1903

Normal College News, November 21, 1903

Eastern Michigan University
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ATHLETIC ASSOCIATION

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| Secretaty          | Peru Greenway|
| Editor             | Prof. D. H. Roberts|
| Football Manager   | Albert Graham |
| Baseball Manager   | Frederick J. Katz |
| Track Team Manager | Guy Bates |
| Members of Council | Charles B. Jordan |
| Professors         | George G. Morgan |
| Roberts, Barbour, Sberzer, Bowen and Mr. Peet and all managers. |

CHURCHES OF YPRALANDI

Catholic—Corner Cross and Hamilton Sts., Rev. Frank Kennedy, pastor.
Episcopal—Huron St., Rev. William Gardam, rector.
Professor Richard Clyde Ford, Ph.D.

PROFESSOR RICHARD CLYDE FORD, the newly appointed head of the department of Modern Languages, needs no introduction to the people of Michigan. He is distinctively a Michigan product. Born in a log cabin on a farm in Calhoun County, he attended the country schools, until his eleventh year, and then continued his education in Litchfield. After graduation from the village school he began his career as teacher in the country schools, and later was superintendent at White Cloud. Aiming at a higher education, he resigned this position and entered Albion College. He began specializing in modern languages early in his course, and having finished his work in advance of his class, went to Freiburg, Germany, in his senior year, receiving his degree in absentia, and continued his studies there. He was recalled to Albion to become instructor in modern languages and later was made assistant professor of German. This position he filled with distinguished success for five years and in the meantime was honored with the master's degree by his Alma Mater. In 1899, together with his wife, he returned to Europe and received the degree of Doctor of Philosophy from the University of Munich. At Munich his work was principally along the lines of German philology, and after leaving there he pursued a course in French language and literature. Before returning to this country he was elected to the chair of Modern Languages in the Normal School at Marquette and from there he came to our own institution. Professor Ford brings to his position here such scholarship, such experience, and such knowledge of the educational conditions in Michigan as will render his services of great value to the College and the State at large.

Professor Ford, though a specialist, is by no means narrow in his attainments or interests. He is a great lover of out-of-door life and sports and he is also an experienced traveler. While an undergraduate at Albion he made a trip to the East Indies and was master in an Anglo-Chinese school at Singapore. While there he mastered the Malay language and literature and brought from East India the best collection of Malay books and manuscripts in the United States.

Professor Ford is a member of the Modern Language Association, of the Dialect Society, and of the American Folklore Society, and has written extensively for magazines and periodicals on subjects of literary interest.

The students of the institution are sure to find in him not only the scholar and the teacher, but also the friend of large sympathy and kindly heart.
The Jena Summer School

DR. C. O. HOYT

Perhaps there is no University town that is better adapted for the purposes of a great summer school, in which the higher aspect of education may be both theoretically and critically studied to advantage, than Jena, Germany. At the beginning of the last century this University, under the patronage of Carl Augustus, duke of the province of Weimar, was the center of German thought and culture. It was here that the first and most important application of the theories of Herbart were made, and it is here, that today, under the leadership of Dr. William Rein, one may come directly in contact with the Herbartian influences. Jena, the seat of a great and old University and having behind it a vast wealth of tradition and history in Literature and Philosophy; is situated in one of the most beautiful natural environments, on the river Saal, in the northern edge of the Thuringian Forest, and possesses all of the advantages necessary for a summer school, that shall be not only great but international in its character. By offering exceedingly strong courses along all needed lines of work and by bringing the best thought possible to the discussion of educational questions, such a school has been built up.

The school is not under the management of the University authorities and is in no way connected with the University. Yet the free use of the library, laboratories and botanical garden is granted to all students in the summer courses. The school was organized in 1889, as a private enterprise, by Professor Rein and his colleague Professor Detmer, and since that time they have kept the management of the school in their hands. It is needless to say that in these years it has prospered and has succeeded beyond all expectations. The sole maintenance comes from the students in attendance and is found adequate to meet all of the needs. A matriculation fee of $2.50 is paid by each student enrolled, and in addition to this the Honorar or fees for each of the courses he elects to attend. This cost varies with the character of the work and with the length of the course, and usually ranges from two to ten dollars. The school is in session for the first three weeks in August and is open to any one who pays the necessary fees. No restrictions whatever are placed upon students as to the amount or kind of work to be elected, it being presupposed that each one knows the lines along which he desires to study and how much he is able to do. No entrance examinations are required and there is no examination of credentials, it being likewise presupposed that each individual is qualified to perform the work which he elects to do. No examinations are given either during or at the close of the school, but each student is given a certificate signed by each of the professors stating the courses that were attended. This carries with it no University credits.

The principal aim of the school is a pedagogical one and about this the chief interest of all are centered. It is true that in all courses, aside from those of a strictly professional character, and which appear to be purely academic, the professional aim, or the educational value is kept in
the foreground. It is not the aim of the school to impart technical knowledge, as such, but rather to study the great principles of education, involved in the leading educational questions. This is made possible because a large part of the student body is well equipped. Many have finished work in some university and have passed the state examination. All are enthusiastic and manifest great professional interest.

The school is organized into five departments as follows: (1) Natural Science; (2) Pedagogy; (3) History, Theology, and Philosophy; (4) Art; and (5) Language. As will be seen the courses offered in each department are so related and inter-related as to make a unity of the whole but to afford many possible lines of unified work, in accordance with individual preference.

The faculty consists of twenty-two members and includes University professors and privadoeens, prominent school inspectors and teachers, and distinguished theologians; one woman, Miss Dodds of England, has the honor of being a member of the faculty.

The student body is cosmopolitan in character there being representatives from seventeen different countries, as follows: Germany 204; England 34, Hungary 17, Denmark 15, America 13, Russia 13, Sweden 14, Austria 13, Switzerland 8, Armenia 2, Bulgaria 1, Finland 14, Greece 5, Holland 3, Italy 2, Luxemburg 1, and Norway 7.

A large majority of this student body is teachers, but one may also find students of philosophy and theology, school inspectors, directors of gymnasias, and many clergymen.

The common language is the German. All the lectures are given in this language and it is the only method of communication that can be used by all.

That the reader may form a more accurate conception of the subject matter covered in the lectures, as well as forming a better idea of the character and scope of the school, a more detailed account and analysis of the several courses is submitted below. This is made partly as a result of visitation and actual observation and is partly from the published syllabi issued by the school.

1. The courses in Natural Science covered the subjects of Botany, Geology, Physics, Physiology, Zoology, and Mathematics and was presented in eight distinct courses as follows:

   (1) Elementary Botany in which especial reference was given to its educational value and the methods of teaching.
   (2) Instruction in Microscopic Botany and Plant Physiology.
   (3) Animal world of the sea.
   (4) Practical course in Zoology.
   (5) Psychology of the Brain with demonstrations. This was of value not only to the ordinary teacher, but to the student of psychology. The range of topics presented included a treatment of reflexes, localization and speech.
   (6) Geology in the school.
   (7) Application of optical instruments to chemical investigation. Spectrum analysis, polarization and refraction. Unusual opportunities were offered for work in this course, because Jena is the location of the Carl Zeis Optical Works, and for this reason the finest and most improved forms of apparatus were available.
   (8) Calculation of Probabilities with application to life. An apparent weakness seems to be manifest in the absence of more extended courses in mathematics. I heard no reason given for this lack and
we can only suppose that more courses were not demanded by the students.

II. The strongest interests of the school as shown by the large attendance in the classrooms centered in the department of Pedagogy. This may be and probably was due to the fact that Dr. Rein was at the head of the department and that a large part of the student body were teachers. In the main the work partook of not only the theoretical but of the practical as well, the former demonstrating the great scientific principles of education and the latter putting the principles into actual practice in the class-room by an expert teacher.

(1) The first of these was given by Dr. Rein himself, and was known as general pedagogy, or the distinguishing features of educational instruction. In the introduction there was shown the significance of instruction as a means for the culture of the people. Instruction was divided into two groups, (a) instruction in special branches, and (b) instruction that is educational. Part one treated of the aim of instruction and showed that it was derived from the aim of education which was formulated as follows: The forming of a moral character on a religious basis, and from this to show that the specific aim of the school instruction is the forming of a direct and many-sided interest.

Part two had to deal with the doctrine of the means to be employed to reach this aim, and included first a discussion of the theory of the course of study, and second, the theory of the method of teaching. Under the first the choice of the subject matter of the course was discussed and the speaker of course explained the theories of the stages in the development in child life as related to the culture epoch theory.

Illustrations were drawn from the course of study of an eight-year Thuringian Volkschule. This was followed by the statement of the different views of concentration, or the theory of the relation and unity of the various subjects. The theory of method is based on psychology and was in the main a presentation of the teaching steps from the standpoint of apperception and abstraction.

(2) The work in special pedagogy consisted of lectures, model illustrative lessons, and debates.

The lectures instead of treating of a special method to be employed in the teaching of each subject in the course of study, made a specific application of the principles formulated in course one and shows how each subject must be presented as a part of a larger unity rather than a unit in itself. The lecturer first gave the general theory of teaching, the theory of preparation, presentation and the development of the idea and finally the theory of application. These various lectures were followed by demonstrations made with classes of boys taken from the training school, and taught by the principal of the school. Among the material used were selections from the Nieblungen, nature study and the study of pictures by modeling.

These illustrative lessons were always followed by a spirited debate participated in by all students.

Course three was very interesting and helpful because it was a new way of stating the child study problem. Under the title of the Psychology of the Child, four stages of the child life were stated as follows: (1) From birth to four years, or the development of the physical mechanism. (2) From 5 to 8 years, the development of the education instinct.
(3) From 9 to 12 years, the becoming conscious of the education instinct, and
(4) From 13 to 15 years, the self-government of the child. This was followed by
a discussion of the different natures of different children. Course four dealt
with the problems and ways of religious teaching—a very important subject,
it must be remembered, in German education. Course five also treated of a
subject that is exciting a large amount of interest in education in European schools
at present—the education of girls and co-education. The last course to be men-
tioned in connection with the department of Pedagogy is one in the history of edu-
cation which treated of the great teachers since the Renaissance. (1) The transition
period, (2) the age of enlightenment, and
(3) the results as shown in Pestalozzi,
Herbart and Froebel.

III. In Theology, History and Philosophy were to be found five different lines of
work: (1) Modern religious tendencies;
(2) History of German literature since the
time of Goethe. (3) The history of Ger-
man political economy. (4) Introduction
to the philosophy of the present, and (5)
Herbart and his opponents from the stand-
point of philosophy. The department, art
considered: (1) Art in the home and in the
public life of the present, and (2) Antique
art and culture. The following courses
were offered in language and all were well
attended. (1) There were two lines of
work offered in the German language,
one for the poor foreigner who was the
beginner and one for the more advanced
student. (2) An elementary class in
English was taught by Miss Dodds. (3)
French for advanced students.

An exceedingly valuable device of the
management of the school is the unique
method of the publishing of the daily pro-
gram of all lectures and programs. There is
also issued to each student as he matricu-
lates, a book containing the syllabi of all
lectures and a general yet fairly complete
and comprehensive bibliography of each
subject.

Another important and interesting fea-
ture was the means employed by the
school to provide ways for the satisfaction
of the social needs of the students. This
was done in the arrangement of numerous
free evening meetings in some restaurant
or garden. These were informal in char-
acter, the amusements consisting of music,
singing, dancing, eating and drinking.
Many excursions were given under the
leadership of some professor to some his-
toric spot, as to the battlefield of Jena, to
the Wartburg Castle at Eisenach, to the
Dornburg Castle, and to Weimar the
home of Goethe, which is so very rich
in his memories. It has been merely
attempted to state in outline some of the
features of this renowned school. It must
be left for the reader to draw conclusions
and to contrast it with our own plan. In
doing this it is to be hoped that he will
remember that while systems are different
in different countries, education is the
same everywhere.
INSPIRATION

HELEN PAULINE ADAMS

There's never a day so cloudy,
Never a moment so sad,
But some distant land is in sunshine,
Some heart is lightened and glad.

There's never a grief so poignant,
Never a sorrow so great,
But some strong soul is victorious,
Some heart is strengthened to wait.

There's never a pain so bitter,
Never a duty so drear,
But some gentle life is heroic,
Some soul is freed thus of fear.

There's never a care so heavy,
Never a yearning so deep,
But some longing soul is ennobled,
Some wound is lulled back to sleep.

So trials, burdens, and sorrows,
Come to shadow your life and mine,
But we hope and conquer triumphant,
With the aid of the Great Divine,
Our Little Sister

By Esther H. Hoare, '04

The sun was sending long lines of yellow light through the western windows of the pleasant schoolroom. Forty pairs of little hands were busy putting books and slates away for the day, and forty pairs of little feet shuffled restlessly in their eagerness to be free.

Miss Boyd gave a tired sigh as the last small kindergartner was out of sight. Had today, she wondered, been more than usually full of bruised heads and cut fingers demanding her attention, hair-ribbons and apron-strings to be tied, and small outbreaks of mischief to be checked? She rested her head on her desk. Patter, patter, came the sound of bare feet down the hallway; the door was timidly opened. Was it a lost cap or book, she wondered; but there was no impatience in the thought. Her soul was full to overflowing with a boundless love for all child life, and though her body might sometimes weary of the constant demands upon it, her heart remained strong and rested. She turned to little German Freddy with the smile which the smallest kindergartner said made you feel so cozy, and there was no trace of fatigue in the bright voice as she said: "Well, little one, what is it?"

"Our little sister," stammered Freddy, "she wants to see you."

Miss Boyd laid her hand upon the boy's shaggy hair. "Tell me about your little sister," she said. "Oh, she's just our little sister," replied Freddy, "and she's sick all the time. Her bed is by the window, and when you go by she all the time says 'I want to see the good teacher.'"

"Very well, Freddy, I will come tomorrow. Will that do?"

Freddy shifted his weight to the other foot. "When I came to school today she said, 'Maybe the good teacher will come home with you tonight, Freddy.'"

And "the good teacher" went, for was it not a little child who wanted her?

In her work among the children she had entered many strange homes and brushed against all kinds and conditions of humanity, but, notwithstanding her experience, the first sight of little sister almost startled her.

The few sunbeams which found their way through the narrow window seemed to play gladly in the red-gold of the child's hair, which lay in rich profusion on the pillow and framed a face of surpassing loveliness. As Miss Boyd leaned over the sleeping child—this sweet, tender flower breathing out its delicate life amidst the founthlessness of a tenement house—as she noticed the transparent whiteness of the little face in vivid contrast to the brilliant red of the lips, she wondered what the eyes would reveal. As if in answer to her silent question, the little one stirred, and slowly the white lids were lifted. The tears came into Miss Boyd's own as they met them.

In the sleeping child nothing, save, perhaps, the wonderful whiteness of the face seemed to indicate suffering. The story was all in the eyes. Brown they were, without one gleam or sparkle which belongs to the eyes of childhood. Eyes which had stored up all the pain and suffering of long days and "nights devoid of ease," eyes which, in a man or woman, make the heart ache, but once seen in a little child haunt forever.
Miss Boyd leaned over and kissed the white forehead. "I have come, little sister," she said.

The child smiled faintly. "Ah, it is the good teacher," she said. "I knew you would come," and then her eyes wandered hungrily to some sweet wood violets which Miss Boyd wore. Taking them from her belt, the teacher said with a simple smile, "Would you like them? My boys and girls bring me some every day, and I should like to share with you."

The glad light which flashed into the child’s eyes showed that they could speak a language other than pain. "I cannot hold them," she said; "please put them on my pillow;" and then for the first time Miss Boyd noticed that the small hands were shrunkken and misshapen and lay on the bed as if lifeless.

The child looked at them with a sad little smile. "Mutter says they will not always be so," she said. "Some day I shall go to God’s country and He will touch my poor hands and make them all well. Then I can gather violets for myself—when I’m in God’s country."

Many a day after this found Miss Boyd by the bedside of the little sufferer, and the violets always came with her. There was only one thing the little one loved better than the violets, and that was her father’s violin.

He was a stolid old German with sleepy blue eyes—sleepy except when he was bending over little sister or his beloved violin. Then he seemed transformed, and a world of love and tenderness shone in his face. "Play about the country, vater," little sister would say when her pain was very great, and Miss Boyd would close her eyes and listen to brooks babbling through green meadows, the glad voices of birds and the low crooning of summer winds. She could almost smell the violets and see the blue of June skies as the man breathed the country into his violin. And gradually the lines of pain on the child’s face would disappear and only the sad eyes told the story of anguish.

"It is always so," said her mother. "The vater’s violin can soothe her better than anything else. But it will not be long ere the great Vater takes her in His arms and soothes her forever."

A week had passed and Miss Boyd had not called at the house, when one day Freddy said, "Miss Boyd, our little sister’s going to die, and mother wants you to come tonight if you can." Miss Boyd found a wonderful change in the little child. The look of pain and suffering had gone from the eyes, and in its place was a light which only the whispers of messengers from God’s country could have brought.

"She does not suffer," said the mother. "The doctor says she will go tonight, and we wanted you."

And so the mother and father and the "good teacher" sat by the bedside watching and waiting while little sister passed into the silent land. Only the tick-tack of the clock and the shortened breathing of the child broke the stillness of the room.

Suddenly she half raised herself. "The country," she said, and tremblingly the vater took his violin—but alas! the babbling of the brook had the sound of tears running through it; the songs of the birds were hushed and sad; the low crooning of the winds was changed to sobs and moans. All the anguish of the father’s breaking heart was voiced in his violin. The music ended with a crash, and, leaning over the little misshapen hands, the strong man wept.
"Never mind, vater," whispered the child, "the good God will not let you forget the gladness—some day you will play it again," and with a little sigh she slipped from the arms of the weeping earthly father into the arms of the Heavenly Father—into God's country.

* * * * *

"Our little sister is all well now," said Freddy to his schoolmates the next week.

"Mutter says she runs in the meadows and gathers violets for herself now—away up there in God's country."

The gladness has not yet come back to the vater's violin. Sometimes, though, there is a little throb of joy, like a laughing spirit struggling to be free, and the mutter will say, with tears in her eyes, "Ach! the gladness—some day he will play it again."
Public School Libraries

The growth of public school libraries in the past ten years has been phenomenal. In several towns—Albion and Ypsilanti for example—these libraries number five or six thousand volumes well classified and catalogued, and are in charge of a librarian whose salary is on the same scale as that of the teachers. In smaller towns the library is in charge of high school students under the direction of the superintendent or of some teacher. In others there are good beginnings of collections of books, but no system has been adopted for their care and the books are not conveniently available, and are frequently scattered and lost. There are comparatively few schools that look forward to acquiring libraries of more than two or three thousand volumes—libraries of sufficient size to have a regular librarian whose full time would be devoted to the work, but there is no school so small that it should not have a small working library of books carefully selected, and conveniently arranged for constant use.

School libraries naturally divide themselves into two classes. High school libraries, where all books for the high school grades are kept together, and school room libraries. Each grade in the Grammar and Primary departments having its own collection kept in its own room.

Regarding the care of these libraries a few suggestions and addresses may be of service:

There are two lists of these books that are absolutely indispensable—one to show the number of books, their cost, and the mercantile and mechanical side, the other to give information regarding the contents of the books, their authors, titles, and the special subjects treated in each book, as often the title of a book gives a wholly inadequate idea of its contents. The first was formerly called the Numerical catalogue, each book received being given a number, and entered in consecutive numerical order in a book. This has been rechristened and is now called an Accession book, i.e. each accession to the library being numbered and entered. In a large library this book is made very full, but in a smaller library less details are required. An ordinary blank book may serve the purpose, or a book ruled and numbered and with the heading printed, may be bought from the Library Bureau, Chicago. The smallest edition of the Condensed accession book is made for one thousand volumes, and costs $1.00, larger books for two, five or ten thousand volumes cost more in proportion. If a blank book is used, one of moderate size (8x10 inches) is quite satisfactory. Rule a narrow column on the left edge of the first double page for date, (the date of each accession being recorded) rule a second column, and number each line on the page, and a third narrow column for the volume number of books in sets. Then divide the rest of the space on this page into two wide columns, writing at the head of the first Author, and at the head of the second, Title. On the opposite page rule into three narrow and three wide columns and write the headings in the following order: (Over first column, wide) Place and Publisher; (second and third, narrow) Date and Binding; (fourth wide) Source; (fifth, narrow) Cost; (and, last, wide) Remarks. Taking Dana’s Primer as the first and most necessary book to buy and keep in this work it would be entered in the following order, under the respective head-
1899. Cloth. Library Bu. $1.00.
Each book should be marked with the name of the Library, either with a printed label, or a rubber stamp, in either case a blank being left, that the accession number may be added.

ed Richmond, Michigan Public School Library

The necessity of such an accession book cannot be questioned, and any detail will be gladly explained through correspondence. The constant receipt of letters asking for such detail has prompted the editor of the News to urge the use of this page for a series of short, practical explanations of methods in caring for the smaller school libraries.

RECENT ACCESSIONS
Laurence, Isabella. Classified Reading.
Sinker, R. Library of Trinity College, Cambridge.
DeViooe, T. L. Practice of Typography. 2 v.
Madison, James. Journal of Correspondence.
Warner, G. T. Landmarks of English industrial history.


Spalding, J. L. Religion, agnosticism and education.
Mu!sterbery, Hugo. American traits.
Howitt, William. Homes and haunts of the British poets.
Legler, H. B. Man with an iron hand (Henri de Tonty).
Dowden, Pater and others. Talor's lectures—Studies in European literature.
Gosse, Edmund. Questions at issue.
Brandt, Aloys. S. T. Coleridge and the English romantic school.
Hemans, C. J. Ancient Christianity and sacred art in Italy.
Longfellow, W. P. P. Cyclopedia of architecture in Italy, Greece and the Levent.
Helly, R. T. Egypt painted and described.
Dexter, E. G. Conduct and the weather.
Robin, A. La Terre.

Clennow, P. G. The geography of disease.
Hutchinson, Robert. Food and dietetics.
Farmer, G. M. Boston cooking school cook book.

THROUGH THE COURTESY OF THE PUBLISHERS
American Book Co., Chicago—
Williams, Sherman. Williams' choice literature.
6 v.

Horn and Scebe. Stories of great artists.
Silver, Burdett & Co., New York—
Badia, Anna B. Viecas in Africa (world and its people).

"Tamper not with conscience; it is the soul's compass."—Dr. Hillis.
For the Chafing Dish

**Chicken Salad.**—Boil the chicken till tender in seasoned broth, remove skin, fat, and bone, and shred the meat with fingers. Mix with an equal quantity of finely cut celery and add mayonnaise. Serve on a bed of lettuce. Garnish with parsley.

**Oysters Maitre d'Hotel.**—Rinse and thoroughly drain two dozen oysters. Put with one tablespoon of butter in the chafing dish. Stir carefully and when the edges begin to ruffle add the juice of one-half lemon, one tablespoon of chopped parsley. Season with salt and paprika and serve on squares of toast.

**Oyster Soup.**—Take forty large oysters for this soup. One quart of milk, and enough of the strained liquor and cold water to make one pint; add this with a little salt and a large piece of butter to the milk, let it come to a boil, add the oysters, and let it boil up once. If desired, thicken with a little rolled cracker.

**Panoccio.**—Four cups brown sugar, one teaspoon of salt, one tablespoon of butter, one cup of milk, two cups chopped walnuts. Flavor with vanilla. Boil the sugar, butter, salt, and milk until it drops hard in cold water. When done pour in vanilla and walnuts. Stir constantly until well mixed. Serve on buttered plates and cut into squares.

**Cherry Salad.**—Maraschino cherries stuffed with hazel nuts. Serve very cold on lettuce leaves with mayonnaise.

**Celery and Nut Salad.**—Celery and pecans or English walnuts coarsely cut and mayonnaise dressing.

**Waldorf.**—Sour apples, peeled and sliced. English walnuts, and celery cut fine. Mayonnaise.

**Welsh Rarebit.**—One pound of cheese, grated, one large tablespoon of butter, one tablespoon of tomato catsup, one-quarter teaspoon of salt, dash of red pepper, cook in a double boiler, stirring all the time until smooth and thick. Serve on hot dipped and buttered toast.

**Potato Salad.**—Wash but do not peel the potatoes. Put on in cold water, to which a little salt has been added, bring slowly to the boil, and boil carefully till tender but not broken. Drain, plunge into cold water, remove the skins, and cut in dice. To each pint of potato dice, add a tablespoon of chopped onion and a teaspoon of minced parsley. Must always be made and mixed when the potatoes are hot. Use plenty of mayonnaise dressing. Celery, cucumbers, and nuts may be added.

**Mayonnaise.**—To make mayonnaise dressing one must remember to keep the materials and bowl cold and add the olive oil in very small quantities. For a pint of mayonnaise put a level teaspoon of dry mustard, a half teaspoon of salt, a dash of paprika and the yolks of two fresh eggs unbeaten into a bowl. Stir until well mixed, then begin to add the oil. Three drops will suffice at first, and the dressing must be rubbed with the back of a silver spoon rather than stirred. When smooth more oil may be added in larger quantities but no more than a teaspoonful until one cup of oil has been used. The yolk of each egg will take up one cup of oil. When all the oil has been absorbed and the mixture is so thick that it seems like a stiff batter, add lemon juice to taste and a few drops of vinegar. Cream may be added just before using.
We are glad to give our readers this week a story and a poem from the pens of our own students. Miss Hoare is well known among us, while Miss Adams has recently entered the conservatory for special work. Both the story and the poem show deep feeling, and skill in expression, and we feel sure they will be cordially received by our readers.

In the magazine number of the News for December, a delightful article on the Arthurian Legends will appear from the pen of Dr. Alma Blount. It will tell us who King Arthur was and will show what a remarkable influence the legends concerning him have had in literature.

Some one has said, "Do not wait until Thanksgiving Day to be thankful, for if you do you will not be thankful when it comes." We believe this advice is needed by very few, yet often we take too little time to express naturally these deep emotions of the heart.

As the cool frosty mornings come and the early twilights deepen, we are led to think of our material comforts and we give thanks for these blessings as well as for the opportunities we enjoy as students and citizens. Especially do we recognize the wonderful and unparalleled development of our college in all lines during the past year. The courses are broader and richer, and many new ones have been added. This means that we may go forth better fitted for life and its duties. Is it not peculiarly fitting that we as members of the Normal College should give ardent thanks for these great privileges?

But this deep feeling of gratitude, however, cannot be entirely expressed in words. The soul that is conscious of the joy of living tells far more in the glowing face and kindling eye, and in the way he meets and helps others than he could possibly express orally. The person who lives a cheerful, helpful life not only enriches the lives of others, but the happiness he gives and shares comes back to him in double measure.

"For the wider the circle of love we make,
The happier life we live,
And the more we give for another's sake,
The more we shall have to give."

Summer has passed but she has been loth to leave us. As a pledge that she will come again, she has in the last few days given us some dear sunny dandelions. The words of Lowell's beautiful poem come back to us:

"How like a prodigy doth nature seem,
When thou for all thy gold, so common art!
Thou teachest me to deem
More sacredly of every human heart,
Since each reflects in joy its scanty gleam
Of heaven, and could some wondrous secret show,
Did we but pay the love we owe."
The program of world's champion contests, which is scheduled to take place during the St. Louis Exposition, is without question the greatest program of its kind ever arranged. A large appropriation has been made for the purpose. A gymnasium, which is to be a permanent one, has been erected upon the Exposition site, as also a stadium, with a seating capacity of 35,000.

Within this stadium are to be held, during the summer of 1904, all known sports, for which valuable prizes are offered. The famous Olympic Games may be designated as the most important feature of this remarkable athletic festival. The first of these modern Olympiads—which are the reproduction of the famous games of ancient Greece—was held at Athens in 1896, when an American astonished the world by winning the discus-throwing championship. The second series of Olympic Games was held at Paris in 1900, in connection with the Paris Exposition, when they were a world's attraction, and where American athletes won nine-tenths of the prizes. The representatives of athletics in America propose that nothing shall be left undone to make this first American Olympiad a phenomenal success.

The preliminary program of Olympic Games, as arranged, is a very elaborate one, and especially interesting to the American colleges. The Olympic championship open to the athletes of western colleges, as well as track and field championships open to colleges of the world, is scheduled for June. The all-around championship is to be held on July 4th and will be open to athletes of the world. The Olympic Games, the feature of the year, are scheduled for September, together with basket ball and fencing. The national game of baseball will be played by schools, colleges, and professional organizations, the intention being to have the two major leagues play for the world's championship. An Olympic football championship will also be held in the fall of the year, many days having been set aside for this game.

Included in the extensive list of athletic contests, are some that are comparatively new, yet through their prominence in the St. Louis contests, they may become as common as the throwing of the eight-inch discus, introduced in the former Olympic contests. Among the contests worthy of note is throwing the 56 pound weight. The projectile is a metal sphere, with a handle of any shape and material, but such that the combined weight shall not be more than the prescribed weight, and the height shall not exceed sixteen inches. In throwing, the competitor may assume any position he chooses, and may use one or both hands. Otherwise the contest is subject to the rules ordinarily applied to the shot-put.

Not alone are such Olympic games and contests to be encouraged; for, the first time in its history, physical training has been officially recognized as a special department by the Exposition. School gymnastics, with and without apparatus, will be contested in as complete a way as the great opportunities presented will allow. There will be an extended exhibition of games suitable for the conditions
of the city life: games which can be played by large numbers of children in limited spaces, and games which can be played under the restricted conditions of the classroom. In this way it is expected that a more philosophical interpretation will be given to athletic sports as a factor of evolution in civilization than has hitherto been attempted.

FOOTBALL

N. M. P.

Fight on, ye braves! Keep courage high!
Let not defeats your courage blight.
Nor “touchdowns” lost prove any fright;
Think but of victories you’ve won,
And think of others yet to come.

Gainst many odds you’ve fought full well,
And we your praises loudly tell:
For where could another team be found
With as little practice on the ground;
That would dare to tackle well-trained teams
With all their skill and all their schemes?

Press forward! Fight for M. N. C!
And bravely win the remaining three.
Bring honors to our colors bright,
The white and green must win the fight;
For fairer colors ne’er were found
On land, nor sea, the world around.

Nor shall it all be left to you,
We students must be loyal; loo,
And what’s the reason, tell me, pray,
That when our boys go away to play,
A hundred others can’t go too,
To cheer and shout and help them through?

We can! We will! ’Tis but our part.
Come! let us see the movement start.
Tell every Normalite you know
To come and join us as we go
To help them win—Thanksgiving Day;
We can shout and cheer, if we cannot play.

Dare you stay at home in calm retreat
To learn of their victory or defeat?
And then, if victory they have won,
Forth from your hiding place you’ll come,
To tell the people, near and far;
How—“Betty and me, we killed the bar.”
Alumni

J. L. Roode is superintendent of the Bad Axe schools.

Mr. and Mrs. Wilcox are now pleasantly located at Chelsea.

Miss Julia Gilmore is teaching in the grades at Petoskey.

H. G. Lull taught during the summer in the Ferris Institute.

Miss Agnew will teach the Croswell school again this year.

Miss Nell Hall is teaching in Marine City with great success.

Miss Julia Bartlett, '97, is teaching in the grades at Petoskey.

Miss Anna Lappins, '98, is principal of the high school at Bad Axe.

Miss Emily Robinson, '03, is teaching in the grades at Duluth, Minn.

Miss Martha McArthur teaches in the High School at St. Clair, this year.

Miss Lulu Crostic, '98, was married in June, to Mr. Wellette of Dollar Bay.

Mr. F. R. Salway is teaching in the Kenyon Military Academy, Gambier, Ohio.

Miss Mary Duthie, '03, is teaching in the primary grades at her home in Grand Rapids.

The Misses Mabel Mills and Vee Fisher are engaged in departmental work at Carson City.

Miss Ruth Myers, '97, for several years past a teacher in the Jackson East side high school, will spend the year in Oklahoma.

Mr. and Mrs. H. W. Wycoffe are pleasantly situated in Chicago. Mrs. Wycoffe (Miss Janette Van Dusen), is an alumna of the M. N. C., and with her little daughter, Margaret, visited in Ypsilanti, this summer.

Miss Stella De Camp, '98, is teaching at Thomsonville.

Miss Frances Pallmer is teaching at Idaho Springs, Colo.

Miss Lucile Sellors, '97, is teaching at her home in South Haven.

Miss Mabel Honeyman is assistant in the high school at Grand Ledge.

Miss Mabel Peters, '03, has seventh grade work at Petersburgh.

Mr. Arthur Farnen, '96, is at present located at Silver City, Idaho.

Miss Ida Hischke, of Detroit, is teaching in the primary department at Delray.

Mr. E. E. Ferguson has started his ninth year as superintendent at the "Soo."

Miss Louise Brayton, '97, U. of M. '02, is this year at her home in Grand Rapids.

Miss Lucy Galloway is instructor in History and English in the Lexington high school.

Miss Lida Crebbin remains at Dundee, this year, with promotion from the fourth to the eighth grade.

The Misses Laura Harmon and Abbie Springer are teaching in Union City. Miss Harmon has eighth grade, Miss Springer music and drawing.

F. S. Tooze resigned the superintendency at Saline to accept the position of teacher of mathematics in Cleary Commercial College. He takes work in the U. of M. afternoons.

Mr. Harry E. Rice, graduate of the State Normal College, has charge of physics, part of the algebra, and a portion of the geometry work in the Ferris Institute.
Miss Abbie Lockard, ’97, is now Mrs. Clark Graves, of Charlotte. 
Miss Kate Alden, ’01, has returned to Grand Rapids for her second year. 
Miss Browne Bromley, ’89, is teacher of Latin in the St. Johns high school. 
Miss Zora Perkey, ’97, U. of M. ’03, is teaching in the high school at Charlotte. 
Miss Mabel Langford, ’00, together with her sister, Mrs. Arthur Dostick, will spend the winter in California. 
The Misses Eugenie Newhouse, ’03, Franc Harris, ’03, and Carolyn Keltie, ’03, are teaching in Benton Harbor. 
Miss Margaret Marshall, ’98, teaches English in Lapeer high school. Miss Bertha Reed, ’00, teaches science there. 
Mrs. Mabel Falconer, ’03, is having marked success as a teacher of English and history in the Charlotte high school. 
Miss Gertrude Mitchell, ’98, is one of Hillsdale’s most popular teachers. Hillsdale is to have a new high school building. 
Miss Lulu E. Pickett, ’95, was obliged to give up teaching on account of poor health, and is now general agent in southern Michigan of Royce’s Extracts. 
The Misses Day and Gudie are teaching in the grades at Charlotte. Miss Genevieve Germaine, who finished her work in the summer school, also has charge of second and third grades there. 
Miss Helen Campbell, ’03, is teacher of English in the Woodland high school. She writes she is finding her work very pleasant, but she still misses the work of the gymnasium, which she enjoyed here. 
Ivis Parker, of Ithaca, last year preceptress in Oriou high school, was married in August to Professor James Sturgis, of Oklahoma University. Miss Parker is a graduate of M. S. N. C., and Mr. Sturgis of the U. of M. 

Mr. W. D. Cramer, of Ypsilanti, graduate of the State Normal College, also a graduate of the University of Michigan, is Mr. Masselink’s successor in the department of biology in the Ferris Institute. 
Cards have been issued announcing the marriage of Miss Pearl Langley to Mr. Robins Rayner, of Mason, Wednesday, November 18. Miss Langley is a graduate of the M. N. C., and was for several years a very successful teacher in the Mason schools. 
J. W. Martindill, head of the Commercial Department at Warren, Pa., writes: “I am enjoying the work here. Never a day passes but what some feature of the Normal work is of use to me. Normal schools are the places to prepare teachers. My best wishes for the Michigan State Normal College.” 
Miss Aleita M. Fox, of Ft. Myers, Fla., writes: “You can have no idea what the News and the News Letter are to us, who have been at the dear old Normal, and are now scattered in all directions. Through these papers we can keep track of the old friends, and also keep in touch with the College and the Faculty.” 
Miss Maveety, principal and teacher of geometry at the “Soo,” sends the following list of Normalites located there: Miss Birdelle Sprague, history teacher; Miss Ethel Macdonald, sixth grade; the Misses McLaren and McClinton, kindergarten; Miss Gordon, sixth grade; Miss Clara Lake, fifth grade; Miss Whiting, special teacher in music; Miss Edna Ballard, special drawing teacher; Messrs. Dennis, Ireland, Russell, Coruish, and Lake, principals of ward schools; Misses Pearl Howie, Ina Gilray, Lockard, Jean Scanlan, Gertrude Sharpe, Walsh, Helen Morse, Lottie Lawson, teachers in ward buildings.
Miss Carrie Taylor, '96, is principal at Woodmere, a suburb of Detroit, and enjoys her work very much.

We have learned that Superintendent La Bounty has taken Munising by storm. Mr. La Bounty is an alumnus of '98.

Miss Ruth Johnson, '03, is high school assistant at Hartford, Mich. She is enjoying the work and making many friends.

Miss Ida Pierce, '96, U. of M. '03, is teaching mathematics in the Big Rapids high school. Miss Ida Brown is also there.

Miss Emma Loughnane, '97, is principal of the Lapeer high school. Miss Alice E. Johnson, '97, teaches German and French there.

The friends of Mrs. Vera Rankin Grawn, '98, will be pleased to know that she is pleasantly situated in Munising. Mr. Grawn is a physician at that place.

Mr. R. D. Calkins, '97, after a year's leave of absence, has resumed his duties as teacher of geography in the Central Normal school. Mr. Calkins was one of a party from the Chicago University who traveled through the western states during the summer on a zoological excursion.

O. S. Flanagan, instructor in history and English for two years in the Allegan high school, is now superintendent the schools at Middleville. Mr. Flanagan received the M. Fd. degree from the Normal College in 1901, and the M. A. degree and life certificate from the U. of M. the same year.

INVITED TO ST. LOUIS

Recognition of the good work done by the Normal Chorus, now assimilated with the Choral Society, comes through the invitation recently repeated, to attend the coming Exposition at St. Louis, and be among the number of singing societies that will compete there for the rewards of honor and the prizes to be given by the Directors of the Exposition to the societies adjudged the best. To make the contest even the competitors will be arranged in three groups: The first class to consist of societies from ninety to one hundred and twenty members; the second, from seventy to ninety; the third less than seventy; no society is to be allowed more than a hundred and twenty singers. There are six prizes, the largest of which is $4,500.

Of course it is not yet known what competitors will appear. Invitations are sent to prominent societies throughout the country. Boston and New York, Philadelphia and Chicago, will doubtless respond by sending perhaps several societies each.

Our immediate question is Will the State of Michigan respond at all? People from Ann Arbor who heard last year both our chorus and the Ann Arbor one declared our organization superior, and perhaps they had reason. But if the chorus at Ann Arbor, the "Athenus of the West," famous for its music festivals, is not superior to ours, then from where in Michigan is a better to come? The fact is Ypsilanti has something to be proud of before all the world. Can it not make at St. Louis a demonstration of the fact?

It is splendid. The News Letter merits the name—breezy, newsy—it helps us to forget we are far away and yet reminds us of what we miss. The magazine with its "two eighths and a four" are so strangely familiar as to cause one to turn proofreader once again. I like it all. You are certainly to be congratulated.

Very sincerely,

AMA STEVENSON, '02.

Winona, Minn.
Everybody go to Hillsdale.

Ask Travis if he enjoyed his walk Saturday.

Miss Meta Mercer spent Sunday in Detroit.

Sixteen men went to the Michigan-Wisconsin game.

The only "want" yet unfilled—gas for the News office.

Miss Bormor, of Albion, has been visiting her sister, Miss Iva Bormor.

Miss Eva Mohr has been entertaining her father and sister, of Blissfield.

Mr. Hamill, in Analytics:—"H plus y plus most anything, equals zero."

Mr. J. M. Munson, '03, of Clarksville, was a visitor at the Normal Saturday last.

Miss Frances Madison spent a few days last week at her home in Battle Creek.

Mrs. F. A. Holbrook was the guest of her son, F. W. Holbrook, over Sunday.

Students can get home-cooked food at 811 Ellis St., across from the gymnasium.

Dr. and Mrs. Hoyt entertained, Friday evening, in honor of Dr. and Mrs. Clyde Ford.

Mrs. A. J. Stilwill and daughter, Verna, of Grand Rapids, spent Sunday with Pearl Lilly.

Miss Whitney, '97, who is teaching at Delray, spent Sunday with her brother who has just entered the college.

The students' reception given by the Girls' Club at St. Luke's parish house Wednesday evening, was very delightful.

Through letters received from Kalamazoo, we learn that a Normal club has been formed, which is limited to persons holding Normal certificates. The Club has for its object, intellectual development and social culture.

Miss Edith Crane called on old Normal friends Saturday.

Miss Grace Comstock was in Ypsilanti Saturday and Sunday.

Miss Lou Young spent Sunday at her home in Mt. Clemens.

Miss Herrick, of Jackson, visited Miss Isabel Goodison, Sunday.

Miss Eliza Cook entertained Miss Sarah Duncan, of Owosso, over Sunday.

Some new supplementary reading has just been put into the training school.

Miss Alice Cooper, of Howell, spent Sunday with her sister, Miss Grace Cooper.

Miss Laura Matlock, of Owosso, has been visiting her niece, Miss Nettie Rush.

Superintendent Field, of Birmingham, visited the Normal Saturday morning with seventy-five of his students.

Basketball is well under way. Graham, Hayward, and Morris, of last year, are back and the new material is promising.

Waiter:—"Do you want an ice cream sundae?"

Normal Student:—"No, I want it now, please."

Dr. E. L. Norton, who was acting professor of the History and Science of Education, during the absence of Professor Hoyt in Germany two years ago, is attending Chicago University this year.

New pictures have been added to the training school collection during the summer and fall, sixty-five dollars having been invested. Every year there is an entertainment given in the gymnasium, which illustrates the work done by the children in physical training. A small admission fee is charged and the money received is devoted to purchasing reproductions of the masterpieces in art.
Miss Nellie I. Richmond writes from Crystal Falls: "I am in charge of our High school library. Please send me the publishers of Poole's Index."

Mr. Albert C. Stitt, '99, superintendent of schools at Almont, visited his parents over Sunday. He and five of his high school boys attended the Michigan-Wisconsin football game at Ann Arbor.

The seniors elected S. E. Crawford, of North Branch, as business manager of the Aurora, and appointed Fred McKay, and Misses Paulson and Loomis a committee to confer with the faculty concerning the choice of the other members of the board of editors.

Oblutary

The sad news of the death of Mrs. W. R. Hulbert, who was formerly Miss Minna Ackerman, has recently been received here. Mrs. Hulbert passed away Oct. 9, at her home in Bay City. She was a member of the class of '96, and while here made many friends. Much sympathy is expressed for the sister of the deceased, Miss Emma Ackerman, who was assistant in mathematics here under Dr. Smith.

Prize Announcement for High School Students

The Normal News Letter offers a cash prize of FIVE DOLLARS for the best short story submitted under the following conditions:

**CONDITIONS**

1. The contest is open only to students in the high schools of Michigan.
2. The story must not be less than 800 nor more than 1200 words in length.
3. All stories must be submitted before January 5th, 1904.
4. The Normal News Letter is to have the privilege of publishing all stories submitted. A year's subscription to the Normal News and News Letter will be sent to the writers of all stories so published.

**SUGGESTIONS**

Do not write your name on the manuscript. Use a *nom de plume*.

On a slip of paper write your name and address and *nom de plume*, place in an envelope, seal and mail to the Normal News Letter the same day that you send your manuscript. In this way the judges will be prevented from knowing whose story they are judging and absolute fairness will be secured.

The names of the judges will be announced later.

"He who thanks with the lips
Thanks but in part,
The full, the true thanksgiving
Came from the heart."
Societies

SORORITIES

ALPHA SIGMAU TAU

After adjournment of the last regular meeting Miss Notton entertained the sorority at her home.

An informal meeting was held Thursday evening to pledge Misses Ruby Hazen and Belle Magers.

George Bair, of Hillsdale, was the guest of his sister, Miss Emma Bair, over Sunday.

Miss Violet Brown, one of the pledged members, is confined to her home in Jackson by illness.

PI KAPPA SIGMA

Friday evening, Nov. 13, the Pi Kappa Sigma sorority initiated the five pledged members, Maud Hoover, Della McCurdy, Eulalia Dickenson, Savannah Marshall, and Bessie Beedle. After the ceremony a banquet was served, Miss Thompson making an excellent toast-mistress.

Miss Dickenson and Miss McCurdy recently entertained the sorority.

Thursday evening Miss Hoover served chocolate to the sorority.

Miss Lucy Brown, '03, spent Sunday with the girls at the Woodman House.

SIGMA NU PHI

The regular meeting of the Sigma Nu Phi occurred Saturday evening.

The sorority entertained at a card party Friday evening.

CLUBS AND SOCIETIES

ATHENIUM

The preliminary debate was the special feature of the meeting, Nov. 13. As a result Mr. Crandall was chosen to represent the society in the final debate.

The solo sung by Miss Ellison was well received. We appreciate very much the help given by the Conservatory students.

Miss Ballard's program at recess was especially entertaining. Maro and Marconi combined could hardly produced a like effect upon a victim as was produced by Miss Ballard's methods of mesmerizing and electrifying. Mr. Allen and Miss Holbrook stand ready to testify that Miss Ballard is an expert.

The joint meeting, Nov. 20, was full of Thanksgiving cheer. A special program was rendered. Both Crescents and Atheneums joined their efforts in making the evening a very enjoyable one.

OLYMPIC SOCIETY

The debate upon the evening of the 13th proved to be a battle royal. Eighty young men and one young lady took part, and all of them did so well that the judges, Professors Bowen, Magers, and Mellen-camp, had some difficulty in making a choice. It was finally decided that Mr. Bolender should have first place, while second honors went to Mr. McKay. Mr. Bolender will represent the society in the final debate. The interest taken in the debate forebodes dark things for M. A. C.

After the debate Miss Kelley, accompanied by Miss Willetts, gave a solo which was well received.

Mr. Shaffer told of a thrilling experience which he had passed through. We wouldn't have believed it of Mr. Shaffer.

As the regular meeting of the society would come during the Thanksgiving vacation, the society met last night and gave an excellent program.
A full attendance at all meetings is desired. There are many applications for membership which cannot be accepted. Some who do not attend are keeping these people out of the society.

Y. M. C. A.

Subject for Sunday, Nov. 22, in the regular afternoon services,—"Where are the Nine?" Mr. Milliken, leader.

New Books and Reviews

Although the Alaskan boundary question has been settled, it is still worth while to read Elizabeth Robins' article on it in the Fortnightly for November. After an introduction in which some very true things are stated about government of dependent territories, among them this: "If any need be well understood, if any place be wisely governed, it will be done by men, a part of whose life the problem is," the article assumes the form of a dialogue between the passengers of a Yukon steamer on which the author was journeying, who express their opinions of the boundary question.

"The world is becoming a vast industrial condition" says President Thwing of Western Reserve University in his article on College Training and the Business Man, in the North American for October. The college man in the industrial world is worth more than the same man would be without a college education. He has been trained to think swiftly, systematically, accurately. He is prepared to learn business of any kind and avoids the narrowing tendency of possessing only one kind of knowledge. In business for a time he will be behind the man who went directly to work from the high school, but eventually will pass him.

No attempt is made to discover the general advantages of a college course, but numerous quotations are made from the letters of men prominent in the industrial world which tend to prove that the college-bred man lives more successfully.

"The Labor Union Conquest of the United States" is the title of a scholarly article by Professor W. Z. Ripley in the World's Work for November. Tables and diagrams are given comparing the growth of Trade Unions in Great Britain, Germany, France, and the United States and the phenomenal development of Labor Unions in and during the last three years. Four causes are given for this: The national prosperity since 1897, the spread of the so-called combination idea in industry, the success of the anthracite coal strike, and the natural acceleration of the labor movement. Time alone can determine what the future of labor organizations will be.

THE JONES' READERS

A careful examination of a new set of readers prepared by President L. H. Jones of the Normal College, impresses one at once with the author's thorough knowledge of children, their possibilities, and their natural development; and that his aim was the awakening of interest and the formation and education of the ideals and tastes of young people. The subject matter includes the child's natural sympathies, activities and interests, but surrounds all with such an ethical atmosphere that it must quicken the sensibilities and bring out the best that is in him. The many lessons of kindness, courage, obedience, industry, thrift, true manliness, and patriotism, so quickly appreciated by the pupils without comment from the teacher, lay early the foundation for useful citizenship.
The books contain many selections from the masterpieces of English literature, including both the older classical productions and the choice extracts from many of the latest and most popular writers. A generous proportion of poems has also been included, a result of the author's careful observation of children's progress in language. They delight in rhythm, master verse easily, and through reading and memorizing poetry become acquainted with the thought and the vocabulary of good literature more readily than is possible through the study of prose.

The Jones' Readers promise to be a great aid in helping pupils to select their own reading. Through these books the child will make the acquaintance of such authors as shall be helpful and stimulating and will learn to appreciate good literature, full of thought and study.

--

Patient (sick with the measles): "Do you think I ought to go to a warmer climate?"

Doctor: "Great heavens, man, that's just what I'm trying to save you from." —Ex.

Two Wall street brokers named Uriah Cachem and Irving Skinem, put out this sign: "'Cachem and Skinem.' They thought this was awkward, so they added their first initials, and the sign read: "'U. Cachem and I Skinem.' Did they improve the sign by the change? —Ex.

"Where are you going, my pretty maid?"

"Collecting souvenirs," she said.

"May I go with you, my pretty maid?"

"My fad's not spous, kind sir," she said. —Ex.

Professor in English to junior's first attempt: "This is the worst cration I ever saw. I believe I will send it to your father." Junior—"You can if you want to; he wrote it." —Ex.
Spalsbury's Drug Store.

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