1903

Normal News, October, 1903

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Gives review courses for persons wishing to prepare for county and state examinations.

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Frederic H. Pease, Director

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For circulars concerning terms and tuition apply to

MARIE GAREISSEN, Secretary
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The Golden Knight

MINNA IRVING

A SLIM young knight in golden mail
Came riding down the field;
Of yellow metal was his lance,
His cass and his shield,
And yellow was the waving plume
That danced upon the breeze,
And yellow, too, the silken curls
That rippled to his knees.

He halted by a silver stream,
And in the moonlight pale
The chilly dew like jewels shone
Upon his gleaming mail.
A wind that told of coming frosts
His saffron feather shook,
And sent the red October leaves
In showers upon the brook.

But all along the eastern sky
A blinding glory came,
As morning robed the hills with light
And crowned the woods with flame;
And when I saw the golden knight
In glittering armor pass,
A slender spray of goldenrod
Was tilting with the grass.
The School as an Institution

The school house is everywhere a fit companion of the church, and neither of these ever breeds anarchists. As we advance in civilization, the school house will ever be more and more a center of the social and literary life of the people. The doors of the school house should be open all day and every evening. Everyone should find here the opportunity to pursue by day or evening whatever subject most interests him, or will most advance him in his work in life. He should find here books and teachers and companions in study; and when our ideas of civilization shall have advanced sufficiently to demand these facilities for all, saloons will lose half their patronage and police courts half their work.

But it is of the public day school that I intended chiefly to speak. The school stands side by side with all the other uplifting influences of the community for the betterment of human living. In doing its work it touches every home in the land,—it joins hands with fathers and mothers in the care and culture of children. This close relationship of the school and family accounts for the deep interest taken in schools by all men and women who care for the refinements of living. As life grows more complex the family relies more and more upon the school to care for the children. The presence of little children in the home is the source of the tenderest and sweetest pleasure known to human kind. The child in its undeveloped state is very interesting and lovely,—as a child; its very helplessness interests us all, appeals to the mother-heart and the father-heart. All the world loves a little child. But in its overgrown, undeveloped state, the child ceases to be either lovely or interesting. It is the true work of the school to lead the child through these years of growth—from immaturity to maturity, from weakness to strength, from ignorance to intelligence, from incompetency to capability, from mere fancy and caprice to moral purpose:—this is education, and to accomplish this is the true purpose of the school. The school should take the child into the kindergarten department and through the plays and games, develop his social nature, his ability to entertain himself, with a sense of fair play as a basis for citizenship in later years. It should develop his power of invention, his imagination, and through stories told or read to him should develop in him a longing for a knowledge of the elements of literature and history, and a knowledge of the natural world about him; so that when he enters the first grade of the school he shall desire to learn. Half the battle of his education will have been fought and won when he has been trained to love school and study. From this point progress is easy, if there is suitable cooperation between the home and the school. In the lowest grades of
the school the child learns to read and write that he may communicate better with his fellows, and enter into the enjoyment of the treasures of literature. It is through the power to read that the daily paper becomes the greatest force of civilization, spreading everywhere a panorama of the world's life, revealing the good and the evil, and showing that ignorance and wickedness inevitably lead to misery and wretchedness. By writing, the pupil sees how his own thoughts when expressed become of worth to others, and he himself becomes a world force. In this way his character grows as his intelligence increases. In arithmetic he learns how to count things and to know their value in combination with others of their kind. He is fitted to transact business because he can add, subtract, multiply and divide, and balance accounts. He hereby sees that large numbers in practical affairs mean great forces, and that if he would conquer obstacles he must divide them into small groups, and master each group separately. In geography he learns where important places are, and what makes each part of the earth useful to man. He learns the conditions under which the articles which make up the raw materials of his food, clothing and shelter are produced, and how these are manufactured into useful articles. He sees the conditions under which commerce is produced, and finds himself a citizen of the whole world by reason of the sympathies which his knowledge of each region has developed for the people who live there. He gets here a glimpse of the great world drama which is each day played on the world’s stage. He finds his own place in the hurry and bustle of business. He sees, at least dimly, the uses of society as each day he finds himself, through the organization of the occupations and great industries of the world, the beneficiary of the world's work, employing in his own service each day millions of his fellows, and receiving for a mere pittance more conveniences than he could command by himself if he owned the entire world. Thus while learning geography directly, he is indirectly, but very effectively, learning the great principles that underlie social and political economy.

Throughout the elementary grades the child is led step by step through the elements of American history, reaching in the higher grades an elementary study of the Constitution of the United States. Each year the child rises higher and higher in the appreciation of our institutions, as year by year he learns the elements of our national history. I am far from believing that citizenship in any narrow sense is the highest aim of public education. It is rather citizenship in that larger sense, including all that belongs to true manhood and womanhood, that is the proper ideal of education. It is the purpose of education to

"Ring in the nobler modes of life,
With gentler manners, purer laws."

In government and in other social institutions we say, "In God and godlike men we trust." To help produce such men, and women capable of being their equals and helpers, public schools exist. The supreme importance of manhood and womanhood, that is, of character, as an end in education, leads us to begin early in teaching American history to study the lives of our great and good men and women. America is supremely happy in the long list of its noble and heroic citizens. Indeed our country's history contains in itself all the elements of inspirational biography. The list is a long one,
of those who in all ranks of our common life, in humble home or public duty, have stood for truth and righteousness. It was a loving fancy that led the disciples to represent Jesus as saying that virtue had gone out of Him, to the one who in adoration had touched but the hem of His garment; but the actual fact was much stranger than this—the fact that wherever He went religious influences went out from His character to touch with transforming and redeeming power all who came, or ever will come, within its range; and many men and women, before and since the Christian era, have helped to uplift the world by the magic touch of a noble personality. It is especially a source of inspiration to the young to study the historic characters that teach through history the nobility of human life. Time would fail to tell of Lincoln and Grant, of Wendell Phillips and William Lloyd Garrison, of Lovejoy, of William McKinley,—of Harriet Beecher Stowe, Mary A. Livermore, Julia Ward Howe—men and women who dwelt among us, and who hid not themselves from contact with the common people. The lustre of these great names is not dimmed by the fact that they were our neighbors and friends. They have justified and glorified life for us. It is to the study of characters like these that American history in the elementary grades in our schools leads. With story and poem and song their acts of self-sacrifice are impressed upon the youthful mind, until his heart beats quick and the face flushes with the fire of patriotic feeling. He would be wanting in all the elements of young manhood whose blood would not course through his veins more rapidly while listening to the stories of heroic daring and patriotic devotion of these men and women. James A. Garfield, riding at break-neck speed across the hotly-contested field of Chickamauga, to deliver his message to General Thomas, presented a spectacle not excelled in heroic daring or devotion to simple duty in the face of the greatest personal danger by any similar occurrence at Waterloo or Jena; while William McKinley, a youth of nineteen with a commissary-sergeant's bars on his arms, driving a six-horse team loaded with provisions for his fainting comrades across the bloody field of Antietam, presented a spectacle of moral grandeur never equaled by Napoleon at the time of the first Empire. But it would be tedious to continue here the list of noble figures, who in the years during, preceding and following the Civil war, conspired in noble cooperation to make life sweeter and more wholesome. Besides the long array of statesmen and warriors there have not been found wanting those who in gentler walks have sweetened and ennobled life—sung our songs, written our epics, set our ideals, and in other ways have beautified and strengthened our lives. What more could be needed than that our youth should read "Paul Revere's Ride," "Sheridan's Ride," Lowell's and Whittier's poems "On Slavery," or sing "Marching Through Georgia," or the "Battle Hymn of the Republic," or fill the young heart with love of country so deep, so vital, that it will summon up the blood and stiffen the moral sinews, should a national crisis again call for patriotic sacrifice. I feel sure that school work of this kind will justify the words of the poet:

"Long live the good school, giving forth year by year
Recruits to our manhood and womanhood dear;
Brave boys, modest maidens, in beauty sent forth,
The living epistles and proof of its worth.

"In and out let this young life as steadily flow,
As in our broad harbors the tides come and go;
And its sons and its daughters in prairie and town,
Remember its honor and guard its renown."
THE frequent visitor thinks he has obtained a pretty fair notion of Harvard when he has attended service once or twice in Appleton Chapel; strolled through "The Yard" (you must never walk through a college yard); and obtained perhaps a dozen glimpses into students' rooms, each succeeding one varying from the first one only in the greater or smaller amount of crimson displayed and in the arrangement of the various distinguishing and distinguished trophies. Each of the latter has a meaning, but it is far too occult for the wayfaring man to understand. Speaking broadly, the former bears the same relation to Harvard as the Eagle to the Union: both are symbols, oftentimes misinterpreted, always revered.

Our hypothetical visitor has perhaps visited one of the large lecture rooms where from two to five hundred students gather and listen very attentively to words of wisdom and counsel—when they become weary of amusing themselves in other ways. Perhaps he may even be so fortunate as to meet some distinguished Professor, or more fortunate still, hear the President of the University deliver a short address. He visits, of course, the Museum of Art, the Library, Memorial Hall. In the transept of the last-named he reads over reverently in the dim light the names of Harvard's heroes who fell at Chancellorville, at Fraser's Farm, or on that bloody field at Cold Harbor. Above the names are the blackened and tattered battle flags, fit emblems indeed of those stormy days.

If he has been so fortunate as to see and hear all these things, and to see in addition—and hear—one of the great athletic games of the year, when twenty, thirty, and even forty thousand people come out to watch twenty-two brawny fellows kick a pigskin over a gridiron, he has truly obtained a more or less fair idea of many of the things which to every Harvard man are extremely precious and which become a part of his memory beyond the power of time to destroy.

Yet all of this were the merest platitude if unrelieved by a statement of those essential qualities which have made Harvard the greatest American University. For there are great teachers and great thinkers in other universities as well; other universities may have halls and laboratories as fine as any in Cambridge; and I dare say that students in other universities maintain as high a regard for scholarship and athletics as they do here. But besides these there are qualities unique in Harvard. And all this apart from location or traditions of famous men or that attractive background of historic association. Were it not so she could not continue to attract the numbers that she does, nor attract from such great distances. For we today have not such extreme reverence for a thing or an institution simply because it is mouldy on the outside or because some man whose name is in a book once lived there. It must possess attributes which stand for a universal manhood.

First of all there is her intense democracy, sometimes almost studied in its intensity. It infects teachers as well as students. You would smile, I am sure, at many of the incidents which make this fact apparent. Trained to more or less reserve (too frequently we mistake that for something worse!) the men in the
East, especially towards a student from the West, attempt the breezy, free-and-equal, happy-go-lucky style of greeting and association. Some hit it off pretty well, others are fearfully bunglesome—the result being as incongruous as the sight of an Indian in Copley Square. Both classes however are sincere, which is the main thing. You can see very clearly what is behind the forced action: an attempt to live down the charge that more and more is Harvard becoming aristocratic and a University of classes. Of course there are snobs here as elsewhere—Stanford or Michigan. This is no reproach to the place. Indeed, Harvard has a distinct advantage here. Her snobs are gregarious. When they sally forth they move in one great snobby herd. Now the yard has innumerable exits, walks, paths and trails. Choose the one least contaminated and rest assured that after one sight of the lepers, you will not be wearied again for the rest of the day.

Closely allied to the quality of democracy, possibly growing out of it, is the quality of fairness. If you wish to learn the meaning of this word take a course of lectures in Philosophy to Dr. James. Even though you should think but one thought in two months, he'd be sure to discover that one and place your name, at least for the moment, beside that of Socrates. Fairness equalizes a class, drives the too-brilliant man (you know what I mean) into a corner, and says to the mentally poor and needy: "Keep a-going; you're worth while." Fairness in a scrimmage checks the brutal kick; in the laboratory it keeps your note-book inviolate.

Democracy and fairness—the third is candor. Candor is frankness refined for one can be frank and yet brutal. It walks nearer the line; it makes finer discriminations; it is the instinct of a gentleman. You cannot buy it or beg it or find it. Like the colored parson's 'sperience, "it comes," but always slowly, like every fine quality. The particular Harvard brand puts you above suspicion in the minds of your associates and teachers. And this regardless of your meanness or greatness as a student, or social or athletic leader. I once heard a Professor say to a man who thought that his prominent place on the football team and friendship with the Professor in question insured him against criticism: "Just take a running look at those marks, will you please? Mr X., it's a hard saying, but you've been 'sponging' on me." The saying was hard. For "sponging" means anything if it means candid. Uncandid is almost expressed by the word unmanly. It is possessed in inverse ratio with self-respect. Witness the German for it. Dishonesty lurks just behind the word. Candor makes a teacher fearless; it keeps a student honest.

There is a fourth quality, not so vital to the individual perhaps, but surely as important to the nation. It is the quality of cosmopolitanism, hardest of all the qualities to rightly appraise. At one table in Randall Hall there were twenty-two of us representing fourteen or fifteen states, from Colorado to Maine. There are fifty such tables in Randall Hall alone. Even then you have accounted for but a fifth of the entire number of students. Go to a Club meeting and you chat on one side with a man from Texas or Manitoba, on the other with a farmer's son from Maine; or a man who has been within the Arctic Circle; or first broken trail between Great Slave Lake and the Mackenzie; or who can tell you more about the Abitibbie and the Le Teur than you can find in Conjurer's House or The Great...
White North. Some have never before been outside their home state, others have circled the globe. Perhaps the latter is especially true of the Department in which I was most interested, but in some degree it is true of all. In a certain course in English I have heard many interesting and informal descriptions of journeys to Paris, rural England, or the Alps. You can scarcely have even the smallest part in the social life there without coming into contact with men from widely different sections of the country.

All this breadth of condition means a broadening of the individual. You have held certain ideas about the negro question or labor conditions in the South. Here is a man from South Carolina, say, who has studied the problem from childhood. Prejudice aside, it is safe, even ultra-conservative to say that he ought to know just a trifle more about it than a great many in the North. Talk with him ten minutes and see if he doesn’t teach you something. You have bigoted ideas about certain questions of religion or politics or society. Your neighbor is exactly your opposite in all his beliefs. Isn’t it worth while to discuss the questions with a candid admission in the beginning that you are different and want to get the other’s point of view? It is truly amazing how little real difference there often is. A great university with a fair, candid, democratic and cosmopolitan student body is one of the greatest preventives of sectionalism. ‘‘Hello there, old man,’’ is breaking down barriers. Murphys isn’t going to forget it, nor Doc, nor Pope, nor Judge, nor Skinny, nor Stick, nor Deacon, nor all the rest of us, are we, fellows? You may not hear the answer, dear reader, if you do, you will understand.

The best commentary on these qualities is found in the character of the numerous attempts which have been made to write a Harvard book, picturing fairly students and teachers alike. Such a book has not been written. Time and again has it been attempted, but as yet without success. The man who writes a truly Harvard book has before him the task of expressing more varied scenes, ambitions and far-reaching plans than most men need in an analysis of the motives and schemes of a group of fictitious characters. A case where truth is indeed stranger than fiction. Never, until a young man stands within the gates of a great university, living a part of its life, doing a share of its work, can he appreciate the immense resources of culture and power in such a group of teachers and five or six thousand young men, coming together from every state in the Union, every country on the globe. Nor must one forget to include in any category of resources, Harvard’s annex, Radcliffe, where girls go to school. And because they are loyal and well-behaved and really do a huge amount of work—for girls, they are permitted to wear the Crimson, and permit themselves the regulation stride.

A year ago, Mr. S. E. Johnson, wrote ‘‘The Cult of the Purple Rose.’’ Wiser than his predecessors, and conscious, apparently, of his inability to express this many-sided and complex life, he prefaced the book with the sub-title, ‘‘A Phase of Harvard Life.’’ Even with this avowed limitation of the book in mind, it is difficult to pronounce it other than a failure. It represents not even a phase. It takes old-fashioned ideas about colleges and students and Professors and smears them over with the paste of modern romance, and the result is to be the Harvard of today! And the reader who attempts from
this source alone to picture forth the life at Harvard gains no truer picture than he who, a jostling crowd about, stands in a modern museum and attempts to conjure up the field of Shiloh from the rusty helmet of a knight.

There is a Harvard book, however. Though different from all others, it is a very real and living book. Its pages are the days of a man's life, its words are the earnest of his soul. On some of the pages there are tears, on some the expression of a courage unbroken, always there is high faith and devotion. Each chapter is the record of a complete triumph. The book is President Eliot, friend extraordinary to Harvard and grandest man in the educational world of today.
A SUMMER ON THE HEIGHTS

That section of the Rocky Mountains lying in western and northwestern Montana is fast becoming a much frequented summer resort for lovers of the beautiful and students of natural science. And well it may! For where could be found a greater amount or variety of beautiful and instructive scenery? Here we find delightful camping grounds at altitudes ranging from 4,000 to 6,000 feet above sea level; hot springs and ash beds furnishing scientific problems without limit; while the varied influences of deep valleys, high mountains and sun-warmed slopes make oppressive atmospheric conditions unknown.

What a royal sense of exhilaration comes to one who has climbed to a sheltered spot under the pines on some high mountain slope? Constantly flowing in from far off western seas is a fresh, invigorating breeze, delicately charged with healing ozone, and laden with delicious odors from the pine forests. The huge spaces of earth and air carry with them a sense of force, kindly but enormous. It is no time for trivial thoughts. The mind goes back unconsciously to the time when "The world was so new and all," and "Everybody began fair." The simple, natural emotions brim to the surface, and involuntarily we exclaim—"Here is my throne, bid kings come bow to it!"

Truly it is good to have spent a summer "On the Heights." No better watchword could we carry into this year’s busy life than the mountain’s echo: "Be still, and yet be strong!"

CORA M. PAINE
Missoula, Montana.

SANTA CATALINA ISLAND

California, situated as it is on the Pacific, naturally boasts of innumerable sea-side resorts, all of which are very attractive; but the most charming place I have ever visited is about thirty-five miles southwest of San Pedro, on an island beautiful with mountains towering up and across the center, while on its crescent-shaped water front, within a bay, is Avalon, the "tent city."

Passenger boats leave San Pedro for Avalon twice a day, but the one that reaches there in the early evening is the most popular because of the beauty of the ocean and sky at night-fall. The tents and tent-cottages, the latter having a frame-work of boards covered with canvas, are arranged in rows. Eucalyptus trees line the streets and in many cases serve as porches for the campers.

The forenoon is usually spent down on the beach. The bathers dress at their respective camps and regardless of the distance, calmly walk up or down the main avenue in their bathing suits, often on their return stopping at the delicacy stores, their suits dripping wet.

Besides fishing, mountain climbing and other summer pastimes, I enjoyed the trips
on the 'two-side wheelers,' glass-bottomed boats, which pass every day along the coast. Looking down one sees the mammoth forests of sea-weed, the flowers, blue and white in color, and the fish of a bright blue and gold, the latter darting in and out among the rocks and sea-weed.

To have once spent a fortnight in the 'tent-city' is to carry away delightful memories of blue seas, radiant skies, lofty mountains and charming acquaintances.

Jessie Hammond, '03

Boston, July 7th, 1903.

I want to tell you about two or three interesting things, among the many which have filled the days of this week. You know you can not visit Boston without taking a run out to Cambridge to see the grounds and buildings of Harvard University. The great handsome gates, the beautiful grounds and Halls, the immense Museum, are all of too much significance to miss seeing.

In the Museum I saw a collection of glass flowers, which to me seemed quite the most interesting thing there. It appears that a Harvard botanist while traveling through Germany, found two glass-blowers, Leopold and Rudolph Blaschka, at work in their hut near Dresden. They were expert botanists and the three worked out the idea of making glass models of flowers. The first ones were made and presented to Dr. Ware in 1886 and since then two shipments have been made yearly. After the death of Dr. Ware the entire collection was presented to Harvard. Since the death of the elder Blaschka, Rudolph carries on the work alone and the process is kept a carefully guarded secret. Experts, who have examined the models, have pronounced them correct to the finest detail. There are imitations of all the most common flowers of our country and Europe, besides many others.

Over in Boston this afternoon we visited the Art Museum which stands on one side of Copley Square. The collection of paintings is very fine, especially the series of portraits done by John Singer Sargent during his recent visit to America. The portrait of James Whitcomb Riley was one which appealed to us most among this collection, on account of the delicacy with which the character of that genial poet is portrayed.

Leaving the museum we crossed Copley Square to the Public Library. One is impressed at once with the beautiful entrance hall and the noble inscription above the wide doors, 'All Are Welcome.' On its high vaulted ceiling are wrought the names of eminent men in letters, art, science, law, and public work. Great marble lions are on either side of the first landing of the staircase, and on the walls of the stairway and corridor above are decorations by Puvis de Chavannes. They represent 'The Muses Welcoming the Genius of Enlightenment.'

These are but a small part of the many treasures of art and literature which the library contains. The grand stairway itself might well have taken up an entire letter and I hope I may soon have the opportunity of telling you more about it all.

Sincerely yours,

Cora Ballo, '01
DOMESTIC SCIENCE AND ART

Beginning with the present school year, the Training School Department of the Normal College includes Domestic Science and Art in its curriculum, and the work in Domestic Science is offered as an elective to the young women of the college proper.

Before the work is understood, an opinion prevails to the effect that the students are taught simply to cook and to sew—that the result is rather a training of the hands than a quickening of the intellectual powers.

In connection with the practical work, opportunity is given for collateral reading, and as the subject expands the close connection of domestic science with history, nature study, chemistry, bacteriology, physiology, and hygiene becomes apparent. It remains for time to prove that it is a conserving factor in education instead of an isolated subject.

One of the primary objects of the work is to bring the home and school life into closer relation, and to awaken enthusiasm for the common duties of life, and a respect for self activity and the workingman and his tools.

Domestic science, or "household science" as it is sometimes called, embraces as a major subject, cookery, dietetics, marketing, serving, laundry work, hygiene, sanitation, and home economics. Domestic art incorporates cord work, weaving, basketry, sewing, embroidery, dressmaking and millinery. In schools which do not aim to fit the student for a professional career, the combined courses are usually limited to cookery, marketing, serving, and sewing. Cord work, weaving, and basketry are included if there is no manual training department.

Froebel placed manual training on a pedagogical basis. He believed in developing it in accordance with the natural development of the child—from thinking to construction. Like manual training, domestic science trains the whole body. For the average child, there is an irresistible fascination in doing and making things, and the special forms of activity which the work demands, stimulate the brain power of the dullest pupil. Through the mediums offered, abundant opportunity is afforded for self-expression. "The instructor's role consists in establishing for the student conditions which require observation, induce inference, inspire enthusiasm, create appreciation of knowledge under modified conditions, and develop the ability to see and embrace opportunities intelligently." The child is taught especially to be honest, neat and accurate.

It is believed that for the first four years it is not necessary to give different handwork to boys and girls. At the end of that time the work in sewing begins, and continues for two years. The instruction is of the simplest and most definite character.
With the exception of work in darning, mending, and the making of buttonholes, the use of models is deprecated. Unless circumstances prevent, the stitches are learned on articles which may serve a definite purpose. As far as is practicable a knowledge of textiles and the purchasing of materials is imparted. In the advanced work the aesthetic as well as the utilitarian value of sewing is recognized.

Instruction in cookery is given at present to the girls of the seventh, eighth, and ninth grades, and to two Normal classes. The aims of the course are well expressed in the following quotation from Ruskin:—

"Good cooking means the knowledge of all herbs, and fruit, and balms, and spices, and of all that is healing and sweet in fields, and groves, and savory meat. It means carefulness, and inventiveness, and watchfulness, and willingness, and readiness of appliance; it means the economy of your great grandmothers and the science of modern chemists; it means much tasting and no wasting: it means English thoroughness, and French art, and Arabian hospitality; it means, in fine, that you are to be perfectly and always, ladies (loaf-givers)."

The work of the first year will be the study of vegetables, cereals, sugar, milk, eggs, fish, meats, and flour mixtures. The plan for the second year is to give beverages, simple desserts, invalid diet, school children's lunches, and fancy cookery in modified form.

In all of the work the percentage composition, combination, and digestibility of the various foods will be studied, as well as the most nutritious, palatable, and economical ways of preparing the different food products.

From the practical work it is expected that the student will deduce the principles which underlie the methods of preparation, and that she will find cookery and physiology so mutually dependent as to feel the necessity as well as the desire to apply the knowledge in her own home.

Through a knowledge of the composition of the various foods and of physiological chemistry, it becomes apparent to the class that as the habits and conditions of individuals differ, so, too, their needs for nourishment differ, and the food should be adapted to their particular requirements. This information is then turned to practical account by using it in planning diets for different classes of individuals.

In all of its phases, the work should engender an appreciation of the value of saving in the cost and quantity of food material, time, energy, and utensils used in preparation, as well as making for healthful diet hygienically prepared and daintily served. It is hoped that a future generation may reap the results of an influence which is, as yet, in embryo.

ANNETTE F. CHASE

"We may live without poetry, Music, and art, We may live without conscience And live without heart; We may live without friends, We may live without books, But civilized man cannot Live without 'cooks.'

"We may live without books,— What is knowledge but grieving? We may live without hope,— What is hope but deceiving? We may live without love,— What is passion but pining? But where is the man that Can live without dining." [Lord Lytton.
The Library

ACCESSIONS to the Library fall under four heads—first, the books ordered by the several departments; second, general reference books and periodicals; third, text-books sent by the publishers, who are glad to have them on our shelves for examination and use; and fourth, Public Documents, both United States, and also State publications.

These books as soon as received are placed on the card catalogue case—where they remain until displaced by later accessions.

The most important acquisition to the Library during the summer is a complete file of the American Journal of Science in 164 volumes. Among the Government publications are the last supplement to the Revised Statutes, and the Statutes at large, to date.

The library endeavors to secure all books written, edited or translated by members of the College faculty and calls attention to the series of Jones' Readers in five volumes—noted below.

RECENT ACCESSIONS

Saintsbury, George, Earlier renaissance.
Rogers, B. H. tr., Comedies of Aristophanes.

Gosse, Edmund, Jacobean poets.
Newman, J. H., Historical sketches.
Clark, J. W., Care of books.
De Morgan, Augustus, On the difficulties of correct description of books.
Rodwell, G. F., Etna.
Scott, Kellett, Partition of Africa.
Spender, Harold, Through the high Pyrenees.
Kuizen, J., Das Deutschland.
Kelly, M. A. B., Leaves from nature's story book.
Creefton, Mendel—Thoughts on education.
Brown, E. E., Making of our middle schools.
Hyslop, J. H., Syllabus of Psychology.
Aristotle, Psychology.

Through the courtesy of the publishers.

AMERICAN BOOK CO., CHICAGO:
Baskerville and Sewell, School grammar of the English language.
Maxwell and Johnston, School Composition.

DODD, MEAD & CO., NEW YORK:
Singleton, Esther, ed., Great pictures seen by famous writers.

GINN & CO., BOSTON:
Blaisdell and Ball, Hero stories from American history.

HOLLEN, E. S., The Sciences.
Jones, L. H., Jones' Readers.
Long, William, Woodfolk at school.

MACMILLAN CO.
Carpenter, G. R., Principles of English grammar.
Scott, Foresman & Co., Chicago:
Clark S. H., How to teach reading in public schools.
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This Number Edited by Nellie McConnell

To those who have been readers of the
NORMAL COLLEGE NEWS
To Our Readers in the past, we trust this
number comes as an old friend calling up happy memories.

To those who are reading it for the first
time, we trust it will win a lasting place in
your hearts, because of the college it stands
for and because of the messages it will
carry.

In the first number of the NEWS LETTER
we told you something of the policy we
hoped to pursue, and we are glad to now
add that through the generous support of
the members of the faculty, students, and
alumni, we are seeing our plans mature.

"What time will the News be out?" is
a question heard many times Saturday
mornings. It is asked simply because the
paper and magazine are peculiarly students' periodicals and they are answering the
requirements of the same.

Our subscription list is growing daily. Many kind letters are received from alumni
friends, which are deeply appreciated by us. We hope to hear from others.

Although we are pleased with the reception
our paper is receiving, yet we find
there are still a large number of students
and alumni members of the college who
are not on our subscription list. Now is
the time to hand in your name. This is
the fourth number; why wait longer? You
cannot get along without it. It has some-
thing in it especially for you.

It gives us much pleasure to call atten-
tion to the artistic features of this number.
We are very grateful to the Misses Van
Cleve, Zagelmeier, Worden, and Smith for
their splendid help along this line.

A senior was recently heard saying, "I
do so regret I did not read
The Magazines the magazines more last
year." On inquiring we
found they are not read as much as they
should be. This is to be regretted, for
the little case in the northwest corner of
the library holds over one hundred of the
leading magazines of this country and
Europe. Great care has been taken in
making out the list and every department
in the college is well represented. Mag-
azines on the events of the week are there,
and why not have a special time to read "The
Outlook," "The Nation" or "Review of
Reviews." Perhaps you are teaching this
term. The English teachers will enjoy
the "School Review" for October. What
student can afford to miss reading the
delightful stories and splendid articles in
the "Atlantic Monthly," "The Century"
or "Harper's?" When we are out of
school we will long for the magazines
which are now at our command.

We are exceedingly fortunate in having
a librarian who finds it a pleasure to very
graciously give any suggestions or advice
as to what one may best read, when called
upon for the same.
Athletics

INTERCOLLEGIATE SCORES

Oct. 5. Kalamazoo 33 Hillsdale 0
Oct. 10. Kalamazoo 30 Olivet 0
Detroit Col. 6 Normals 0
Oct. 17. M. A. C. 11 Kalamazoo 0
Olivet 10 Hillsdale 0
U.ofM.Fresh45 Detroit Col. 0

The result of last Saturday's game, 23 to 0 in favor of Mt. Clemens, came as a keen disappointment to the Normals. But even in defeat, the college has every reason to be proud of its team. The boys put up a hard clean game and exhibited manly qualities that are worth more than any score. The spirit of the Normal College today is just as loyal to the team as it could possibly be if every unfavorable score had been reversed.

When Goldsmith was taken out of the game, injured, they had played but three minutes, and yet in that brief time, had carried the ball across the field far beyond the opponent's goal line.

The game began with two substitutes on the team and the added loss of Goldsmith at quarterback could not be replaced. They fought to the end and bravely faced the inevitable.

We have been beaten, it is true, but the Normal spirit is invincible. Some years ago at a Cornell game in which that college had been victorious, a visitor complimented one of the students on the enthusiastic spirit shown by the college roosters. "Yes," replied the one addressed, "But you should hear them when we are defeated."

A few weeks later, the same visitor witnessed a game in which Cornell was badly beaten. Instead of rushing for the gate the moment the game was over, the entire student body remained until the players left the field, cheering them with added vigor, and singing their college songs with a spirit that robbed defeat of its humiliation.

The Normal College is permeated with that kind of spirit, and whatever may be our fortunes on the gridiron this season, we are going to stand by our team and cheer them until the end of the last minute of the last half of the last game of the year.
Miss Mary Carpenter visited friends in Jackson over Sunday.

Miss Helen Kane spent Saturday and Sunday with her parents in Flint.

Miss Susan Mills has returned to her home in Mason on account of illness.

Mr. Jordan was in Dexter Saturday and Sunday, called by the illness of his aunt.

Miss Mabel Cross, who is now teaching in Woodmere, visited Miss Lynch over Sunday.

Mr. Hazel Wallace, of Oxford, was the guest of Messrs. Allen and Pierce Monday of this week.

Miss Isabel Balfour entertained Mrs. Henry Slyfield, Miss Mayme and Mr. Harry Slyfield, of Detroit, last Saturday.

Miss Cochran and Miss Stanley, of the Detroit Public Library, spent Tuesday at the Library, the guests of Miss Walton.

Misses Eva June and Besse Merritt gave a fagot party last Friday evening. All had a delightful evening. Refreshments were served.

Miss Lottie B. Turner, who is superintendent of drawing in Elkhart, has written that they have a beautiful, new library, the gift of Carnegie.

Miss Boardman and Miss Rowe are back in the Training School.

Misses Edna York and Katerine Chestnut saw Mary Mannering in Detroit Saturday.

Student Teacher: How can you tell the direction rivers flow?
Child: They are pointed toward the east.

M. A. Stewart, '99, who is studying for his master's degree in the University this year, visited the Normal one afternoon this week.

The editor or manager of the "News" will be found in their office any day at the following hours: 7:30-9:00, 11:00-12:00, A. M., and 1:00 to 2:00, P. M.

The officers of the senior class for the coming year are: Mr. B. E. Milliken, president; Miss Etta Loomis, vice-president; Miss Mary Ballard, secretary; Mr. R. Reinhold, treasurer.

Mrs. Julia McCarthy, '88, and Miss Kittie Sullivan, '90, of Detroit, who have recently returned from an extended trip through England, Ireland, France, Italy, Germany, and Switzerland, visited Ypsilanti friends last Saturday and Sunday, and reported a very enjoyable summer.
Miss May Heitsch spent Sunday in Pontiac.

Miss Kate Van Cleve went to Detroit last Saturday.

Miss Daisy Lonyo spent Sunday at her home in Detroit.

Miss Inez Clark spent Sunday at her home in Belleville.

Miss Lillian Sullivan, of Detroit, entered the Normal this week.

Miss Walton went into Detroit last Saturday afternoon on business.

Miss Sarah P. Worts, '99, is teaching in the Alger school in Detroit.

Miss Leila Arnold was the guest of Miss Leland last Saturday and Sunday.

Miss Catharine Cavanaugh was a guest at "Ingle Brook" from Friday till Monday.

Have you noticed the box for locals and other "NEWS" items in the hall leading to the library?

Miss Martin delightfully entertained the student-teachers of the seventh grade Saturday afternoon.

Mrs. Evelin Marvin of Lansing, and Miss Florence Cotharin, of Flint, have recently entered the Conservatory of Music.

Arthur L. Hogue, who was a student in the Normal in 1900-01, is at present traveling in Alabama in the interest of a lumber firm.

The equipment of the Domestic Science has been completed this last week. It is more complete than is often found in this department.

Miss Dona Stratton, '03, who is preceptor of the high school at Richmond, came Thursday and spent a few days with her friends in the College.

Societies

OLYMPIC SOCIETY.

Be looking up the question for the M. A. C. debate. It will be found in the NEWS LETTER for Oct. 10. Our representative for the final debate will be chosen Nov. 13. Let's have a place on the team this year.

Mr. Mussulmann was obliged to respond to an encore.

Miss Eagle gave us an especially fine recitation at our last meeting.

"Olympia" is going to "boom" this year. She couldn't have the heart to do otherwise after hearing our girls yell.

ATHENEUM

The Atheneums spent Friday evening (Oct. 16) with Eugene Field and James Whitcomb Riley.

The program was interesting and well rendered. The numbers consisted of selections from the works of the two authors and articles discussing the same.

The violin solo by Miss Manderfield and the readings given by Miss Eagle were excellent and well received.

After the program a business meeting was held for the purpose of filling some vacant offices and electing the debaters for the preliminary contest. Messrs. Osborne, Kennedy, Milliken, Reinhold, Hamill and Crandall were chosen by a continued ballot as the debaters.

Many new members were made welcome to our ranks during the evening, and with our full membership we are looking forward to a pleasant and profitable quarter.

WEBSTER CLUB

The decision in the debate on the Mississippi limitations to suffrage, last Saturday, was unanimous for the negative. Today the club debated the question:
"Resolved, That it Would be a Benefit to England to Adopt the Protection Tariff Policy."

Mr. E. L. O'Brien has been elected treasurer in the place of Mr. Hamill, who has resigned.

**PI KAPPA SIGMA**

A meeting of the Pi Kappa Sigma Sorority was held Monday evening and the Misses Eulalia Dickinson, Savannah Marshall, Maude Hoover, and Della McCurdy were pledged.

The Sorority recently spent a pleasant social evening at the Woodman House.

Miss Lucy Brown, a graduate of last year, spent Sunday in Ypsilanti.

**ALPHA SIGMA TAU**

Miss Clio Case, of Jonesville, a member last year, was a guest of the Sorority Friday and Saturday.

Miss Nell Silk spent Sunday in Detroit.

Only six of last year's members are back. Letters from the girls who graduated last June are full of wishes to be back in "old Ypsi" again.

**KAPPA PSI**

Miss Eva Chase, '03, was a visitor in Ypsilanti Thursday.

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**PROFESSOR CHAS. O. HOYT MADE DOCTOR OF PHILOSOPHY**

After six months' absence in Europe, Dr. Chas. O. Hoyt is again at the Normal College. Early in March last Mr. Hoyt resumed his studies at the University of Jena, Germany, where he has since been honored with the degree of Doctor of Philosophy. For about two years Dr. Hoyt has been working along this line and he has had for his major professor in pedagogy, Dr. Rein, while in his philosophy work Dr. Liebmann was his patron. For his graduation thesis, he discussed in German, "'The Supervision of Schools in the United States.'"

In the November magazine number of the NORMAL NEWS, a most interesting and delightful article will appear in which Dr. Hoyt will show why The Jena Summer School is so peculiarly great: what men are met there, the courses of study offered and an idea of the mechanism of the school. Those who have sat under Dr. Hoyt in his History of Education classes have felt his broad culture, and will look forward with pleasure to the coming paper.

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**DR. BLOUNT IN EUROPE**

The Athenaeum, (London) Aug. 22, speaks at some length of the "Arthurian Research in the United States" and shows how full of zeal and energy is the work being done by some of our greatest American scholars. In mentioning those who are doing special work along these lines the name of Dr. Alma Blount of the Michigan State Normal College appears.

Dr. Blount spent the entire summer in England and Scotland, being several weeks in London, where she continued her work on the Arthurian Onomasticon for all the languages in which any of the legends are found. While there she met many of the great students of England and was honored in many ways.

The Kalamazoo College Index contains an article of merit, "Liberty and the Negro," by Mr. W. I. Travis. He treats the subject in a sane, sensible way, displaying broad knowledge and deep thought upon the question. Mr. MacMullen also contributes a very creditable article upon "Modern Chivalry."
Misses Rossman, Sweet, Feeley, Downing, and Gassar, are all in Calumet this year.

C. D. Carpenter is principal of the Ontonagon high school. The climate of the Upper Peninsula agrees with him.

Professor L. H. Montras, '91, is happy over the remodeling of the schoolhouse at Hartford, Mich. $15,000 is being expended and it will be modern in every way.

Newell B. Wallace is located at Commerce, Mich., as principal of schools. He writes he is enjoying the work very much, particularly the development of a football team.

Miss Cora Ballou, '01, attended the N. E. A. convention at Boston in July, and spent the remainder of vacation in the western part of New York State. While in Brockport, N. Y., she was shown through the Normal there by President McFarlane, who is happy over the remodeling of the college buildings in that place.

Superintendent E. J. Quackenbush, '86, is still an enthusiastic supporter of the Normal College. Mr. Quackenbush will be remembered by many as the first president of the Crescent Society, being a charter member of the same. He writes us he has eight good Normal teachers among his corps of teachers and he shows he is still loyal to his Alma Mater.

Miss Jessie Baker, '94, is the new science teacher at Reed City, Mich.

Miss Meme Phillips, '91, goes from Vassar to the Midland high school.

A. L. Marvin, '91, is head of a prosperous resort, Portage Point, near Manistee.

Bertha M. Bentley, '98, is primary critic teacher in the State Normal at Cheney, Wash.

One of the readers of the News is H. B. McDougall, '93, now superintendent of the Carleton schools.

Mr. W. B. Hatch, '88, is president of the Business Men's class which meets every Sunday at 11:30 a. m. in the Presbyterian church of this city.

Superintendent Baxter stays at Oxford for his fifth year, at an increase in salary. Every teacher but the music teacher is a graduate from here, and they all get an increase in wages this year.

Among the students who received Ph.B. from the University of Chicago in June last, was Mr. C. B. Whitmoyer, who is now principal of the Ashbury Academy, San Antonio, Texas. In June, 1902, Mr. Whitmoyer was honored with the degree of B.Pd., by the Michigan State Normal College. We offer our hearty congratulations on these new successes.
Mr. Dwight Brewster, '97, is cashier in a bank in Hudson.

Miss Nina Ransom, '98, is principal of high school at Three Oaks.

Miss Louise Mullenhagen, '01, is principal of a ward at Dollar Bay.

Miss Bertha Fanson, '98, is now a member of the Albion corps of teachers.

Miss Ada E. Sweitzer is a student at the Indiana medical college, Indianapolis, this year.

Miss Emma J. Parmeter of M. N. C. is teacher of physical culture for ladies at Albion college this year.

Miss Ellen Hanes is engaged in high school work at Sanilac Center. Miss Helma Larsen, '03, is also located there.

Miss Jessie Hammond, '03, spent the summer in Ogden, Utah, Los Angeles, Cal., and on Santa Catalina Island. She returned east in time to begin her work in the third grade at Houghton.

The News was much pleased to receive a cordial greeting from Mr. C. B. Whitmoyer, Ph.B., Pd.B., San Antonio, Texas. He says, "News of former friends is a delight in this far off land. Texas needs about 2,000 of the best Normal graduates to put their schools in good shape.

Miss Loa Green, '02, continues head of the science department in the Big Rapids high school. Nearly $300 worth of physical apparatus have been given them this fall by the school board, and they are also justly proud of their well equipped chemical laboratory and conveniences for laboratory work in physical geography and botany.

Miss Aleida Peters, '03, is teaching History at Ionia.

Miss Katherine Kelly, '03, is teaching in Minneapolis, Minn.

Miss Carrie Tallman, '01, is teaching at her home in Belding.

Miss Margaret Monroe, '03, is engaged in departmental work in Ionia.

Miss Martha Warner, '95, returned to her work in Oxford College, Ohio, September 15.

Superintendent Fred Jeffers and wife, Cora Doolittle Jeffers, returned to their work at Atlantic Mine, September 2. Mr. Jeffers taught in Marquette Normal during the summer.

Mr. C. P. Steimle, '02, writes us from Hillsdale, "I am delighted with your sheet and in sympathy with your grand stand and rest-room." Mr. Steimle is this year principal of the Hillsdale high school, and is hustling as much as ever.

Mason schools are temporarily housed in churches, stores, etc., pending the completion of a new $25,000 high school building. Miss Viola Marshall, '97, is principal and teacher of Latin, Miss Clara Mullenhagen, '03, teacher of German and English.

Among the students who entered Radcliffe College this fall, is Miss Margaret Lockwood, one of the brightest and most capable young ladies in the Junior class of last year. Miss Lockwood is pursuing a course of studies in the geography department there, having special work under Professor Davis at Harvard. While in college here Miss Lockwood made a most excellent record indeed, and her many friends in the Normal wish her continued success.
Miss Fannie Day, '03, has charge of eighth grade at Niles.

Miss Lena Wood, '02, returned for her second year in Lexington.

Miss Olive Mareety, '97, is principal of the high school at the “Soo.”

Miss Elsie E. Cooper, '95, is teaching in the college at Jacksonville, Ill.

Miss Zelle Moody, '03, is teaching in the primary department at Chesaning.

The Misses Florence Perkins, Adelaide Thomas, and Grace Comstock, are very pleasantly located at Flat Rock.

Miss Edith Atkins '96, formerly teacher of mathematics in Traverse City, will finish her course at the U. of M. this year.

Miss Esther Clark, '96, returned to her work as principal of the Munising high school, with a very substantial increase of salary.

Mrs. Bessie Webb Darling, '00, entertained at dinner, Friday, September 18, to celebrate the first anniversary of her wedding. Mr. and Mrs. Darling are at home in Mason.

Benton Harbor high school now sails quite smoothly owing to the energetic work of Mr. C. C. McClelland, '02, their new principal. He has already shown the public that he is master of the situation. Good words are heard for him on all sides.

Mr. Leonard Righter, '01, has been busy this summer writing two manuals of experiments, one for his chemistry classes and one for his physic classes. The books are very practical and comprehensive. Mr. Righter has begun his second year as science instructor in the Benton Harbor high school, and he is bringing his department to a higher grade of excellence.

Miss Lela Eddy, '02, is conducting a very successful kindergarten in the Belding schools. Her Mothers’ meetings are well attended and are full of interest and inspiration. Miss Eddy has remarkable power as an instructor and is making a name for herself in Western Michigan.

THE ALUMNI REUNION

The Alumni reunion and Annual Meeting of June, 1903, was one of the most enjoyable in the history of the college. Room 3 was used as alumni headquarters during the whole of Commencement week. It was prettily decorated with palms and flowers, and furnished with easy chairs and sofas. Here at all times the alumni found opportunity to spend a social hour with old friends, or to meet more recent graduates.

Tuesday evening occurred the Annual Meeting, when the necessary business was combined with an unusually attractive musical and literary program, which was enjoyed not only by the alumni, but also by a large number of citizens, with whom the participants were favorites.

The exercises opened up with an organ solo by Professor F. H. Pease, whose music is one of the pleasant memories each out-going student carries with him. The later musical numbers were given by Mrs. Eleanor Hazzard Peacock, Mrs. Ada Benedict Andrews, Mr. Marshall Pease, and Dr. Edward Spalding, each of whom is kindly remembered by Ypsilanti audiences, and always most welcome. Every number was encored, and the gracious responses gave a musical program of twelve numbers, which excelled many of the concerts given in Normal hall, notwithstanding their usual high character.

The Necrologist’s report, always a sad one, and unusually so this year because of
the number of names it contained long and prominently associated with the college, was presented by Mrs. Fannie Cheever Burton. Five-minute speeches, pertinent and interesting, were made by Miss Julia A. King, Annah May Soule of Mt. Holyoke College faculty, Grace George, recently of Olivet College faculty, and Professor W. H. Cheever of the Milwaukee State Normal School, alumni of whom the College is justly proud.

The election of officers resulted in a choice of the following: President, T. A. Conlon; vice-president, Harriet M. Plunkett; secretary, Abbie Roe.

Following the adjournment the President of the College gave his annual reception to the Senior class, visiting alumni, and friends. This was universally regarded as one of the most delightful events of the week. When the time for separation came, many left with the resolution already made, to come earlier, remain longer, and bring greater enthusiasm with them next June.

AN ALUMNA.

THE SUMMER SCHOOL

The summer school, which opened July 6, and closed August 14, was voted a success. In numbers alone it far exceeded any previous year. Over seven hundred students were registered for work, an excess of two hundred over the previous summer. This large body was made up partly of regular Normal students who wished to continue their work during the summer; but by far the greatest number were teachers who came from their various fields of labor for new inspiration and new ideas.

To meet their various needs, courses were offered along all the regular lines of work, several courses being arranged especially for those preparing for the fall examination. The work was superintended by the heads of the several departments, who were assisted by a large corps of the regular teachers. In addition to the class room work, there were special features of more than usual interest. The lecture course was carried out as planned, and proved a very helpful feature of the school. Professor O'Shea of Wisconsin University delighted his audiences with his informal talks upon the nature and activities of the child's mind. Col. French's illustrated descriptions of some of the world's wonders drew large audiences and afforded much pleasure both to young and old. Professor Clark of Chicago completely won his listeners by his unusually vigorous style, as well as by the freshness and originality of his ideas. Dr. G. Stanley Hall closed the course with a series of nine lectures, in which in his own characteristic way he reviewed present conditions in the educational field and discussed educational principles and problems. The students showed great interest in the course, the audiences being uniformly large and attentive. On all sides were heard words of praise, not only for the speaker, but also for President Jones, who planned the course. The general feeling seemed to be that if but one lecture only had been given each day, and each speaker had been limited to one hour, there would have been nothing left to desire.

New Books

REVISION OF ALLEN & GREENOUGH'S LATIN GRAMMAR

One of the new text-books in which we are deeply interested is the Revision of Allen & Greenough's Latin Grammar, parts of it being the scholarly work of Dr.
Benjamin L. D'Ooge, head of the Department of Ancient Languages in our college.

For about a year and a half Dr. D'Ooge, together with Professor G. L. Kittredge and Professor A. A. Howard of Harvard, have been at work on the completion of this revision which the late Professor Greenough had left unfinished at the time of his death.

During the past summer Dr. D'Ooge has devoted much time and labor to the great work and he has now the satisfaction of seeing the book published and fulfilling all the demands of the latest results of scholarship the world over.

LABORATORY EXPERIMENTS IN CHEMISTRY

We are especially pleased to note the most excellent volume on Laboratory Experiments which Mr. B. W. Peet, instructor in chemistry in the Michigan State Normal College, has just issued. All the experiments have been carefully worked out in class work. The book is eminently practicable, modern, comprehensive, and yet simple enough for every high school. The author does not tell the pupil what he is to find, but incites thought by a skillful line of questions. In the appendix the author tells in detail how to prepare all kinds of re-agents, gives lists of chemicals and chemical apparatus for small classes, and adds many valuable hints for teachers. The book sells for 60 cents per single copy or 55 cents each in lots of ten.

—Moderator Topics.

A REWARD OF MERIT

"The father asked: 'How have you done In mastering ancient lore?'
"I did so well," replied the son,
"They gave me an encore;
The Faculty like me and hold me so dear,
They make me repeat my Freshman year.'"

—Trinity Tablet.

We are pleased to place the Ypsilanti High School Chat upon our exchange list. It is a very creditable production.

As to Printing

We have pleased others and believe we can please you.

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