“The Boys’ Store”
is a Dry Goods Store at 102 Congress
and 11 Huron Sts., Ypsilanti. People
call it the Boys’ Store and they will
tell you that it is a reliable place to
buy DRY GOODS.
We should like to have all the students
prove the fact for themselves.

DAVIS & KISHLAR.
ADVERTISEMENTS

Occidental Hotel...

Meal Tickets, 21 meals $6.00
Day board $5.00 per week
BANQUETS and SUPPERS a Specialty

WOMAN'S EXCHANGE
Occidental Block
Home Baking, Catering and Orders for Suppers and Spreads a Specialty. Art. Fancy Goods and Toilet Preparations
Mrs. Carrie Burt, Manager

A. W. Elliott

...Dealer in...

WOOD, COAL, COKE and CHARCOAL

317 Congress St. Phone 277-2 R.

Normal Pillows U. of M. Pillows

Misses M. & E. Simpson

HEADQUARTERS FOR MILLINERY AND FANCY GOODS

206 CONGRESS

J. CLARK...

Choice Baked Goods

Candies Fruits

117 Congress St.

LIVERY & TRANSFER CO.

Westfall, Son & White, Prop'ts

OPEN ALL NIGHT

15 and 17 South Washington St.

YPsilanti, Mich.

STUDENTS...

Buy Your Flowers Where You Can Have Them Fresh

I have a good supply at all times

Charles F. Krzysske
State Phone 26
205 S. Washington St.

1840 1908

Chas. King & Co.

GROCERS

Dealers in Portland and Louisville Cement, Calcined Plaster, and Plastering Hab

101 Congress St.

Chas. E King John G. Lamb
Flowers...

Choice
Cut
Flowers

Norton's Greenhouse

Lowell Street

C. F. ENDERS' ART STORE

See my stock of Frames, Matting and Mounting Boards, Racks, Penny Pictures for School work, Charcoal Paper and Charcoal, Water Color Paper and Water Colors; all kinds of Artists' materials, Stationery, Tablets and fine Box Paper. Our 5c Envelopes are extra good.

We would like to sell you a Lucky Curve Fountain Pen. It writes 12,000 words with one filling. If you want pen peace, use a Parker Pen. Warranted perfect or no sale. When you are buying presents, see what you can get at our store.

230 Congress St.  YPSILANTI, MICH.

The SCHARF TAG, LABEL and BOX CO.

STUDENTS' HEADQUARTERS FOR PRINTING
ADVERTISEMENTS

Beranek & Arnet

Fine Custom Tailors

will be pleased to show you the

Largest Line of Domestic and
Imported Woolen Goods
in the City.

Over U. S. Express Office

The Old Reliable
Rates $2.00

Savery Club

415 Perrin Street

Strictly First-Class Board
One Block East of Norma:

Ypsilanti Savings Bank

Corner Congress and Huron Sts.

Ypsilanti, Michigan

STUDENTS

Don't forget the familiar old
store, The Bazarette. We
carry in stock or will order
whatever you wish.

The Bazarette

STUDENTS

No matter what your wants
are in Cloaks or Shirts we can
please you:

Beall, Comstock & Co.

33-37 Huron Street, next to Post Office

No. 155

FIRST NATIONAL BANK
YPSILANTI, MICHIGAN

Capital $75,000.00
Surplus and Undivided Profits $85,000

J. C. DeMosh
G. B. DeMosh

De MOSH & SON

HACK, LIVERY and
FEED STABLE

No. 3 Congress St. Phone 84 Ypsilanti

E.D. MAYBEE

Normal Drayman

Ready on Short Notice

Phone 328-2R 416 Brower St
IF IN DOUBT AS TO WHETHER
Your Eyes
Are giving you good service, ask
H E G L U N D
The Graduate Optician and Refractionist

Hing Lee
CHINESE LAUNDRY
Opposite Box Factory
114 Pearl Street

Dewey Cafe
Regular Meals and Lunches on short order
Open day and night
16 N. Washington Street
Phone 232
ANNE E. CORBEIL, Prop.
Spreads and Catering

FRANK ARMS' Home Bakery
Now in position to furnish you with the best of everything in my line...
316 NORTH HURON STREET
Phone 128

H. FAIRCHILD
PROPRIETOR OF
City Meat Market
DEALER IN
SALT, FRESH AND SMOKED MEATS, POULTRY, GAME AND FISH
Special Attention Given to Students' Trade.
NO. 14 HURON ST.

COME IN, FELLOWS!!
We are located opposite the Hawkins House, at the Old Stand. You are always welcome. Our place has long been the Headquarters for Students.
The finest Three-Chair Shop in the City.
Shampooing and Hair Dressing a Specialty.

Keusch & Shephard

Students' Headquarters

FOR
Fruits
Choice Candies
Choice Box Candies
Oysters in Season

GO TO

John Brichetto
15 Huron St., Ypsilanti

IS strictly first-class in all its appointments. Twelve courses of study; students assisted to good positions as they become qualified. Call or write for catalog.
P. R. CLEARY, President
JOSEPH GRIEF
Baker and
Confectioner
Ice Cream Manufacturer

40 E. Cross St. Cor. Adams and Congress

Students Go To

BOYCE, The Tailor
Cor. Washington and Congress Sts.
Up Stairs

CALL AT

WALLACE & CLARKE'S

For all Kinds of
Furniture

Restaurant and
Lunch Room

Open all night
The finest little dining room in town.
Parties served on short notice.
Opposite D., Y., A., A. & J. Waiting Room
First Class Chef in charge

Fred Hixson, Proprietor

ALBAN & AGUSTUS
207 Congress Street

Specialty of

HOME SLAUGHTERED MEATS

Phone 40 Ypsilanti

JOHN VAN FOSSEN
Dentist.
Office over Densmore's Clothing Store
Corner Congress and Washington
Telephone at House

NORMAL STUDENTS

We shall endeavor to merit
your patronage as in the past

Do You Want to Rent a Piano?

Are you about to purchase a Mandolin or Guitar?
We have 500 of them on selection. Monthly
payments at no advance in price.

Ann Arbor Music Co.
209-211 E. Washington St.

For all Kinds of
Furniture

Ann Arbor
Michigan State Normal College

Training School

Gymnasium

Main Buildings

Starkweather Hall

FIVE COURSES ARE OFFERED

1. A Preparatory (second grade certificate) course—one year.
2. A Five Year Certificate Course—three years.
3. A Life Certificate Course—four years.
4. A Life Certificate Course (for H. S. Graduates)—two years.
5. A Degree Course (for H. S. Graduates)—four years.

Expenses are Moderate

The registration fee is $1.00 per term; $9.00 per year. Board may be had for $1.75 to $3.00 per week. Room rent for 50c to $1.00 each.

Three hundred graduates and undergraduates go into the schools of the state annually, as teachers, from the kindergarten through the high school.

For the Year Book or further information send to


Or to the Clerk of the Normal College.
Students
I can please you

Medal awarded at State and National Conventions, '98, for posing, lighting and grouping. I sell Amateurs' Supplies, Kodaks, Plates, Paper, Cards and all Chemicals. Finishing for the trade.

WATERMAN
Photographer

THE NEW FIRM
cordially invite

THE NORMAL STUDENTS
to
make themselves at home at

Both Stores

ROGERS-WEINMANN-MATTHEWS CO.,
successors to
C. W. ROGERS & CO. and WEINMANN & MATTHEWS,
118 Congress St. and 20 Warren St.

Normal
Book
Store

Fountain Pens and Finest Stationery in the city

Call and Examine