

The Quill



VOL. II DECEMBER No. 2

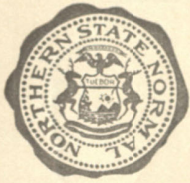
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PUBLISHED BY THE
NORTHERN STATE NORMAL SCHOOL
MARQUETTE, MICHIGAN

Entered as Second Class Matter at the post office at Marquette, Michigan

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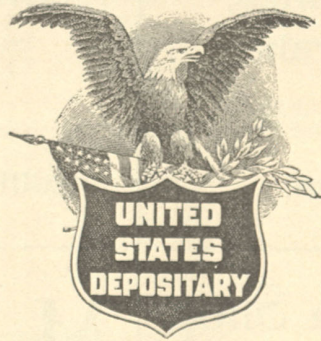
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PUBLISHED BY THE
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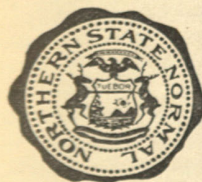
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THE QUILL is the official good fellow to every alumnus, student, and friend of the Normal. Its aim is to be company, messenger, adviser, and friend to everyone identified with the school. It promises attentive ear and truthful tongue to every loyal supporter of the institution

WEDNESDAY, DECEMBER 15, 1915

EDITORIAL



VOLUME II of THE QUILL will consist of six numbers, which will appear in the months, October, December, February, April, June, and July. The management is anxious to make its service perfect and will appreciate information concerning any failures. Let us know if you fail to

receive any number.

ALUMNI will notice a new department in THE QUILL, instituted in a hope of making the paper more serviceable to all its readers. The Question Box solicits your patronage, discussion, and support. We shall try to serve you in any inquiry directly concerned with the profession, school work, or any department of the institution.

THE Northern Normal has always sought to impress upon the minds of students that the teacher should be a positive force for good in the community outside of the school room. This secondary activity, however, should be of a kind which is delightful, it should be a recreation, a happy relief from the work in school. Do not think that a person must always be working in order to be useful and interesting, or desirable to others. One may be a most useful member of society by merely radiating happiness, by being social, by being kind. You graduates, however, with your education, have it in your power to be useful to the world in many ways; first, of course through your teaching and after that, through any one or more of the channels of sociability which we have suggested.

If you are musical, you can manage to draw the other musical people together in some kind of a club. If you are athletic, you can interest others of like mind in "hikes," basket-ball, tennis, coasting, snowshoeing, and the like. The one who likes books, or desires to do so, can bring together other readers in a club for reading Dickens, Tennyson, Scott, Shakespeare, Ruskin, or any other author, of whom choice can be made. A dramatic club could be

formed by one who is gifted in that direction; and in such a club, programs could be arranged consisting of readings, music, and studies in dramatics, which might be made with the end in view of a public entertainment once or twice in the year. A club of some kind is possible in even the most restricted locality. In making any kind of a study, you can secure much of the reading matter you require by writing to, and arranging with, the librarian of the Michigan State Library, at Lansing, which exists largely for the purpose of helping in such cases.

It is needless to say that a teacher should be identified with a church, one's own if it is to be found; if it should be unwise to teach in the Sunday school, one should, at least, attend church regularly and thus help to foster another of the great forces for good in the community.

If you are diffident, or not social by nature, undertake a thorough discipline of yourself in the matter. You can learn to enjoy people if you wish to, and you can make yourself interesting to others. As a member or leader in any such circle as those mentioned, you can make the best kind of a start,—you will forget your bashfulness, you can step forward and be popular and useful in a way that will be surprising and delightful to yourself, as well as helpful to others.

JANUARY 3, 1916, will be a red letter day at the Normal. That night the Normal School will have the opportunity of hearing Geraldine Farrar, the greatest of America's singers, in a concert, assisted by one of the great tenors of the Metropolitan Opera Company, of New York.

This concert will be one of a course of three. Maud Powell, the great violinist, will appear as a second number, and the third program will be given by the famous European pianist, Godowsky. These three concerts make a series which would be a credit to any city, however large.

The course is given in the interests of the students and faculty of the Normal, and of the people at large. It will be financed by Mr. Morgan Jopling, of Marquette. There is no intention or expectation of making money, as the sole aim of the course is to bring the opportunity of hearing the best music to the students and citizens of this part of Michigan. This program of high class music is an experiment, this year,—an experiment which will be watched with great interest, as upon its success will depend the efforts of the future.

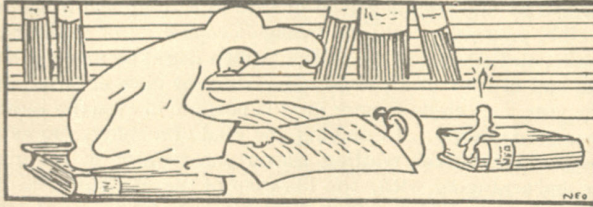
Tickets for the series of three concerts for citizens will be five dollars, and the single admission to the Geraldine Farrar concert will be three dollars. Tickets for the whole series for Normal School students will be three dollars, which is the regular price of admission for the Farrar concert alone.

This is a splendid opportunity for the Normal, as Geraldine Farrar will not appear elsewhere in the Upper Peninsula. Our students will have musical opportunities, this year,



MISS GERALDINE FARRAR

unsurpassed at any of the educational institutions.



THE QUILL'S INVENTION

A TRYING EXPERIENCE

I HAD been a clerk in the lace department of Marshall Field and Company's store in Chicago about two months, when one day two fashionably dressed ladies came up to me and asked me to show them some Irish point lace. As I turned to wait on them, I was very much astonished to see before me the very counterpart of myself as I appeared when seen in pictures or in the mirror. The lady also must have noticed the resemblance, for she eyed me very strangely, and turned to her companion, saying something in a low voice. The companion, who was the older of the two, put on her glasses and stared at me for a few minutes. I, however, busied myself among the laces, and pretended not to notice this.

After having made their purchases they were about to depart, when suddenly the younger lady addressed me thus:

"Will you please tell me your name and address?"

"Why, certainly," said I, and accordingly gave her the desired information. She wrote it on the back of a visiting card, uttered a hasty "Thank-you," and was gone. For a moment I stood wondering why she should wish to know my name, but the approach of other customers attracted my attention, and I thought no more of the matter.

The following Saturday evening, upon reaching home after a long hard day's work, I was much surprised at finding a letter addressed to me in a strange handwriting. Upon opening it, I discovered a short note, requesting me to call at 2246 Fifty-eighth Street, if possible, on Sunday afternoon at two o'clock. It was signed, "Miss Genevieve Carlyle," which name I recognized as belonging to one of the leading society heiresses of the city. But why should she wish me to call? At length I surmised a connection between the note and the ladies to whom I had given my name the week before.

I resolved to call the next day, and accordingly at two o'clock on Sunday afternoon I was at 2246 Fifty-eighth Street. The house in front of which I stood was a large, imposing mansion of brown sandstone. I rang the bell, and was admitted by an imposing looking butler, of whom I felt much in awe. He informed me that Miss Carlyle was awaiting me in the library, and ushered me thither. There I found myself face to face with my double. Her height, figure, complexion, color of eyes and hair were identical with mine. I stood back aghast for a moment, but she smiled, and holding out her hand, said in a sweet voice:

"How do you do, Miss Reardon? I am very glad you came, as I am situated in a very serious predicament out of which you can help me if you will. Doubtless you have noticed the striking resemblance between you and me. I perceived it the first time I saw you."

I admitted that I had noticed the resemblance, and she continued, "There is some difficulty involving some property lately left to me, in England; and unless I am there in person to settle the matter, I shall lose it, and it will revert to an uncle of mine, who knows this, and intends to prevent me, if possible from going. He is a hard, unscrupulous

man, who will do everything in his power to keep me here. But after seeing you, a plan occurred to me by which I may be able to circumvent him. It is this; if you will stay here and take my place for a short time, I will sail under an assumed name, and, once in England, I can establish my claim without very much difficulty. With you here, he will be thrown off his guard. I will make it worth while to you if you will do this. Please do not refuse me."

For a moment, I hesitated. But, I thought, how delightful it would be to live here, even for a short while.

"Yes, I will do it!" I said almost involuntarily, as if thinking aloud.

The duties of a clerk had always seemed irksome to me, but I had been compelled to work after father had died, leaving many debts. We belonged to an old southern family, and mother and I had been led to believe ourselves provided for amply as far as money matters were concerned. But after father's death we had been forced to leave our beautiful home, and I had come to Chicago to try my luck here. The struggle had been a hard one, and it was with relief that I accepted this offered change.

The next day I moved from the poorly furnished, crowded flat which had been my refuge for the past two months, to the large fashionable home of Miss Carlyle, with its many rooms, and sumptuous furnishings. Besides the servants, Miss Carlyle and a companion, a Mrs. Brooks, were the only inmates of the house, so my arrival was easily kept secret. The heiress made for me a list of her friends and acquaintances, and gave me a short history of each, explaining everything that it would be necessary for me to know. I proved an apt pupil, and soon felt as though I knew the people mentioned almost as well as she did.

On Wednesday morning, I was told by my charming double that I was to make my debut that evening. "I have received an invitation to a dinner," she said, "and you are to go in my stead. I am not very well acquainted with the people who will probably be there, so it will not be hard for you. There is to be a theater party afterwards, at the Cort theater, and I shall be waiting up for you upon your return, to learn the outcome of your first venture."

That evening I was arrayed in a beautiful dinner gown belonging to Miss Carlyle, and upon looking into the mirror, I scarcely recognized myself. My likeness to the heiress seemed more striking than before.

"You need have no fear of being detected," said she.

So I went to the dinner-party, and after the first feeling of strangeness wore off, I enjoyed myself thoroughly. Everyone greeted me cordially as Miss Genevieve Carlyle. The plan was surely a success. The following Saturday Miss Carlyle left Chicago, disguised in a large traveling coat, and a veil which covered her head completely.

The same day came an invitation to a house-party for the following week at a country house some distance from the city, and I decided to accept it. Many of the people I had met at the dinner party were there, and I spent a very pleasant week. Every one paid much attention to the "rich Miss Carlyle," and I enjoyed myself to the full.

On Saturday I was to motor back to the city, and had given the chauffeur orders to call for me on that day. When he came, I did not recognize him, but did not mention it; as I thought better about it, in fact, I knew I possibly might be mistaken, and did not feel the least bit uneasy. I settled down among the cushions with a sigh of content, and waving "Good bye" to my "friends," started off.

We had traveled a considerable distance, when the car suddenly began to slacken its speed, and finally stopped. Another car was approaching, and it, too, came to a stop close to where we were stationed. Its occupants, three big rough looking men, sprang out and came towards us.

Speaking in a harsh, gruff voice the foremost one asked;

"Have you got the prize inside?"

To my consternation I heard the answer given by my chauffeur:

"Yes, she's clinched, and I certainly had an easy time of it. I found out that she would be leaving Mt. Pleasant for the city this morning, so I held up her chauffeur on his way to get her. I have him securely tied back there in the woods and took the car myself. I had a nice little story invented to account for my presence, but she did not even appear to notice the change, so here we are."

He then opened the door of the car, and I would have called for help had not one of the men tied a great red handkerchief across my mouth. I struggled to free myself, but they tied my arms to my sides, laughing and jeering all the while.

"Jes' to keep you from makin' any disturbance," volunteered one of them with an ugly grin.

"Yes, my beauty," said another, "and you might as well make up your mind to go along quietly, seein' as you've got no voice in the matter."

Then I was transferred to the other car, and driven for miles and miles it seemed to me. They had blindfolded me, so I had no idea where I was being taken. My arms and my jaws ached, and I felt as though I could not endure the strain much longer. It all seemed like a horrible nightmare. The events of the past two weeks passed before me like lightning, and I wished myself back in my old flat, crowded as it was.

I must have fainted, for that was all I remembered until I opened my eyes, and found myself lying across a couch in a bare room in a strange place. The bandage had been removed from my eyes. Bending over me was an old woman, with the most hideous face I have ever seen. I would have screamed with fright, but the gag was still over my mouth.

"Ha! ha!" she laughed in a hollow, mocking, mirthless tone, "No use, my dear. Don't you like the place, or is it my beautiful face which you seem to have taken a dislike to?"

Then with another laugh, she left the room. I managed to get up and walk over to the window. Looking out I saw a long stretch of woods before me. I had never seen the place before, and had not the slightest notion of where I was. I was startled to see my captors standing directly beneath the window. They were conversing in low tones. I could not distinguish what they were saying, so I went back to the couch. A few minutes later, one of them entered the room. Without talking he untied the ropes that bound my arms and pulled off the gag from my mouth. Then he said:

"Now you can scream all you wish, but there will be no one to hear you."

But I was too weak to scream. My mouth was bleeding and very sore. My strength had almost deserted me, and it was a very faint voice in which I asked:

"But what is the meaning of all this? Won't you please tell me?" For the time I had almost forgotten that I was to all intents and purposes, Miss Genevieve Carlyle, the noted heiress.

"No, I can't tell you, and it wouldn't help you any if you did know. Let it suffice that you are here, and here you will stay until we see fit to release you. If you are quiet and make no disturbance, I promise you that no harm shall come to you, but if you are troublesome, we shall have to resort to other means."

This was said in a tone of finality as he turned to leave the room. He secured the door on the outside and I was left a prisoner.

The next three weeks seemed to me to be endless. I was given the freedom of the house, but always under guard, either that of the old hag, or one or more of the rough men who had taken me there. But one day at the end of the third week, as I was sitting in my room, I overheard the following conversation in the next room. By means of a crack in the very dilapidated wall I was enabled to hear every word, although spoken in low tones.

"Well, a pretty mix-up we've made of the whole affair." This was spoken in a disgusted sort of tone by one whom I recognized at once as being the uncle of whom Miss Carlyle had stood in fear. The truth began to dawn on me!

"Explain yourself," came from the gruff voice of one of my captors. "Haven't we captured the bird as per your instructions, and held her here awaiting orders from you? Haven't you issued reports that Miss Genevieve Carlyle is sojourning at a sanitarium for the sake of her health, also hinting at temporary derangement of the mind? Where's the hitch, I'd like to ask?"

"Bah! Listen to this! It's in all of the leading newspapers of England and this country, 'The presence of Miss Genevieve Carlyle, of Chicago, in Leicestershire, has served to clear away the difficulty involved in the great Carlyle estate, which the above named lady inherited from relatives, under certain conditions.' Who under the sun have you people kidnapped? It can't be Miss Carlyle."

"But it is Miss Carlyle. I have seen her picture in the paper too many times to warrant my making any mistake in the matter. But I will call her if you want me to

and you can see for yourself."

I was standing near the window all this time. The window was open, and realizing that for the first time since my imprisonment no one was watching my movements, I hastily and quietly stepped out on the roof of the porch; before the kidnapper could have gotten into my room I climbed down to the ground. Scarcely daring to breathe, and with one glance around to assure myself that I had not yet been detected, I ran for the thick woods that spread around on all sides of the house. Not knowing in which direction I was going, my only thought being to escape, I hurried on and on, through the brush, and over many shallow streams. I did not pause to rest until I had put a great distance between me and my prison. No doubt, by this time my flight had been discovered and the men were perhaps scouring the woods in search of me. This thought gave me new vigor and I went on with even greater speed. At length I came to a road. I had no idea where this road would lead me, my only motive being to get somewhere—anywhere away from my pursuers.

QU'IMPORT?

Paused you a moment
At my window ledge
To list my music—
Music of my 'crippled lyre?'
And did your soul
Rekindle and expand and tune
To my poor music's fire?
And did your eye grow bright,
Your step more free,
Your life more full,
Because of me?
Ah, then 'twas well,
Altho I strove in pain
And sought thru tears
My slighted lyre's lost soul, again.

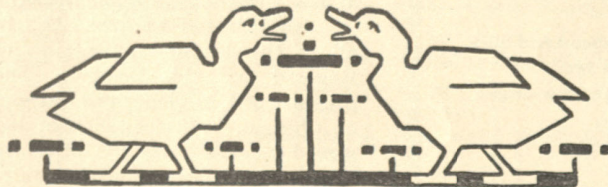
—EULIE GAY RUSHMORE

It was growing dark and I was quite weak from fear and faint from hunger. Suddenly I heard in the distance a faint "Toot-toot" of the horn of a motor car. The car was coming nearer and nearer and I was certain that my pursuers had come to take me back to captivity. I was just about to retreat into the woods again, when a sudden bend in the road brought the car to view. The machine slowed up, and to my relief it contained several people who seemed to be friendly and kind. I was taken into the car and, after relating my story, was taken to the city, which was about twenty-five miles away.

Five weeks had passed since Miss Carlyle had succeeded in her mission in England, and had cabled and written me several times, but receiving no reply to any of her messages, she had become worried and was on her way back sooner than she had intended. No one had known of my existence, therefore no anxiety had been occasioned by my disappearance. The butler and Mrs. Brooks had begun to wonder over my long stay at the house party, but that was all. On the day of her arrival in Chicago, I was taken to her home by the kind people who had picked me up on the road in an almost exhausted condition. Explanations were made, and the heiress would hear of nothing else than my coming to stay with her. So now I am comfortably ensconced at 2246 Fifty-eighth Street, as secretary and companion to Miss Carlyle.

By the way, the uncle, who had been the originator of all the trouble, fled from the country and has not been heard from since, to our great satisfaction.

BESSIE BERRYMAN, '14



A FLASH of color along the hall,
A murmur of voices, a friendly call,
A consultation, a whispered "Hush!"
"Aha," says the Senior, "I know, Junior rush!"

TO the tune of "All on a Sunday Morning"
A little boy went to school to learn,
All through the fall term.
He spent all the money his dad could earn,
All through the fall term.
All of a sudden he woke with a jerk
And heartily wished he had done his work;
He says that he doesn't intend to shirk,
All through the winter term.

THE QUILL has never been very insistent about the money question. We are willing to wait for it until it is convenient for you, provided it is not too long. With this issue of the paper, statements are being sent to all those who have not paid their subscriptions for the present year. If you get a statement and you have paid your subscription, please take up the matter at once with the Business Manager. If you have not paid your money, do not expect us to wait all year,—it is expensive business and your QUILL will stop some day. We shall appreciate your thoughtful attention.

GIVE a subscription to THE QUILL to your chum, your classmate, your friend—any one from the Normal will appreciate it.

AS THE QUILL HAS SEEN IT

VIEWPOINT,—EDUCATION AND THE WAR

HOW far the principle of the survival of the fittest and the great struggle for advantage over rivals ought to actuate progress and growth in life, is a question of difficult solution, quite beyond the intentions of this article; but that this fighting tendency always has colored the actions of mankind very strongly is indisputable. The spirit of the combat seems innate within us and comes cropping out in almost every contact with our fellowmen.

Luxury, ease, wealth, and plenty, because they have little for which to struggle, seem prone to encourage effeminacy, lack of energy, and a depletion of those qualities of strength and vigor which characterize the highest type of man. The opposite condition of want,—crowded competition, remoteness from every thing most desired, and with all this an accompanying sense of injustice,—stimulates the most energetic assertion of the individual and makes him the energetic embodiment of his aim. Between these two extremes there lies a mean condition of healthy, sober contentment which seems to be the envy of mankind.

This trite fact of human experience is far-reaching as history itself and appears upon the surface of progress now in a war, now in a racial conflict, now in party strife, and ultimately in the assertion of a social liberty which seems to predominate the horizon of the future well up to the limits of our short vision.

The defense of the conservative cultural curriculum in education was, and is, its appreciation of the value of viewpoint as an element in intelligent thought and judgment. As the current of history sweeps on, scarcely two successive generations retain identical values and aims.

These shifting views of the problems of life have evolved with experience through survival, prowess, dominion. Then, with the rise of a new viewpoint in industry, the story repeats itself in competition, material development, wealth. And even then the wheel does not seem to stop, but goes on revolving into the social viewpoint where definition is difficult and the lines of demarkation indistinct. Such words as individual rights, social liberty, and—millennium, may point the way and suggest the course; but here we meet the most difficult problem of history, "ourselves to see as others see us."

If we are to see consequences, if we are to evaluate results, we must see these problems as they have been seen by those who have died for them. The ability to shift viewpoint is one of the aims of culture in education,—to be able to see the light and the dark, the joy and the sorrow, the humor and the seriousness of experience as your neighbors see them. The inability to see other men's—other nations'—abhorrences and dreams in dreads and ideals not ours is the Fafnir who places his dragon body between modern nations and the hope of universal arbitration.

The biological viewpoint is written boldly across the pages of early history. Threaten my ability to exist and I fight for life; this is survival. Match my strength and I am willing to die for the honor of reputation; this is prowess. Trespass on my domains and the master in me must defend his own; this is dominion. When industry is the arena absorbing human energy, those goals or ideals become as sacred in that sphere. I will shed my blood,—in truth, shorten my life,—to meet the press of competition, to turn to account a source of profit, to attain a status of opulency to me meaning wealth.

The willingness to jostle the crowd, to stand for the right, to meet the struggle, is the prime mark of life, health, and vigor. But the ignorance which allows the

crowd to be stirred into a mob, the right to become a fanaticism, or the struggle a devastating war, clears for itself a pathway of unjustified cost and destruction. This vigor, this consecration, this willing sacrifice, is what makes human character worth while; it has furnished the motive force of the greatest achievements of man—"Childe Roland ever to the Dark Tower comes."

Seven hundred years before the Anglo-Saxon fathers had crossed to build a new England on British soil, such a pressure had come to bear upon the conditions in Europe that the races of the continent, crowded to extinction by the onrush of barbarian hordes, were willing to be blotted out rather than passively endure a slow death, or sacrifice the honorable tenure of leadership in prowess and influence. The mighty arm of Rome from the south intervened and tried to soothe the unrest of the jostling crowd after the Italian civilization had suffered the ill effects of its disturbances in awe for three hundred and fifty years. Caesar led his legions into strong, but doomed and terror stricken Gaul, and along the western battle front of 1915, tried to shake into quiet the restless, discontented nations. The battle of the Aisne, the battle of the Sambre, Besancon, and the battle of the Rhine, show us the same fighting line as that of to-day. As the individual meets the crowd with his elbows, so geography, distribution, unity of purpose, have given us areas of friction and pressure where the price of prejudice and selfishness must be paid. The barbarian was right and Caesar was right, so far as each could see or know. "Man must have room to live," the Teuton said. "The Roman state must have peace and order and quiet," was the order borne by the pro-consul from Rome. Caesar fought those battles of the Gallic war which were concerned with the ambition of the Teuton where the Entente fights the same ambition to-day, for the same reasons under the same provocations. Naught but the viewpoint has changed, men's ideals are different. The German is no Teutonic barbarian, his rival is no longer Rome.

The continent of Europe is a great funnel into which destiny has poured the nations of the occident. Previous to the colonization movements of the seventeenth century, to be caught in the current pouring through this funnel meant discharge into the boundless Atlantic and extinction. Thither in time went Celt and Briton. The advance guard of the Germans took their place to fight for self-preservation in turn. These Angles and Franks faced about in the days following Charlemagne, who had established his capital at Aachen (Aix-la-Chapelle), in this weak area of tension, and the territory was divided to his descendants on a basis of pressure areas into a western, a central, and an eastern kingdom,—western France, a strip across the continent from the Netherlands to Italy, and western Germany. Still men dreamed of dominion and the border lands, practically the western battle front of 1915, were scenes of conflicting desires to which men had sold their lives. Amid this strain the extreme east and west grew strong; the middle ground, in the press of rivalry, became the disputed area of the centuries, and while the Netherlands have sweated blood beneath the yoke of Austria and Spain, Alsace and Lorraine (still bearing the name of the old central kingdom) have been in the throes of conquest and renationalization down to our own time. Such is the price of dominion.

About the time of the Franco-Prussian war, industry seems to begin predominating the color of national dreams. Men fight the great fight not over a birthright, or a title, but to gain and keep some source of wealth,—earning power, and influence in the money marts of the world.

The pretext of the Franco-Prussian war was questions

of dominion and political influence, but the artificiality of the war cry in each country, the triviality of the apparent issues, and the results which followed seem to reveal consciousness of greater issues in the more vital field of industry.

In 1870 Germany gave herself fifty years to become the commercial power, the bank and exchange of the west. Her rivals were England and France, and history repeats itself. The viewpoint has changed. But the areas of common purpose devote themselves each to its new purpose, and the arena of trade, control of ports and seas, outlets for industry, coaling stations, colonies, and room for commercial expansion is the goal.

The race is endurable until it is neck to neck. The strongest heart can be left far behind and abide its time, but the mettle does not exist that can calmly, composedly, contentedly lose the goal by a hair's breadth.

No force acting in history is simple, so we find this industrial force of the nineteenth century coexistent with the great nationalizing and democratizing movements which became prominent in the eighteenth century. People recognized common cause and unity of interest in those groups which felt themselves to be of common blood and race. This came into conflict with the ambitions of earlier ideals of realm and dominion, and threw across the continent of Europe a second line of tension marked by the struggles of Poland, Bohemia, Hungary, and the Balkan states for independent existence. In the great funnel, if France will not move on, and if Russia bears down with the imposing weight of her greatness, something must overflow—what?

The recognition of this same principle of common cause, or unity of purpose has originated within the greater units also a party unity which has asserted itself for the recognition of those of common ties of experience and rights and living. The republican party has won the day in France and Portugal, socialism (democracy) has made decided advances against the absolutism of Russia and Germany. Thus each new impulse, each new force, tends to reach a broader basis for its support, a broader field for its service, in the increasing consideration which it has for the individuals in the group, and the individual in the group seems constantly to learn better his obligations to those sharing his life and interest. As the personell of the leader or king has yielded to a greater thing which we may call the state; and the state has conceded to the political privileges of the people; so the privileges become rights, in turn recognize the industrial welfare of every man; and after a period of abuse, every man now slowly joins in that new interpretation of liberty—the liberty of all for all.

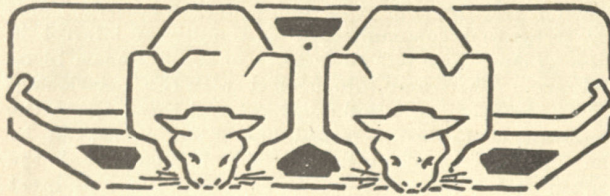
The voice of the socialist (democrat) of Germany, as he recognizes the vanity of old ambition, in its hard-pressed fight, is the strongest voice against the waste and destruction of that conflict now being waged, which has arisen out of an older purpose.

These reformists find in life newer, more immediate, questions of happiness and contentment than can be settled by international rivalry. They begin to see that the faults of unharmonious contact are not questions of force but of adjustment; not for great units as masses, but for great units as individuals.

Social activity permeates the whole world in an effort to make life in the living its own aim and not some more abstract ideal of power, wealth, state, or what not. The viewpoint has shifted making us foreigners to the ideals that are outgrown. Industry, government, charity, culture, are all bending to service to each and every individual in a social whole, and in this effort we are again willing to

die,—capital and labor for its respective rights, the strong for the sake of the weak. The pressure is increasing. The unrest grows more. What is the end? The process has yielded all we have worth while, but the blindness of the fight has charged us with an uncomputed loss. The struggle has produced the best that the world possesses, but the ignorance of the aim has yielded no lasting content. We have always opposed the pressure without solving its source. We have treated the fever with ice and left the infection to breed. The hope is that out of the present unpromising gloom there will come with the dead of the conflict the death of an old viewpoint to give place to a new. When the fight is done, all is done. When no man will fight for his cause, life is on the ebb and hope must die. When the willing sacrifice is no longer known, all is done,—it is over. But the evolving ideal points hopefully to a place beyond the biological competition and survival when attainments are gains and sacrifices profits—millennium.

THE EDITOR



THE classes in sociology recently spent several recitation periods in presenting self-assigned group work. Each class was divided into groups, each group consisting of four persons. Each group was permitted to select only one topic which was subdivided, each member of the group presenting a different phase. Ten minutes were allowed each group to present their report. The only other instruction given was that they might choose any topic of interest to themselves as prospective teachers or as human beings. In other words, no limitation was placed upon their choice. Following is a list of subjects chosen: The Relation of Home and School, Causes of the Present War, Citizenship in School, Beauties and Advantages of the Upper Peninsula of Michigan, Juvenile Courts, the Gary Schools, Interest in Michigan, Schools as Social Centers, Panama Canal, History and Problems of Organized Labor, Street Urchins, Dress and Fashions, German Cities under War Pressure, American Shipping.

This method, with variations, is now successfully used in a number of the leading educational institutions, both in the grades and the higher schools, and helps to bring the interest of the pupils and the requirements of the school closer together.

"WHAT is a conqueror?" (Heard in the first grade)
"Oh, a conqueror is someone that conquers something, and sometimes you get conquer sores too."

(Discussing heredity)

Girl in psychology:—"My mother never stands up straight so I'm slightly stupid."

(From the eighth grade)

"What part of speech is 'cousin?'"

"It's a preposition because it shows relationship."

L. P. (teaching in physical training):—

"Hands up and heads down at your sides!"

(Heard in fifth grade class in emergencies)

"You resolve a pill in hot water to kill microscopes."

ATHLETICS

THE promise of an interesting and exciting year of athletics at the Normal was never so bright. Each class has two boys' teams for basket ball besides the usual quota of girls' teams. The new field is graded and leveled ready for the finishing touches in the spring. This is holding the future while class enthusiasm is now sweeping everything before it.



M. Campbell

THE first of a series of boys' basket ball games will be held, Thursday, December 16, at 4:00 P. M., between teams representing the Junior and Senior classes. Practices are now going on daily. After the holidays a team to represent the school in outside games will be selected, and at the end of the year N's will be awarded to the members of that team. Another departure is to be the awarding of N's to the three best forwards, centers, and guards among the girls, who will be chosen at the end of the year by a committee consisting of the captains, coaches, and physical directors. For the winter term Mr. McClintock is planning a series of indoor baseball games and an indoor athletic meet—both interclass contests.

THE Senior girls have had only four practices this term. Only enough for five teams responded to the first call. The last few practices, however, have been very promising both in number and enthusiasm.

Systematic work has been organized by our new coach, Mr. McClintock, and prospects seem good for winning teams.

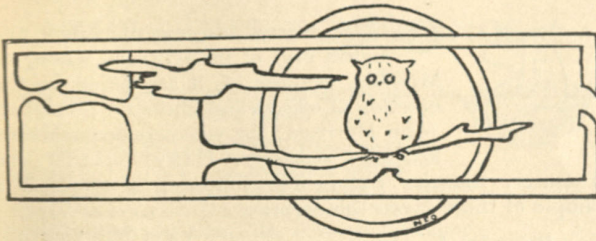
On Monday, December 6, a meeting was held in Mr. Stull's room for the purpose of permanent organization. Blanche Rickman was elected captain, and a committee consisting of Blanche Rickman, Stella Patrick, Martha Dunstone and Mr. McClintock was appointed to line up the teams for the games.

THE Junior girls have had four basket ball practices so far this term. They have surely made a brilliant showing. What the Juniors lack in team work, they more than make up in speed, and Mr. Stull, who is coaching them, has all he can do to keep from getting cross-eyed keeping track of the ball. He has recommended that some of the new players bring a bushel basket to catch the ball in, or if this is impossible, a little glue, lightly applied to the palms of the hands would help immensely.

Energy and pepper are the Junior girls' chief assets with speed as a side issue, and when these three are combined with good team work, there will be some excitement.

FRIDAY evening, December 10, the first contest of the year between the classes came off in one great heat of enthusiasm. It was the occasion of the first real game in the new Gym and it filled every one with an inexpressible feeling of good fellowship which colored the whole evening. Colors were flying everywhere. The Juniors trundled effigies of the Seniors about in doll go-carts. The Seniors exhibited placards and a humiliated dummy of the crushed Juniors, with various other by-plays of humor.

In the midst of all this excitement the game went on, rolling up a gratifying score for the Juniors, until the game was almost finished, when the Seniors found themselves and rescued their reputation in a close score of 13 to 16. What next?



THE QUILL CENSORIOUS

QUALITIES OF PERSONALITY

THE foster mother of our childhood, the playmate of our youth, the companion of our early manhood, the counselor of our maturer years, the inspiration of our life, she is the uncrowned queen of the little dominion which is bounded only by a scholar's hopes."

Realizing the full significance of the above tribute to the teacher, I almost hesitate to analyze that something which is the difference between a good teacher and a poor one. However, it sometimes becomes necessary for us to knock down the props from under our air castles and view the teacher from a practical standpoint.

One day while discussing school matters with a co-worker, he said of a certain teacher, "She is a woman who would make herself felt in any school." I asked him what it was about her that made her so valuable and his answer was, "Her personality." That really had little practical value to me as I had but a general idea of personality, so I decided to try to analyze that word so often used, but so seldom with a definite meaning.

The foremost factor in personality is health. Without good health we are unable to give the sympathy that is so often necessary in school work. By good health I do not mean simply being able to "put in time," but rather the having of that bright and happy feeling and that cheerful smile which come only from quiet nerves and a good night's rest. I can recall many mornings when teachers have come to school with no enthusiasm, feeling too mean to have a sense of humor, and with an irritability as inflammable as dynamite. Sooner or later the truth was out, and I learned that the whole trouble was a lack of rest. So many of us are not willing to give up ourselves to our work to the extent that we are willing to rest on Saturday, or Sunday, or in the evening. We think that, if we are present during school hours, we should be at liberty to use all other time as we choose, irrespective of the effect that it may have upon our school work.

The second attribute of a good personality is fairness. Before the teacher can acquire fairness, or at least the pupils' confidence of fairness, he must have implicit faith in himself and his work. He cannot teach right up to the edge of his knowledge without a fear of falling off. The pupils discover this fear, and his words are ineffective. They feel the influence of what he does not say. When he moves freely through his subject as if it matters little to him on what part he dwells, they get a sense of assured power.

Besides faith in self we need hope for our pupils. If we do not live in expectation of the boy, we can never do our best. The boy who feels that his teacher considers him a hopeless case surely cannot be expected to put forth his best efforts. We adults do better when we receive encouragement and so, to a greater degree, does the boy.

Our manner and conduct do much to impress others with the idea of fairness. The test of true devotion is self-forgetfulness; when that comes the teacher lives in and for his pupils. A teacher's tendency is always to ask himself,

"Do my pupils like me?" It is not a question of the pupils' liking him, but rather of his liking the pupils. If a teacher asks the first question, he is tempted to gain his end by means that are almost certain to prove fatal—by bribing and petting and flattery; playing to the gallery lasts just so long, and then the bubble bursts and all of the student's respect for the teacher is gone.

I cannot pass the subject of fairness without speaking of loyalty. I do not care to discuss the large acts of loyalty, but I do want to mention some of the small acts that I have seen work havoc in school. In order to make an impression with the students, I have heard teachers speak rather lightly of others, or at least insinuate the inferiority of others. This makes good material for the pupils, and the teacher's influence is lost. Again if we are sometimes justly criticised by a co-worker, we are not broad enough to accept the criticism, but immediately seek some weakness in the other person and soon hard feelings exist.

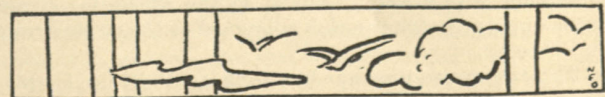
The third characteristic of personality to which I wish to refer is judgment. This is the one thing above all others that most teachers lack. Every week I have some difficulty to settle, which might easily have been avoided if good judgment had been used. The skill of knowing when and how to act seems to be rather rare. Just one illustration will show what I mean. A certain teacher permits misconduct in his class until he is totally exasperated and then makes a rule, that the next one out of order will be dismissed. Every time, this next offender is some one who as a rule is very orderly, but who, perhaps, forgets himself for the moment. The rule necessitates his dismissal, while the habitual offender receives no punishment. This should be avoided. In the first place, the method is a poor one as a general rule, and secondly, if the teacher is tactful he will not see the occasional offense.

The last quality to which I refer is responsibility. I have had during ten years of experience two women teachers whom I have considered of exceptional worth. The thing that made them better than many others was their responsibility. Whenever I had occasion to assign to either one a certain task I could immediately put it from my mind, because I felt confident that it would be performed. Why could I feel so confident? Because these teachers had such initiative and resourcefulness, that I knew if any difficulty came in the way they could master the situation. I also knew that both felt that they must make it a success, and this gave them a power to do that could only meet with success.

Besides having this power to do, it is necessary to have the power to make others do their work. Why is it that one teacher can assign a lesson and it will be done, while another teacher will assign the same lesson and the pupils will not prepare it? It is simply because the first has back of his assignment a firmness that the pupils know means mastery, while the second assignment is made in a way that the pupils know does not require mastery.

Each of the above qualities has an economic value, and can be used as a standard of measurement. Make a careful classification and cataloguing of your personality, and check your judgment by the opinion of your friends in whom you have confidence. Then by steady cultivation of your weaker qualities you will surely form new habits and attitudes because above all human nature is plastic.

JOHN E. ERICKSON, '05



ORGANIZATIONS



YGDRASIL held a social meeting on Monday, October 18. To music furnished by various members and guests, the society danced, and later refreshed itself with apples and stick candy.

The feature of the second meeting, held in Miss Linton's room, was a vivid account of the Exposition, given by Miss Spalding.

The third meeting, which was a record breaker in point of attendance, was held on Monday, November 15. The program follows:

Piano Solo,	Marion Hager
Current Events,	Sarah Cummings
Reading, "Hearses is Hearses"	Mildred Magers
Debate;—Resolved: That the recommendations of the President for the increase in the army and navy should be adopted.	
Affirmative	Negative
Albert Janzen	Gordon Plourd
James O'Neill	Langan Foard
Vocal Solo,—"When You are Near"	Ella Blomgren
Reading,—"A Soldier of France"	Mildred Bell
Selection,—"Nocturne"	Ygdrasil Octette
Critic's Report	Mr. Spooner

The debate was decided in favor of the affirmative. The opening of the question box and the answers given to the questions afforded the audience much amusement.

At the Ygdrasil meeting of Monday, November 29, officers for the winter term were elected.

President,	Kathryn MacLennan
Vice-president,	Albert Janzen
Secretary,	Guy Gamble
Treasurer,	Napoleon Martin.



THE most prominent of the activities of the Sons of Thor for the fall term was the Thor reunion, which was held on Friday evening, October 8, in the society rooms.

The names of six new members have been added to the roll. They are "Nap" Martin, "Joe" Martin, Harry Jennings, Walter McKie, Ross Ewing and Frank Fisher. The antics of these six and their interpretation of a Salvation Army in action provided much amusement for the Normalites who happened to be at the 'Dorm' on the night of their initiation.

The officers for the winter are: president, Albert Janzen; vice-president, Napoleon Martin; secretary, Frank Fisher; treasurer, Lawrence Bell; sergeant at arms, James O'Neill.

Nothing further can be said of what has taken place this term, but all students may expect "big doings" next term. These "doings" may be in the shape of an entertainment.

THE first meeting of Hobeltoechter was held at Miss Swan's rooms on October 29. The following officers were elected: Emily Brall, president; Ella Blomgren, secretary; Helen MacDuff, treasurer. The time of meeting is decided at the beginning of each term. This term it was decided to meet every other Wednesday. The club is now working on Christmas toys and each member is to be allowed to keep or dispose of the toys as she wishes.

The social meeting of this term was on November 23, beginning with a supper served in the domestic science department. Later the club adjourned to the society room for dancing.

The active membership has been confined to twenty-five members and there are now no vacancies.



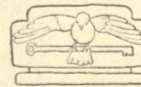
OSIRIS entered successfully upon the eighth year of its existence when, on Monday, October 11, it assembled for the election of officers and chose for president, John Morrison; for vice-president, Marrie Michels; secretary, Harry Bottrell; and treasurer, Blanche Rule. The following program is a sample of those given this term:

Piano Duet	Viola Williams	Lillian Carlson
Reading,—"The Kentucky Watermillion"	Jeanette VanAllen	
School News,	Frank Fisher	
Current Events,	Gertrude Geuder	
Vocal Solo,	Hazel Wheatley	
Five minute talk	Hannah Cummings	
Debate;—Resolved: That military training should be adopted in the schools of the United States.		
Affirmative	Negative	
Harry Rigg	Walter McKie	
Lydia Olson	Jennie Kullar	
Violin Solo,	Harry Bottrell	

Osiris displayed its social instinct by entertaining the members of Ygdrasil in the new gymnasium on Monday, November 22. James O'Neill and Amiel Toupin amused the gathering with hypnotic 'stunts' so bewildering that the young ladies refused to gaze at either of them the following morning. After the meeting, popcorn and ice cream cones were served and the remainder of the evening was spent in dancing.

The officers for the winter term, elected December 6, are:

President,	Frank Fisher
Vice-president,	Walter McKie
Secretary,	Joe Martin
Treasurer,	Ross Ewing.



CROQUIS began the year with a picnic supper at Miss Spalding's on October 20. It has been meeting every other Wednesday evening in the art room and working on poses for Christmas designs. Saturday, November 6, the club spent blissfully at the Olson camp, Middle Island point. The design for a pin has been adopted and Croquis members hope soon to go about properly labelled.



THE League opened the year with an informal party on the Tuesday following enrollment. A large number of girls enjoyed "sight seeing about the campus" and were introduced to various buildings by several senior girls. They then repaired to the new gymnasium where short talks on League work were given by Mrs. Casler and Miss Hill. Hot chocolate and wafers were served. Another afternoon party was given October 19. There was an excellent program, with a peanut hunt and elaborate refreshments—all day suckers. Although the Normal is apparently alive, no one would think so who was present at the Hallowe'en ghost party given October 29. There was also a consolation party on November 5, the night of the 'Dorm' party where 'non-Dormites' enjoyed themselves. On the Friday following Thanksgiving, the "left-overs" made merry in the society rooms. The robber one step and ice cream cones were features of the evening.

The calendars are out and finer than ever. Every loyal Normal student and alumnus should come to the front with 35c or more.

We wish to correct an error in the last issue of THE QUILL; Loretta Dumond is League secretary.

THE QUILL FLEDGLINGS

"Keep your face toward the sunshine and the shadows will fall behind you."

Rudolph Eriksson, '18, editor-in-chief
Loretta Doyle, '19, associate editor
Elizabeth Ellison, '18, art editor
Charles Lytle, '18, war correspondent
Clarence Christian, '18, business manager

The work of this department is given up entirely to the students of the ninth and tenth grades.

THIS year we have partners in the high school realm, the ninth graders or the Freshmen. Welcome, newcomers. We look to the future for the fun we shall have together at our parties, one of which has already taken place. We can well remember the days when we were Freshmen, but Sophomores are we now, A—humm! While we Sophomores are a little higher in the school world, we should appreciate that we have no high school Juniors or Seniors to be constantly taunting us, and that we are Sophies, Juniors, and Seniors combined. But do not be discouraged Freshmen, as you will not need to make the many blunders we have made, but will profit by our mistakes. Editor

THIS year the pupils of the high school have many advantages afforded by the new building. Our class rooms are large and have a great deal of light. Mr. Parker and Miss King have very large rooms with blackboards containing declensions that must be learned rapidly. Miss Swan's room has many windows on the north side. The desks used in her room may be adjusted according to the pupils' wishes. The library is large and cozy, a place where the pupils and students may easily find their references. The gymnasium, the largest in the Upper Peninsula, is well supplied with dressing rooms, shower baths, a running track, and lockers. The Auditorium holds many concerts and entertainments, given by the Normal, which are greatly enjoyed by the public. Therefore I think pupils who are attending the Normal high school may be thankful for the most modern and well equipped building in the state. Associate Editor

OUR high school assemblies have been held as follow: Thursday, October 7, we all went up to Mrs. Rushmore's old room and Miss Melhinch told us how to conduct a class meeting.

Thursday, October 21, we went up to Mrs. Rushmore's room again and this time we took turns reading about parliamentary law and then we practiced doing what the book told us to do.

Thursday, November 4, the tenth grade went to chapel to hear Mr. Tracy talk on the "Responsibility of Education."

THE high school boys have physical training every Tuesday and Thursday afternoon from 3:30 to 4:30, under the directorship of Mr. Coles. They have it in the old gym, but arrangements are trying to be made to have at least one lesson a week in the new gymnasium, and until they are completed physical training will be continued in the old gym. In the first few lessons the boys learned the military drill, and after having that down to perfection practiced shooting baskets and different forms of throwing the basket ball. Lately Mr. Coles has organized scrub teams among the boys and has had them play practice games together. He also gave different boys a chance to referee some of the games. A high school first team will be organized presently and will play outside teams.

The high school girls have physical training every Monday afternoon from 3:30 to 4:30, under the directorship

of Miss Stafford. The girls have physical training in the old gym, but have the use of the new dressing rooms and shower baths. They have been playing baseball, captain ball, and basket ball. A high school girls' first team will also be organized. War Correspondent

AT the opening of school the Sophomore class was glad to welcome two new members, Dorothy Prudom and Mabel Johnson,

The Freshman class has four new members, Pearl Desjardins, Loretta Bureau, Onnie Micklow, and Harris Cox.

On Friday, October 29, the Sophomore class entertained at a Hallowe'en masquerade in honor of the Freshman class. Miss King, Miss Melhinch, Mr. Parker, and Mr. and Mrs. Stockwell chaperoned. The following verses were a result of the party.

O! look at our Raymond to-night?
He furnishes us with delight,
By playing the happy
And gay "Charlie Chappie!"
For once he is sure a big sight.

Of course Mr. Parker can boast
He certainly fooled us the most.
We know it is said
That Latin is dead,—
Yet how could he be his own ghost.

Jingle bells, jingle bells,
Jingle to and fro,
Oh what fun to be a clown
LeRoy could tell you so.

Pray who is the gentleman tall,
With dress suit and silk hat and all
By the lady so gay?
You can just hear him say,
"Not for worlds, boys, would I miss this Ball."

Tell me what does Rudolph lack?
He should have a pair of wings,
In the middle of his back.

CERTAIN things, every one should know about the flag, have been suggested by the Desecration of the Flag Committee, of The Daughters of the American Revolution. The D. A. R. have requested that these regulations be published, and adopted by all the school people of the country.

DAYS TO BE OBSERVED

Days it should be displayed on every home: Jan. 26, Michigan Day; Feb. 12, Lincoln's birthday; Feb. 22, Washington's birthday; May 30, Memorial day (at half mast from sunrise until noon and then full staff until sunset); June 14, Flay day; and July 4, Independence day.

Flag Pledge,—

How to give the Salute to the Flag.— Right hand lifted, palm downward, to a line with the forehead and close to it, standing repeat in unison:

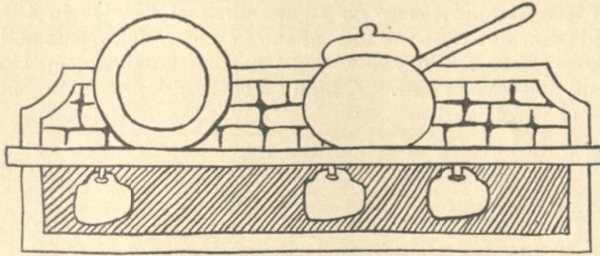
"I Pledge Allegiance to my Flag and to the Republic, for which it stands: One Nation indivisible, Liberty and Justice for all."

At the word "to my flag" the right hand is extended palm upward toward the flag and remains there until the end of the sentence; whereupon all hands immediately drop to the side.

This pledge is known as the "Public School Pledge."

By a new law passed April 9, 1897, it is compulsory for the Board of Education or School Trustees to display an American flag on every school building in Michigan while school is in session. See that your school flag is kept flying.

Michigan also passed a law in 1901 prohibiting the use of the flag for advertising purposes.



DOMESTIC SCIENCE

MANY requests have been brought to us by the public for receipts used in this department. We endeavor to comply with as many of these demands as we are able at one time. It is a very wise plan to save receipts printed here from time to time, for frequently we find it necessary to refer to back numbers to avoid repetition. Use our question box for any questions arising in any way referring to "Home Economics," and we shall endeavor to answer all such. Suggestions from patrons are urged.

The sewing department has undergone a wonderful change. The removal of a partition doubled its size. Dull tan walls and cupboards have been painted white. The dusty cement floor has also been improved by gray paint. All the furniture has a new coat of black; rough topped work tables are now smooth; fresh white curtains and wicker covered flower boxes fill the windows; pipes, formerly an eyesore, are now unobtrusive in silver paint. Pictures and pottery show up advantageously on the new white moulding.

On Tuesday evening, November 16, the senior students of the domestic science department prepared and served a Thanksgiving dinner. Ten members of the class were guests, the other members assisting in the serving. The dining room was decorated appropriately for the occasion. The centerpiece was a pumpkin hollowed out and cut in basket shape and filled with fruit and vegetables artistically arranged. The table was set for a formal dinner. The menu was as follows:—

	Fruit Cocktail		
	Clear Soup		
Roast Turkey		Mashed Potatoes	
Turnips		Giblet Gravy	
	Au Gratin Onions		
Cranberry Jelly		Pickled Peaches	
Celery	Olives	Salted Nuts	
	Rolls		
Head Lettuce	Roquefort Dressing	Wafers	
Plum Pudding	Creamy Sauce		
	Coffee		

BY request we are repeating the devil's food receipt which we use for devil's food squares.

DEVIL'S FOOD

Part I

1 c. brown sugar	1-2 c. milk
1-2 c. butter	2 c. flour
2 whole eggs or 3 yolks	1 tsp. soda
1 tsp. baking powder,	1 tsp. vanilla

Part II

1 c. brown sugar	1-2 c. milk
1 c. chocolate	1 egg yolk

Part II. Shave chocolate, add brown sugar, milk and egg slightly beaten. Cook until smooth. Cool.

Part I. Cream butter, add sugar, eggs well beaten, flavoring, add Part II, milk, flour into which baking powder, soda have been sifted. Bake in buttered sheet. Cut in small squares and cover with chocolate frosting.

CHOCOLATE FROSTING

5 oz. Baker's chocolate	6 tbsp. milk or cream
2 c. confectioners' sugar	3 yolks
	1 tsp. vanilla

Melt chocolate. Add 1-2 milk and 1-2 sugar and cook until smooth (in double boiler). Beat yolks, add balance of sugar and milk. Add to chocolate mixture and cook till very thick. When cooked add flavoring. Cover chocolate squares on all sides with frosting and 1-2 of a pecan in the center of each.

GLAZE' FRUIT

2 c. granulated sugar	1 c. cold water
1-4 c. vinegar or 1-8 tsp. cream of tartar	

Prepare materials, oiling platter and fork. Boil sugar and water five minutes, add vinegar, or cream of tartar. Boil to "hard crack stage"—143 1-3 C., or 290 F. Place saucepan in pan of boiling water, dip fruit, using fork, chocolate dipper, or sterilized hatpin. Drain from syrup, drop on oiled platter. When hard, remove and keep in cool place. Reheat syrup when too thick for use. Nuts, stoned raisins, candied cherries and pineapple, small pieces of figs are most suitable for glazing. White grapes, strawberries, orange sections are delicious, but must be used immediately.

FRESH FRUIT COVERED WITH FONDANT

Fondant: 5 c. sugar (2 1-2 lbs.)	2 1-2 c. water
	1-4 tsp. cream of tartar

Method: Place in a saucepan and stir till dissolved. Boil without stirring to the soft ball stage (114 1-2 C. or 238 F). To prevent crystallization, either boil for the first ten minutes with the cover on, or from time to time wash down the sides of the pan with a swab of cloth wet in cold water. Pour on an oiled platter and cool till it can be handled. Beat with a knife or wooden spoon until creamy, then gather into the hands and knead till soft and velvety. Pack in jar for at least 24 hours. When wanted for use melt in a double boiler over hot water.

Dip fruit in melted fondant, remove with a fork, place on a tin or aluminum surface to dry.

White grapes, cherries, pieces of pineapple, and any other small fruits may be used.

MAPLE KISSES

1 1-2 c. maple syrup	1 1-2 c. sugar (gran.)
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Boil until it drops a heavy drop on the spoon. Pour over the beaten white of one egg, beat until the mixture will hold its form. Drop from teaspoon on buttered platter. Let stand until set.

COCOANUT PUFFS

1 1-2 c. cocoanut, 3 egg whites,	1 c. sugar (gran.)
1 1-2 tbsp. (level) cornstarch	
	1 1-2 tsp. vanilla

Beat eggs, add sugar and cocoanut, cook 20 minutes in a double boiler, stirring constantly. Remove from fire, add cornstarch gradually, then vanilla. Let stand about 5 minutes. Drop on buttered tins and dry in a slow oven.



"A SUDDEN rush from the stairway,
A sudden raid from the hall!
By three doors left unguarded
They enter my castle wall!"

The Children's Hour.

The first occasion of the year on which the Juniors manifested their spirit was that of the Senior party, on November 4. The Juniors sympathized with poor James O'Neill's loss of his glasses and decided to help him look for them that evening. They made a more or less shining example of burglarious skill in entering the domestic science department, but upon being invited by President Kaye to retire until the Seniors returned, they gracefully withdrew. Hearing a disturbance in the vicinity of Mr. Stull's, they found the Seniors congregated there. The Juniors thought that they should be taught to make a real noise while they were about it and proceeded to give lessons. An extension course in these lessons was then started, covering the greater part of Marquette. Among those benefited were the Lautners, McClintocks, Wiggins, Spooners and Stockwells, the last showing their appreciation by the bestowal of sundry bags of peanuts. The Seniors claimed that the Juniors beat them to it, and that the eats were intended for them,—mere jealousy, of course!

The other portions of the town received a fair share of the entertainment. The party then returned to the Normal where the Juniors started a campaign of watchful waiting, while regaled at intervals with shower baths from the Seniors above. The real riot began after the Senior girls were in, and the boys attempted to block the doors. The Juniors effected entrance, but the scramble continued right up to the society room, where the sight of the decorations pacified them somewhat, and the sound of music acted toward the proverbial calming of the savage breast. The assemblage then adjourned to the new Gym, where a pretty little party was held, and ice cream cones were served. The function ended with the Seniors' acknowledgment that the Juniors were "all right."

On Friday morning the spirit further manifested itself in yells, a snake dance on the campus, a slight rush on the stairs, and more yells. After peace was restored, Mr. Brown, our psychologist, remarked that it gave a good example of a mob getting back to normal human beings again.

Some time afterward a meeting was held at which Joseph Martin was appointed class chairman and color and yell committees were chosen. These committees reported at a meeting held November 29, at which purple and gold were adopted by a 16 to 13 vote, and yells for the coming basket ball series were discussed.

THE features of the Junior-Senior rally were the Junior parade of the "Senior remnants" and unusually good yell and song demonstrations from both classes. Mr. Stull as chairman introduced Mrs. Alton T. Roberts and Mr. Morgan Jopling, who told about the treat in store for us in Geraldine Farrar, and Blanche Rickman, Catherine Macdonald, Miss Stafford, and Mr. McClintock, who discussed basket ball prospects.

GERALDINE Farrar will be here, January 3, 1916.

THE Student Girls' League prepared a short play which was presented Wednesday, December 8, under the direction of Mrs. Rushmore. In addition to the play, several musical numbers were rendered by the talent in the school under the direction of Miss Linton.

Every one praises the program which follows:

Selection, "Cavalleria Rusticana".....	Mascagni
String Quartet	
Farce, "Bargain Counter".....	
Mrs. Marsh Marigold.....	Genevieve Funkey
Mrs. Sally Margaret Crosspon.....	Marion Pierce
Veronica Speedwell.....	Helen Funkey
Daisy Chaine.....	Grace Williams
Rose Campion.....	Ruth Davis
Solo, "Hast thou ever seen the land".....	Thomas
Frances O'Meara	
Reading, "Pollyanna".....	
Mary Love	
Solo, "The Gondolier".....	Coombs
Harold Hallam	
Farce, "My Aunt From California".....	
Rosalie.....	Isabelle Moyle
Felicia.....	Ruth Miller
Sally.....	Beulah Howe
Mrs. Needy.....	Ethel Thomas
Mrs. Muntoburn.....	Dean Sempke
Dressmaker.....	Irene Eklund
Chorus, "Amaryllis".....	Glys-Page
Voice Culture Class	
Reading, "Gentlemen, The King!".....	
Marion Hathway	
Chorus, "Moonlit Meadows".....	Czibulka
Music I Class	

THE new league calendars make beautiful Christmas presents for your friends. The pictures are unusually fine,—thirty-five cents each.

FATE continues to frown on the faculty Feather-weights. If they allowed themselves to be discouraged by their repeated defeats they would probably fade away altogether. As it is, they have a ray of hope. Their opponents have been falling off in weight so seriously that there has been talk of a possible reorganization of the teams into Feather-weights and Emaciateds. The captains of last year were unanimously re-elected for what we are confident will be a highly successful season.

All interested in the prowess of these organizations will be glad to hear that the last contest played as we are going to press rescued the Featherweights from utter despair, and once again they are building air castles of great victories on the promise of this game.

UNDER the direction of Miss Linton a concert was given to the Marquette high school during their assembly hour on Friday, November 12.

? AN account of the Junior class rush—watch this space grow.

OBITUARY,—The passing away of one of Mr. Magers' snakes caused great grief among the students. He was much loved by all.

"WHAT course are you taking?" was asked of James O'Neill.

James:—"Oh, a race course, I guess. They keep me going all the time."

G. D.:—"One day I thought I knew my history real well, and I got stuck on a point."

ON Thursday evening, December 2, the following program was given in the Auditorium under the direction of Miss Linton, director of music in the Normal school. A large attentive audience listened with much interest and enjoyment to the full program, supplementing it with many encores.

PROGRAM

String Quartet, "Largo"-----	Handel
1st Violin, Harry Bottrell, 2nd Violin, Walter McKie, 2nd Violin, Margaret Oleson, Cello, Helen Nickerson	
Vocal Solo, "Miyoko San"-----	A. A. Mack
Miss Iven Chamberlain.	
Olaf Trygvason-----	Grieg-Remick
Semi-Chorus	
Vocal Solo, "Nita Gatana" (Spanish Serenade)-----	Reginald De Koven
Harold Hallam	
Piano Solo, "Impromptu No. 1, F minor"-----	Schubert
Miss Ethel Hamby	
Vocal Solo, "By the Fountain"-----	Stephen Adams
Miss Pearl Adair	
Violin Solo, "Minuet"-----	Beethoven
Harry Bottrell	
Vocal Solo, "Love in Springtime"-----	Luigi Arditi
Hazel Wheatley	
Male Quartet, "Outside the Heavenly Gates"-----	
Thurland Chattaway	
Harold Hallam, Amiel Toupin	
Langan Foard, Mardean Borreson	
Vocal Solo, "Good-bye"-----	Tosti
Miss Ella Blomgren	
"Glory to Isis," (from Aida),-----	G. Verdi
Semi-Chorus	
Vocal Solo, "King of the Forest Am I"-----	H. Parker
Amiel Toupin	
Violin Duet, "Cavalleria Rusticana"-----	Mascagni
Harry Bottrell, Margaret Oleson	
Reading, Scene from "Madame Butterfly"-----	
Mrs. Eulie Gay Rushmore	
Vocal Solo, "The Nightingale's Song"-----	Nevin
Miss Sophia Linton	
"Darkey Lullaby"-----	Dvorak-Page
Semi-Chorus	
"Sextette from Lucia"-----	Donizetti
String Quartet	
Accompanists-----	{ Stella Patrick
	{ Mamie Tonella

The student vocal soloists were in happy mood and sang their numbers with pleasing effect.

Iven Chamberlain sang in a sweet, true, soprano voice Mack's "Miyoko San" and was obliged to respond to an encore.

Pearl Adair sang with great purity of tone and clear enunciation, Adam's "By the Fountain."

Arditi's "Love in Springtime" was sung by Hazel Wheatley in a light, graceful, sprightly manner, with a beautiful, brilliant tone.

Tosti's "Good-bye" as sung by Ella Blomgren also showed much inherent ability, coupled with a fine, flexible voice and a very pleasing stage presence.

Reginald De Koven's "Nita Gatana" as sung by Harold Hallam showed that he is possessed of a fine, lyric tenor voice which gives splendid promise.

Parker's "King of the Forest Am I" was in good range for the excellent, bass voice of Amiel Toupin. He sang with ease and good clear enunciation.

It is to be hoped that the String Quartet has come to stay. It certainly has made a place for itself in the music

of the school. Perhaps Handel's "Largo" was the most enjoyed, though "Lucia" was also appreciated.

Harry Bottrell is a violinist of strong natural ability. His interpretation of Beethoven's "Minuet" showed fine feeling.

The violin duet by Harry Bottrell and Margaret Oleson was pleasingly played and the student body especially appreciated the school song encore.

The Male Quartet sang with stirring zest "Outside the Heavenly Gates" and as an encore sang "A Little Boy called 'Taps'," with fine feeling and splendid harmony.

Much favorable comment was heard on the work of the choruses, "Glory to Isis" from Aida, and the "Darkey Lullaby" of Dvorak being most enjoyed, though the Grieg number, "Olaf Trygvason" showed strength and vigor which was well brought out by the class.

Much credit is due the fine accompaniments of Stella Patrick, Lucinda Opie and Mamie Tonella.

As usual Miss Linton's appearance on the platform brought forth a storm of applause. This time Miss Linton sang Nevin's "The Nightingale's Song." Her splendid presence, her distinct enunciation, her magnificent voice, every note of which is rich and musical, combined as always to delight her audience. Enthusiastic applause brought Miss Linton back.

The interpretation of the scene from Madame Butterfly by Mrs. Rushmore was most satisfactory to her audience. With her they lived that bit of Japanese life, and felt the real atmosphere of Japan. It is in this transcendent power over her audience that Mrs. Rushmore always proves herself a true artist. In response to continued applause she gave another reading.

The artistic ability of Miss Ethel Hamby as a pianist never appeared at better advantage than in her fine rendition of Schubert's Impromptu No. 1, F. Minor. The appreciation of her audience was shown by hearty applause to which Miss Hamby graciously responded with another selection.

THE course tickets for Farrar—Powell—Godowsky are \$2.50. Are you saving up pennies to get one of those?

OUR Thursday mornings have afforded us much pleasure this term.

October 14. Mr. Lautner showed us how the future development of the race still promises to be upward.

October 21. Mr. Brown addressed the assembly on Evolution. Ella Blomgren sang a solo, "Will o' the Wisp."

October 28. Miss Hill gave an excellent account of the legend of the Grail, and explained the significance of the Abbey pictures. The string quartet,—Harry Bottrell, Margaret Oleson, Walter McKie, and Helen Nickerson,—made its debut.

November 4. We had the pleasure of listening to Miss Melhinch, who gave an interesting account of her experiences at Columbia University.

November 11. Mr. Tracy, a successful young attorney of Marquette, gave the Normal assembly the privilege of listening to a stirring speech on the text, "Come wind, come rack, at least we'll die with harness on our back."

November 18. The assembly profited by an instructive account of our "personality problems" by Mr. Wiggins.

November 25. We addressed ourselves to turkey.

December 2. Announcing Geraldine Farrar for January 3.

December 9. A Senior—Junior rally stirred "the savage breast." Mrs. Alton T. Roberts and Mr. Morgan Jopling told us of the ever increasing treats of the concert series.

December 16. Student Girls' League greenbooks—two for five.

MAUD Powell is coming, March 13, 1916.

UNDER the auspices of the League, 'hikers' have met on Saturday mornings to see more or less of the environs of Marquette. This movement to see Marquette first began with a trip to Sugar Loaf on October 2, and continued, October 16, with a hike to Stone's mill. Sugar Loaf was again visited October 23. What is Sugar Loaf (by the way) without Sugar?—they can tell you. Mt. Mesnard was the next place honored, October 30, and the season's activities closed with a tramp to Lakewood and an exciting basket ball game on the beach. There have been good crowds for all the hikes, and we look forward to their revival next spring.

THE Dormitory girls amused themselves, October 30, with their usual Hallowe'en 'stunts'. Their first formal entertainment was given November 5, in the form of a dancing party. The dining room was decorated in pink and green, and the favors were cards with flowers and verses. Saturday, December 4, witnessed a Dormitory rush to the Opera House to see Mary Pickford. The social activities of the term closed with a Christmas party given December 10.

A FEW of the faculty members have developed the migratory instinct. Those who indulged in side-trips, educative and otherwise, were President Kaye who went to Saginaw, October 27; Mr. Magers, to Escanaba, November 4; Miss Stafford, to Republic on November 13; Mr. Brown, who visited his alma mater, the University of Wisconsin, November 19 and 20; and Miss Swan, who spent the Thanksgiving vacation in Houghton.

THOSE who are to receive life certificates at the close of this term are Sigrid Stolberg, Blanche Ruecker, Jennie Kullar, Laura Murchison, Mrs. Bess Leonard, Hazel Herron, Ethel Clarke, and Mrs. Elsie Baragwaneth. From the graded school course will be graduated Vennie Chamberlain, Lillian Hartvigh, Ina Lahti, and Mabel Welch, while two students, Huldah Ekman and Irene Ecklund will receive rural certificates.

A HOUSE party and reunion was held at the home of Nina Drake during the U.P.E.A. The following girls were there: Maude Sensiba, Houghton; Ruth Bloy, Calumet; Myrtle Caverne, Freda; Ruth Beneshek, Gladstone; Anna Olson, Bessemer; Mildred Anderson, and Mildred Unsworth, Calumet.

DURING the past term the Ford family has been happily reunited, once at camp at Buckroe during the week end after the U.P.E.A., and again at a picnic party given on the Saturday after Thanksgiving. Oh, but absence makes the heart grow fonder!

WE are the "Senior class"—how queer it seems—yet how grand!

A meeting was held October 28, 1915, for the purpose of electing officers. Much to the pleasure and satisfaction of the entire class, the same officers of last year were again voted in.

The real event of the term, however, was the "Senior Rush," held on November 4. A very delicious supper was served in the domestic science department, and later the class repaired to the society rooms to practice yells. They promenaded on their way to serenade the faculty in their respective homes and to invite them to return to the new Gym for dancing. Midway they encountered a group of children out of bed too late. They brought them back to the Gym and let them caper about—gave them ice cream and sent them home.

EXCHANGES

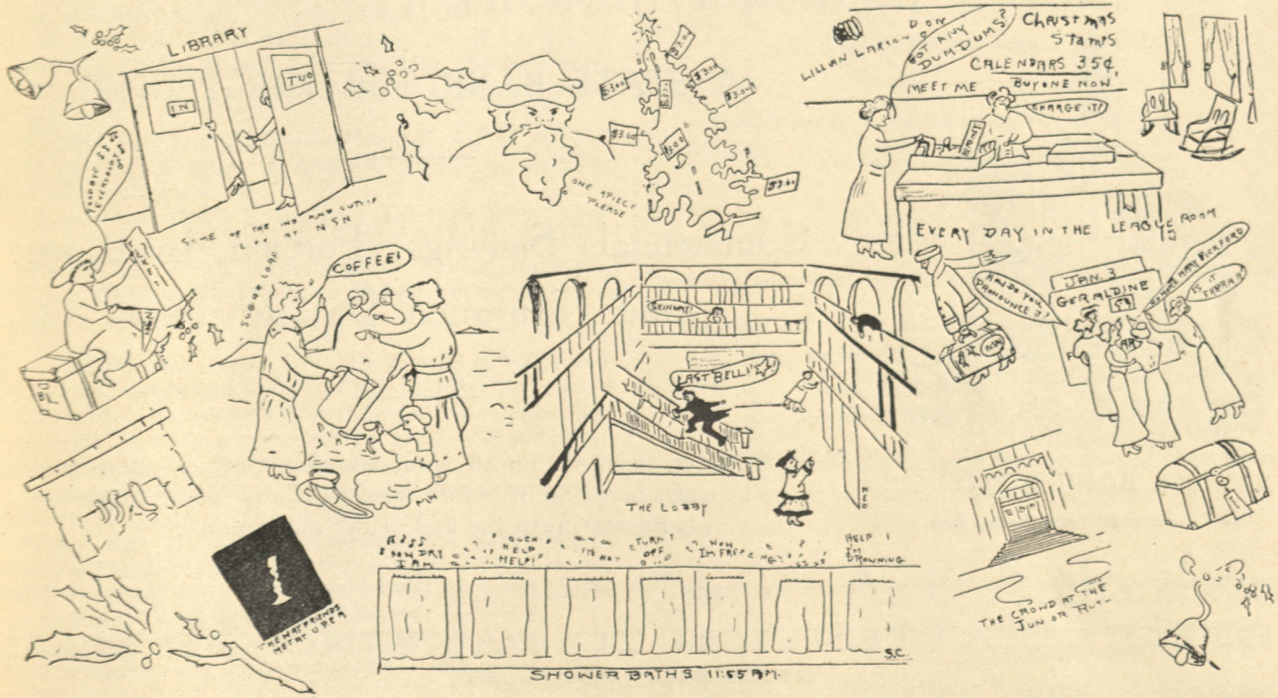
KODAK, Cheboygan, Michigan—

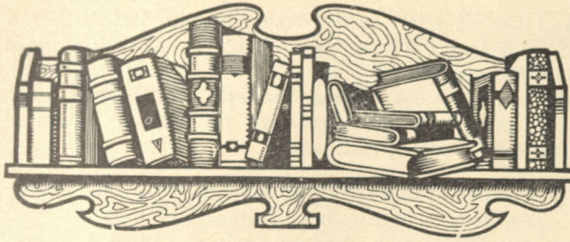
We think your grinds especially good and that your poets deserve credit.

Ingot, Hancock, Michigan—

Your story, "A Happy Christmas Eve" is very interesting and an excellent plot. We like your "Jokes" section, but they are scattered a little more than necessary.

LEOPOLD Godowsky will play at the Normal, April 24.





THE QUILL QUIZZICAL

THE services of the Question Box will be administered by the various departments of the school, with the purpose of making THE QUILL answer a really practical demand on the part of alumni who are working in localities where advantages are limited. THE QUILL can furnish the willingness and the work, but it is the part of the readers to furnish the questions. If at any time questions are too long for answers in this space, we shall be glad to give them attention by letter; we want to be useful.

- Q. What are some of the best, inexpensive, recent Christmas books?
- A. The following list will be found attractive in both quality, and price:
 Andrews, Mary Raymond Shipman; The Better Treasure.
 Dalrymple, Leona; In the Heart of the Christmas Pines.
 Lagerlof, Selma O. L.; Legend of the Sacred Image.
 Locke, William J.; A Christmas Mystery.
 Mitchell, S. Weir; Mr. Kris Kringle.
 Richmond, Grace L. S.; Under the Christmas Stars.
 Tarkington, Booth; Beasley's Christmas Party.
 VanDyke, Henry; The Sad Shepherd; The Spirit of Christmas.
 A. A. O.

- Q. In writing, would you sacrifice movement to form?
- A. By no means. I do not mean that the child should take a rate of speed over which he has no control, or that he should practice on a letter until he has a correct mental picture of it. When he has a definite knowledge of the proper position, of the working of the writing machine, and of the form of the letters to be written, he is then ready to begin his practice. If you insist on a light touch and quick work throughout all the writing done during the day, you will find that movement and form will soon go hand in hand. The sooner we lose sight of the idea of form alone and take up the development of movement, the sooner shall we get the desired results.
 J. McA.

- Q. What is the most vital equipment for a school, if means are limited?
- A. First—A line of text books which has been worked out to meet social needs, rather than to fit for some examination or arbitrary course of study standard. Second—A small stock of well selected materials, such as clay, simple soft wood, unglazed paper, etc. Every school needs tables for this kind of work, where the child has means of self expression and can be busy at what is worth while. Third—A few well selected books for the teacher's use. She must have them to widen her intellectual horizon and keep her growing.
 S. S. S.
- Q. Where can I get art stamps of interest to children?
- A. For scrap books there is nothing much more charming than the stamps with Mother Goose and fairy tale pictures, published by the Leslie-Judge Company, 225 Fifth Avenue, New York. Of these, one may get sixty for twenty-five cents.
 C. D. K.

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NEWs of the classmen who have left us comes to us from various sources.

The classes to which Alumni belong will be designated by the numeral of the current year in which they graduated. Thus, students of the school year 1913-1914, who were graduated in December, 1913, in March, 1914, in June, 1914, or in August, 1914, will be counted in the class "1914."

A class numeral without a letter denotes a Life Certificate. "G. S." preceding a numeral indicates a Graded School Certificate issued in the year specified as above. Just so, "R." represents a Rural Certificate.

The residence at the Normal of students who have not received certificates will be indicated by the word "year" followed by the numerals of the school year. Thus, for a student attending for some term of the above mentioned year, the designation will be "year '14."

This system of designations will be used throughout THE QUILL wherever class distinction is shown.

THE ENGAGEMENT of Viola Richardson, '12, to Mr. Frank Martin, of Petoskey, has been announced. Mr. Martin is in charge of the work in manual training in the Petoskey schools, and Miss Richardson has for the past two years been head of the domestic science department in the Painesdale high school. The wedding is to take place some time during the latter part of December.

MARRIED, on October 14, 1915, at Republic, Anna Isaacson, '12, and Mr. Hugh Arley Frye, of Flint. They live at 306 Wilson Street, Flint.

Reinhart, Catherine, '14, and Mr. Leslie Patterson, of Marquette, were married on October 26, 1915. They live on East Ohio Street, Marquette.

West, Ethel, year '15, and Mr. Willie Van Wagner, were married in October 1915. They are living in Lapeer, Michigan.

BORN, to Dr. and Mrs. A. A. Solberg (Olga Grotte, '10,) of Coon Valley, Wisconsin, on February 10, 1915, a daughter, Kathryn Jane.

Mr. and Mrs. R. E. Mahaffay (Lucile Bell, '02), of 3209 N. 28th Street, Tacoma, Washington, on March 7, 1915, a daughter, Ruth Elizabeth. Mr. and Mrs. Mahaffay have also three sons.

Mr. and Mrs. August Erickson (Mayme Barry, '04), of 229 W. Crescent Street, Marquette, on August 12, 1915, a daughter, Charity Louise. Mr. and Mrs. Erickson have two other children, a girl four years and a boy two years of age.

Mr. and Mrs. Fred Fredlund (Mae Bell, G. S. '02), of 3936 Pleasant Avenue, Minneapolis, Minnesota, on October 26, 1915, a son.

Dr. and Mrs. Hugh S. Buffum (Hazel Price, '12), of Cedar Falls, Iowa, on November 4, 1915, a son, Hugh Price.

Mr. and Mrs. F. W. Hyde (Rhoda Williams, years '06-'09), of Rumley, Michigan, on November 14, 1915, a daughter, Elizabeth Bradish.

LA LONDE, June, year '07, is Mrs. Harold B. Pullar and lives in Lawrenceville, Indiana. Mr. and Mrs. Pullar have one daughter, Katherine Elizabeth, about three years old. Schaefer, J. Louise, years '07-'15, has the second grade in the Boswell school in Menominee.

Hughson, Katherine, G. S. '01, is director of the kindergarten in the Myra Jones school in Detroit.

Deasy, Mary B., '02, is principal of the Fisher Street school in Marquette, and has charge of the seventh grade. She lives at 112 Jackson Street. During the past summer she attended Teachers College, Columbia University.

Fassbender, Winona, G. S., '02, is Mrs. Joseph Paull, of Atlantic Mine. Mr. Paull is manager of the general store in Atlantic.

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or Boy Wears."

New Bacon Building Marquette

Zeitler, Katherine, '02, has fifth and sixth grade work in Calumet. She lives at 31 Mine Street.

Potter, Marietta, '03, is Mrs. Charles Dolf, of W. Arch Street, Marquette.

DuBord, Sadie, G. S. '04, is Mrs. John Sullivan, of 73 East Jessamine Street, St. Paul, Minnesota.

Hallen, Elizabeth, '04, is Mrs. W. A. Siebenthal, of Vulcan.

Moore, Mabel Perry, '04, is Mrs. O. B. Anderson, of 312 E. Crescent Street, Marquette. Mr. and Mrs. Anderson have a son about a year and one-half old.

Peters, Tina, '04, (Mrs. Walter Weldon), has recently been appointed an assistant in the Peter White Public Library in Marquette. Her address is 122 E. Hewitt Avenue.

Brydges, Maude E., '05, is teaching in Madison, Wisconsin. She lives at 823 University Avenue, Madison.

Koch, Anna, G. S. '05, is Mrs. Fred Rohrer, of Laurium.

Lovell, Carolyn A., '05, is teaching the second grade at the State Street school in Menominee.

Behan, Agnes, '06, has charge of the kindergarten at the Hampton Street school in Marquette, and lives at 112 Palm Street.

Reidinger, Caroline, '06, is director of the kindergarten in the Trowbridge school in Detroit, a position she has held for several years.

Rogers, Jessie, '06, is a trained nurse in Johns Hopkins Hospital, Baltimore, Maryland.

Sharpe, Alberta, '06, lives at 52 East 72nd Street, New York City. She is teaching in the Comstock School, a private school for girls.

Spitz, Emma, '06, who for a time was principal of one of the grade buildings in Houghton, is now supervisor of music in the Houghton schools.

Trihey, Nellie, G. S. '06, is Mrs. Tom Welch, of Iron River.

Barrett, Mary A., '07, teaches a third grade at the Spies Avenue school in Menominee.

Borne, Martha R., '07, who last year taught in Tri-mount, is now a member of the teaching force at the Duffield school in Detroit. Her address is 34 Alfield Street, Detroit.

Corbett, Helen, '07, is Mrs. H. B. Rogers, of 310 Center Street, Hancock.

Francis, Jennie, G. S. '07, is Mrs. James Reed, of South Porcupine, Canada.

Johnson, Edith M., '07, resigned her position in Ironwood last spring, and is now teaching in Virginia, Minnesota. Her address is 504 Central Avenue, Virginia, Minnesota.

Mayers, Rose, '07, is Mrs. John Hanley, of 155 Woodland Street, Laurium.

Berwald, Nellie, '08, is Mrs. Edward F. Sanderoock, of 904 Vulcan Street, Iron Mountain.

Eggen, Olga, '08, is Mrs. Steve Terrill, of Fourth Street, Ishpeming.

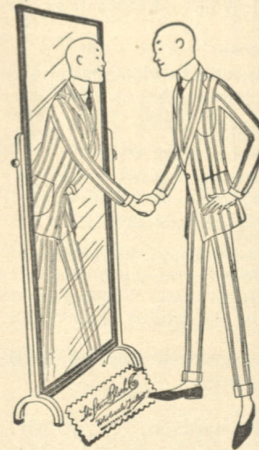
Johnson, Ludie, '08, has the second and third grades in the West Republic school. Her address is Republic.

McCarthy, Mary M., '08, is Mrs. F. A. Sheridan, of 216 Fourteenth Avenue, East, Duluth, Minnesota.

Theobald, Irene, '08, has sixth and seventh grade work in Proctor, Minnesota.

Pascoe, Beulah, '09, completed the literary course at the University of Michigan, specializing in German. Since then she has taught for two years in the Baraga high school, and at present she is teaching in the high school at Republic, where she has been for the past two years. Her address is Republic.

Pollock, Lillian A., '09, has been teaching in Chicago,



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Illinois, for the past couple of years, but at present she is at her home in Birmingham.

Redding, Rose J., '09, is Mrs. Bernard Norton, of Bisbee, Arizona.

Walker, Helen H., '09, is Mrs. Thomas T. Van Swearingen, of 2712 Thirty-second Avenue, South, Seattle, Washington.

Kjesboe, Klara L., '10, was last year principal of the Washington school in Iron Mountain. This year she was appointed primary supervisor, and Johanna Flaa, '12, succeeded her as principal of the Washington school. Both may be addressed at Iron Mountain.

Rublein, Mary Florence, '11, lives at 2424 Aldrich Avenue, South, Minneapolis, Minnesota. She is teaching a first grade this year.

Schwartz, Anna, '10, is Mrs. C. H. Wollner, of Marquette.

Deshaies, Emelda, '11, has resigned her position at Gwinn, and is now teaching second and third grades in the schools at Rapid River.

Dushane, Helen A., '11, is teaching second grade in the Froebel Annex in Marquette, and lives at 112 W. Ohio Street. For the first two years after her graduation she taught in the Houghton schools.

Mitchell, Edith L., '11, taught seventh and eighth grades for one year in Grand Marais, and the following year had a sixth grade in Marquette. During the past two years she had the work in the seventh and eighth grades in Hermansville. At present she is assistant superintendent of the high school in Kingsley. Her post office box is 271.

Salvo, Eloise, '11, has the primary work in the grade school at Painesdale.

Unsworth, Edith Eleanor, '11, worked, during the first year after her graduation, with deficiencies in the Calumet schools. The second year she had a seventh grade, and in February 1914 she was given the eighth grade in the Washington school. She lives at 128 Calumet Avenue, Calumet.

Gustafson, Maidie, '12, has the third grade at the Roosevelt school in Menominee.

Lindquist, Edith E., G. S. '12, may be addressed at 4877 R. J. Shaft Location, Calumet, in which city she is teaching.

Plambech, Edith, '12, is teaching in Iron Mountain.

Rasmussen, Marian, G. S. '12, is this year teaching in Menominee, where she has the sixth grade work in the North Broadway school.

Van Cleve, Jessie Gay, '12, of 14 King Edward Apt., Pittsburgh, Pennsylvania, has been specializing in children's work in the Carnegie Library School at Pittsburgh. She has completed her course and is now assistant to Miss Sarah C. N. Bogle, who is in charge of the school.

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Young, Ethel Eleanor, '12, assisted in the French department at the Normal after her graduation, and since then has completed the literary course at the University of Chicago, receiving the Ph. B. degree in December, 1914. She attended the Normal again during the winter and spring terms of 1915, taking special work in the art department. At present she is doing substitute work in the Marquette high school. Her address is 719 Pine Street, Marquette.

Cronin, Helen M., '13, is teaching in Michigamme.

Johnson, J. Eskil, '13, spent last year at the University of Minnesota. He is at present in the shipping department of the Andrews Lumber and Mill Company, of 1757 Foster Avenue, Chicago, Illinois.

Kaye, J. Tracy, '13, is now attending the University of Michigan, and expects to receive the A. B. degree this coming summer. He will then enter the medical department at the University. His address is 311 Thompson Street, Ann Arbor.

Malin, Anna, '13, who last year taught in the school at Yalmar, is this year in charge of the school at Whitefish.

Sweet, Andrew, '13, has since his graduation been attending the Michigan College of Mines at Houghton. Last fall he was elected president of the senior class.

Winn, Bertha, '13, attended the Normal at irregular intervals and received her life certificate in June, 1913. She spent the two years prior to this at Teachers College, Columbia University, receiving her degree there. The following year she went to Seattle, Washington, where she was connected with the Child Study Laboratory. In the fall of 1914 she accepted a position in Victoria, B. C., and is now devoting her energies to organizing the work for mental deficient. Her work has received very favorable comment. She lives in the Alcazar Apartments, Victoria, B. C.

Caverne, Myrtle, G. S. '14, is teaching the primary grades in the Freda schools. Her address is Freda.

Eister, Corinne M., '14, left Houghton this fall and is now teaching in the Spokane schools. Her address is 1017 West Tenth Avenue, Spokane, Washington.

Herscheid, Helen, '14, lives at 1133 Holmes Avenue, Menominee. She has the fifth grade in the Lincoln building in Menominee.

Jarvela, Hilia, '14, may be addressed at Eben Junction, where she is teaching at present.

Lindquist, Alma I., '14, is at present teaching her second year in Deerton.

McIntosh, E. Etna, '14, taught for one year in Wakefield. She is now teaching departmental arithmetic in the fifth, sixth, seventh, and eighth grades in the Houghton schools. She lives at 316 College Avenue, Houghton.

O'Neill, Helen Florence, '14, taught last year in Baraga, but is now teaching in Medford, Wisconsin.

Ward, Florence, '14, is on the teaching force in Manistique. Her address is 320 Lake Street.

Anderson, Elsie, '15, has a fourth grade in the schools at Republic.

Isaacson, Esther, '15, has the fifth, sixth, seventh, and eighth grades in the school at Skanee. Her address is Skanee.

McKay, Katherine J., '15, has the eighth grade work in the school at Rapid River.

Pascoe, Millicent, '15, has a fourth grade in Newberry.

Stranberg, Hildegard, '15, lives at 151 Gogebic Street, Ironwood. She has second grade work in one of the schools there.

Swanson, Effie, '15, has a fifth grade at Stephenson.

Wilmot, Harry L., '15, is principal of the new school at Kenton.

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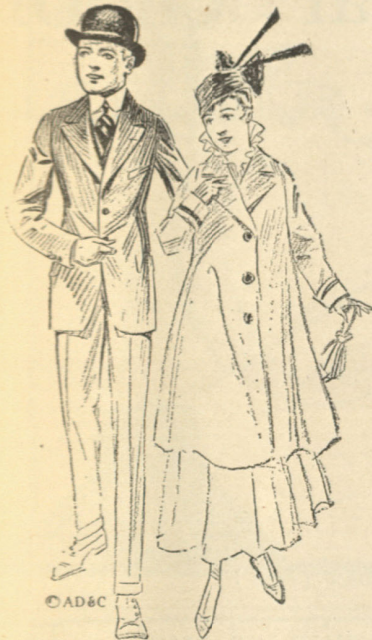
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